

The Future of Hospitality, Leisure, Sport and Tourism in Higher Education

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Two significant initiatives form the backdrop to this issue of LINK. The first is the launch by the Quality Assurance Agency, in November 2004, of its Recognition Scheme for Subject Benchmark Statements. This will provide opportunities for the review of existing Benchmark Statements in light of changes and developments since the first statements were drafted in 1999, as well as the development of statements in areas not already covered, including new areas of study. In the latter cases, subject identity and sufficiency must be clearly demonstrated. The approach to developing Benchmark Statements remains the same - that they should make clear the nature and standards of awards and reflect the views of the subject community, explain the conceptual framework which gives coherence and identity to a subject area, and set out the attributes of graduates as a representation of standards in awards.

Since the original Benchmark Statements were drafted for our subject areas there has been much debate about the nature of

curricula prompted by: fluctuations in the popularity of, and demand for, programmes of study; competition between subjects and institutions to recruit students; issues related to the image of subject areas; continuing lack of concrete support from employers in some sectors for vocational higher education programmes, and the demands of the RAE and subject credibility through scholarship. Governmental policies and legislation also stimulate change and so in future, subjects are likely to need to make explicit their position regarding inclusivity and widening participation, sustainability, international dimensions including the European harmonisation, and regional dimensions including lifelong learning opportunities. Not least should we also consider the implications to curriculum design of new higher education funding models, financial and resource constraints, and the need for efficiency and effectiveness in our approaches to learning and teaching.

The second significant development is a review, currently underway, of the Joint

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Academic Coding System (JACS) by the Universities and Colleges Admissions Service (UCAS) and the Higher Education Statistics Agency (HESA). The JACS is used in the collection and presentation of data regarding student numbers. The current coding does not recognise or promote the cognate relationships between these subjects which have been demonstrated in Benchmark Statements, recognised in subject review and which are apparent within organisational structures in many institutions. It does not reflect 'footprints' of the Sector Skills Councils in our area, and it also contains historical subject titles which are now obsolete. Partly due to some prompting by the Subject Network, proposals for change have been developed, in discussion with the Network and through our consultation with various subject associations. The outcomes of this discussion will be circulated for wider consultation shortly. The proposed coding demonstrates differences as well as similarities between subjects and provides a context for curriculum development, rather than what can be viewed as the current coding obstacles. Furthermore, it demonstrates to the world outside the scale and complexity of our subject areas.

Opportunities for review and further development of Benchmark Statements together with the recognition offered through a JACS which reflects the contemporary nature of our subject grouping can be important facilitators for curriculum change and development. They provide a context where the outcomes of debates by subject communities about future directions for our subjects and the changing needs and expectations of our students can be expected to have real impact on the future. This issue of LINK demonstrates the breadth and the depth of the current debates.

For more information on the QAA's Recognition Scheme for Subject Benchmark Statements, see:

www.qaa.ac.uk/crntwork/benchmark/Recognition/recognitionScheme04.htm ■

Differentiation and 'Homelessness' in Hospitality, Leisure, Sport and Tourism – some reflections

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During 2001, as member of the Quality Assurance Agency for Higher Education (QAA) Subject Review teams, I remember vividly one particular discussion in which it was argued (not by me) that the 'subject' of 'Hospitality, Leisure, Recreation, Sport and Tourism' was little more than a "residual dustbin" for areas of Higher Education (HE) provision that could not easily be accommodated elsewhere. (Interestingly, in terms of nomenclature, the 'subject' included Recreation within Subject Review activities, but excluded it from the Benchmark Statements.) The argument seemed to rest on the assertion that this range of interests was too wide in scope to have meaning and functionality as a single subject. When evidence was introduced that articulated the contrast between, for example, applied experiential learning in the biomechanics of sports performance on one hand, and theoretical models of service encounters in catering management on the other, the argument had some superficial plausibility. The point seemed to rest on a contention of

difference rather than an acknowledgement of the shared commonality. Indeed, as the market for the provision of both undergraduate and postgraduate programmes of study has proliferated (Aitchison, 2004) and become increasingly differentiated, there is a sense in which it has also become increasingly fashionable and institutionally expedient (especially for marketing and recruitment purposes) to demarcate difference.

Discussions of this kind in Hospitality, Leisure, Sport and Tourism (HLST), as elsewhere, are bedevilled by inconsistent use of vocabulary. For this set of personal reflections I use the following: subject – the full range of activities across all of the individual subject fields of Hospitality, Leisure, Sport and Tourism. These are informed by academic disciplines (some of which may be thought to apply to all, eg. philosophy, psychology, and others which may be thought to apply only to some, eg. physiology, marketing).

In seeking clarity over some of the key issues I turned to the Subject Benchmark Statements for HLST (QAA, 2000). Here, at least, it might be expected to find some careful and precise mapping of the terrain. The development of the Benchmark Statements, it was noted, was the result of 'five, diverse subject associations working together for the first time' (p.1). In articulating the scope of the territory, the following explanations are provided:

- Hospitality: 'characterised by a core which addresses the management of food, beverage and/or accommodation in a service encounter' (p.3)
- Leisure: '...can, but may not necessarily, encompass recreation, countryside activities, popular leisure, play, tourism, sport and the arts' (p.4)
- Sport: 'means all forms of physical activity which, through casual or organised participation, aim at expressing or improving physical fitness or mental well-being, forming social relationships or obtaining results in competition at all levels' (p.5)
- Tourism: '... phenomena and relationships arising from the travel and stay of people away from their normal home environments for a variety of purposes' (p.5)

Evidently then, the subject is characterised by a lack of sharply defined conceptual boundaries. This is not surprising since such boundaries would be artificial, contestable, unlikely to be based on genuine consensus, and constraining rather than inclusive (see McNamee et al, 2000). There is also overlap between the subject fields.

It is often, of course, an illuminating pedagogic task for undergraduate students to engage in an exposition of the 'necessary' and 'sufficient' conditions of operational definitions of the subject fields, but most of the time such a task is confounded by a lack of operational precision. Take, for example, the

connections that exist between hospitality and tourism in the 'management of ... accommodation in a service encounter' (p.3) and '... phenomena and relationships arising from the travel and stay of people away from their normal home environments'. Further linkages are clear between sport and leisure in the way that the indicative list associated with the latter includes the former. The same is true of tourism and leisure.

There is, therefore, still significant commonality amongst the subject fields, and by seeking to differentiate amongst them, there is a serious risk of atomisation and fragmentation. This, in turn, is likely to lead to a situation that may be foretold from the previous and current arrangements for the Research Assessment Exercise in which neither leisure nor tourism are properly accommodated (Tribe, 2003; Aitchison, 2004). There is only one named subject field in Unit of Assessment (UoA) 46, 'Sports Related Subjects', and whilst some leisure researchers may submit to that UoA, it is not a natural intellectual home for many others. As a result, some leisure research may become disenfranchised.

Moreover, if this brand of thinking is subjected to logical extension, even individual subject fields might be in jeopardy. Consider, for example, the different origins of scholarship in leisure and (at least) two sets of emphases: leisure studies and leisure management. They are informed by some different disciplines and research traditions; each has its own organisations and journals. It is therefore possible to construct an argument that these have insufficient in common for them to be considered as a single field. And within, say, leisure studies, it is possible to argue that differences between disciplines when applied to leisure make them uneasy bedfellows – there are, after all, separate UoAs for history, philosophy, psychology and sociology. This, though, is absurd reductionism that would lead inevitably to the disintegration of a subject field.

Instead of such a divisive conceptualisation of the subject, it is valuable and instructive to consider the commonality across it. Leaving aside the absence of sharp conceptual boundaries to frame the scope of subject fields, and the inevitable overlap that follows from that, there are also pedagogic similarities within the subject. The Subject Overview Report for HLST (QAA, 2001) opens with the observation that the provision amongst the 109 providers across the subject was 'characterised by its diversity' (p.1). There was also, however, explicit acknowledgement of many shared characteristics: relative maturity and rate of growth; employability of graduates; flexible and coherent multidisciplinary curricula; links to industry and the professions; theory-practice linkages. Importantly too, there was a specific reference to 'a general need to strengthen staff research and scholarly activity' (p.1).

One mechanism through which such strengthening might occur is through the intellectual exchange stimulated around common sets of interests within a subject. For leisure scholars there are at least some shared interests with colleagues in hospitality (including 'events'), sport (including 'exercise') and tourism. The extent to which strengthening will occur is a function of the willingness of those involved to engage in the discourses and dialogue of that intellectual exchange – but the opportunities exist and have not been created artificially. An alternative is the insular isolationism of subject fields that will leave rich seams of scholarly endeavour unexplored and intellectually homeless.

References

A full list of references associated with this article is available at

www.hlst.heacademy.ac.uk/resources/link12/fleming.html ■

Collaborations in the Curriculum - Sport and Law: an emerging area?

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'Graduates of all programmes in Hospitality, Sport, Leisure and Tourism will be able to demonstrate an understanding and critical awareness of moral, ethical, environmental and legal aspects which underpin best practice' (from the Subject Benchmark Statement – SBS, p6). This aspect of the 'generic' knowledge base, expected to underpin all programmes, suggests that 'legal aspects', the subject of this article, should be a core and not an elective feature of curriculum design. Furthermore, the phrase 'critical awareness' and not merely 'an understanding of' indicates an expectation of a more critical treatment of both black letter law and its application to policy and practice.

This paper will focus on legal aspects of sport, as an emerging subject area, and the potential for collaboration between law and other subject areas. It can be argued that the first four areas of the 'generic knowledge' base in section 3.2 of the Subject Benchmark Statement are all implemented effectively, but that the fifth area, of moral, ethical, environmental and legal aspects, varies considerably across programmes and its implementation has not been 'ensured' by curriculum designers at 'all levels' (SBS, p6).

Programme structures in prospectuses and directories appear to indicate that legal aspects are notable by their absence in course literature. Or, it may be that they are included in electives, a permeation model, or applied within other areas such as work placement, research methods, event management, service delivery, professional practice etc. Institutions will naturally make their own decisions about the inclusion of legal aspects of sport in the curriculum, based on, amongst other

things, course rationale, external environment, staff expertise and research. A typical engagement for students might include the following:

Core programme:

- A relatively practical approach to statutory duties, including risk assessment in health and safety (linked to child protection in sport), the Sex Discrimination, Race Relations and Disability Discrimination Acts
- Negligence in sport - principles, cases and issues arising from physical and psychological harm, for participants, managers and policy makers

Elective programme:

- Masculinity, violence, criminal assault-normalising risk in sport and leisure contexts; a socio-legal perspective
- Natural justice rights, grievances and disciplinary hearings in the organisational, national and international sports arenas; the Court of Arbitration for Sport; international human rights issues for sport

There is a need for a systematic, empirical review of sport, leisure and law teaching and research provision, as well as some analysis of the factors affecting such implementation (or lack of it) in the curriculum. Over the last ten years there have been positive developments in the areas of publishing, research, international courses and research centres (for example, that at Griffith University, Australia

www.griffith.edu/school/law/sportslaw/content.html

Although there have been some developments in publications of edited texts, single-authored texts and articles in journals such as Entertainment and Sport Law (to be relaunched online in January 2005), there is shortage of refereed journals in the subject area, with only three or four worldwide. Much of the published material tends to cover case updates, commentaries or issues, rather than theoretical and empirical research in sport and law. Most texts (and conferences) are about sport, rather than leisure and are targeted at, and written for, law students studying a sport law elective, rather than sports students engaging in legal issues for the first time. There are, however, some exceptions in contributions to mainstream sport texts.

'An understanding of the need for a multi-disciplinary and inter-disciplinary approach to study, drawing, as appropriate, from service, research and professional contexts' (SBS, p6) is, as a generic knowledge base, well established in courses across our subject area. Collaborations between law and other disciplines and fields, such as sociology, philosophy, ethics, policy and applied management, have the potential to engage and motivate

students in a more critical, 'real-world' view of the legal aspects of sport, and contribute to employability.

Example One: Law, ethics, doping rules and international sport policy

In the early part of the module the foundations for a critical engagement are laid out via the principles of natural justice, international sport policy, power relations and harmonisation issues, with a focus on doping rules, banned substances, testing procedures and strict liability rules. Key cases, such as *Modahl v the British Athletic Federation 2001* and the *Alain Baxter* skiing decision by the Court of Arbitration for Sport, can highlight the harsh reality of the strict liability rule in doping, the power relations and structural arrangements in international sport, as well as the central place of sports science in such legal challenges. Engaging students in simulations and role play, based on real or hypothetical cases, can contribute to their appreciation of the challenges faced by organisations and governing bodies in managing conflict, legal challenges and grievances. For more on this, see the *Diane Modahl* doping case study, on the HLST network website

www.hlst.heacademy.ac.uk/resources/cases/case47.html

Example Two: Sociology, law and philosophy - violence, masculinity and criminal assault -normalising risk on the sports field

Locating criminal law in a broader context which embraces sociology and philosophy, gives students the tools to not only define and identify, for example, criminal assault, but to

interrogate the impact of sport specific, masculine sub-cultures, on normalising unacceptable conduct, from the games field to the law courts. A critical examination of consent and the normalisation of stick-fighting in ice hockey or punching in the game of rugby union, not only engages students in the application of sociological concepts, it forces them to revisit the case from the perspectives of philosophy, deontological rights and duties, conceptions, values and rules, which originally defined the sport contest.

There are various challenges in terms of teaching law to students on sport and leisure-related courses, including study skills, staffing, expertise, and cross-school/faculty servicing. Apart from anything else, students can find it very intimidating to engage with the legal discourse, databases and referencing. Factors which may increase the chances of students accessing and positively engaging in the study of legal aspects of sport and leisure include the following:

- Strategic handling of a properly resourced, multidisciplinary staffing base, including careful construction of a team (including practitioners) who have disciplinary, professional, personal or voluntary experiences and who can contribute to the applied study of law in sport and leisure.
- Long-term planning and development of contextualised materials, principles, cases, tasks, and links to other disciplines, using for example, module readers, video catalogues, and international and governing body websites.
- Engaging students in monitoring, collecting and commenting on current legal issues, news and incidents in sport and leisure contexts.
- The provision of applied study skills in

searching, investigating, writing and referencing within a legal context.

- The provision of information as to how this aspect can contribute to employability, and about the opportunities for working and further study in the area.
- Collaboration between law and other disciplines to provide a clear context of sport and leisure participation, management and policy to enhance a 'real world view' for students, and to encourage them to draw on their considerable tacit knowledge and experience as both participants and informed observers.

Working with students on the legal aspects of sport and leisure is a challenging but immensely rewarding experience; it is not just about meeting the requirements of a Subject Benchmark Statement. Once students start to build up their confidence, become acclimatised to the study skills required, and realise how much they have to contribute from their own experiences, they come to appreciate the central relevance of the subject to their employability, as well as being more able to interrogate and justify their own conduct as participants and managers in sport and leisure. Those in charge of curriculum design, teaching and research would enhance the chances of curriculum development in sport/leisure and law, by exploring cross-disciplinary/departmental collaborations, as well as partnerships between academics and practitioners in both fields.

For a list of references related to this topic, see

www.hlst.heacademy.ac.uk/resources/sport_law.html

Join us at Leeds Metropolitan University on 18 May 2005, for an HLST Network seminar on 'Teaching Legal Aspects of Sport and Leisure' – email hlst@brookes.ac.uk for more information. ■

Events Management: An Emerging or Established Subject Area?

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Introduction

When considering the theme for this article, 'exploring emerging or niche subjects'; a number of issues arose that are worthy of comment. The overarching theme for this edition of LINK is *The Future of Hospitality, Leisure, Sport and Tourism in Higher Education*. It may therefore come as a surprise for some that the study of events, or events management, is being considered, while others may question whether events management is emerging or indeed niche. However, by briefly looking at the development of this subject area, it becomes clear that although events management as a subject area is only recently gaining acceptance, the subject itself has been in development for many years and is a recognised area of study and research in the UK and elsewhere.

Education

No comprehensive studies have yet taken place to establish the number and content of event courses worldwide, though a number of authors have explored aspects of events management education, training and research. A scan of university, college, association and associated industry course materials, together with events-related textbooks and journal articles, reveals an increasing range and volume of courses at all levels since the mid-1990s. The Universities and Colleges Admissions Service (UCAS, 2005) currently list 32 colleges and universities offering undergraduate events-related courses in the UK, with anecdotal evidence suggesting that this figure is likely to be on the conservative side when taking into account additional courses already being

offered (but not listed under the events subject keyword) or in development. In addition, six universities are known to be offering masters level courses in the UK (though most of these also offer undergraduate courses and are therefore included above). Courses range from events management and leisure, tourism and/or hospitality with events, through to an increasing number of specialised courses in specific events sectors, such as conference/convention management, festivals, exhibitions, or sports events.

The UK market is different in some respects to developments overseas – although events-related courses have been developed in Australia, the USA and elsewhere, relatively few of these have been focused at an undergraduate market, with developments predominantly in the postgraduate or professional development markets. Events management courses have also been developed in recent years, at mainly undergraduate level, in other European countries, including Ireland, France, Germany and the Netherlands. In addition to entire courses, many hospitality, leisure and tourism courses at various levels include at least one module relating to event, conference, festival, or venue management.

Research

Another indication of growing acceptance of events management education is the increasing number of education committees within industry associations, and educational or professional development conferences. In addition to the many national and international industry association conferences, six

refereed events-related research conferences have been announced already for 2005 (for details see

www.hlst.heacademy.ac.uk/events/events/html

The value of conferences such as these is that they not only allow networking with other academics, researchers and industry professionals, thus increasing the contributors to the field, but they also encourages research to enter the public domain, informing and strengthening existing curricula and potentially highlighting new or niche areas for course development. In addition to these refereed conferences, the past year has seen event educators forums take place in the UK and Australia, with further events planned for the future.

One of the features of research in events management has been the depth of research emerging from overseas, particularly from Australia, the USA and Canada. Although this has driven forward the research agenda and encouraged development of the subject area, this development has not been fully reflected in published research from the United Kingdom or European context. However, with the growth of events management courses in higher education and the increasing number of academics delivering these courses, the situation is beginning to change.

Publications

Research related to events management is published in a range of established journals in the hospitality, leisure, sports and tourism subjects. In addition, there are currently two dedicated journals focusing on this area, *Events Management* (formerly *Festival Management & Event Tourism*) and *the Journal of Convention and Event Tourism* (formerly the *Journal of Convention and Exhibition Management*), with a new ejournal, the *International Journal of Event Management Research*, launching in April 2005.

Textbooks in the past have tended to focus on the broad area of events management, catering for modules and courses in this area. However, an increasing range of texts is being developed that will enable core subject areas and aspects of events management to be explored in depth and through different levels of development. The HLST Network's Resource Guide on Events Management (www.hlst.heacademy.ac.uk/resources/events.html) may provide a useful starting point when considering the literature available; however, for the subject to go forward, further resources need to be developed.

Conclusions and Implications for Future Development

In this brief overview of events management education and research, it has been illustrated that there have been, and continue to be, a number of developments that are taking the subject from what some may consider a niche area of study to one that is established as a subject area to sit alongside established hospitality, leisure, sport and tourism subject areas. These developments include course development, research and publications. However, there remain challenges ahead, as with other related subject areas, including maintaining student numbers for the increased range of courses available, enhancing the student experience, and the role of industrial work placement, together with increasing recognition of the events subject and developing research, including pedagogy, to underpin all aspects of the curricula. In order to facilitate, encourage and support this development for the future, AEME (the Association for Events Management Education, www.aeme.org) has been established as a new subject association. This will not only enable events management educators to work together effectively for the development of the subject area, but also ensure that the events subject is represented and involved in discussions at appropriate fora. ■

Sports Science and the Bologna Declaration: AEHESIS Project

The *Aligning a European Higher Education Structure in Sport Science* (AEHESIS) project aims to develop innovative guidelines, specifically for the sport sector, for the development of curricula and quality assurance systems that will help programmes to address the issues raised by the Bologna Declaration and its imperative to develop a comparable structure for higher education programmes across Europe. The project is building on the results and methodologies of previous work (The Tuning Project) which recognised the need to identify subject specific competences and processes for integration of higher education across Europe.

Given the complexity of what is called 'sport and physical activity', the three year project (2003 – 2006) focuses on four main areas in the sports science sector: Sport Management, Physical Education, Health and Fitness, and Sport Coaching.

The outcomes of the project will include:

- A commonly accepted framework of professional and learning outcomes in the area of Sports Science
- A range of pan-European employer groups in the area of Sports Science
- Case studies of good practice and innovation
- A model curriculum structure for each identified area, enhancing the recognition and European integration of diplomas and incorporating elements of elearning
- A methodology for analysing and comparing university programmes across Europe

The establishment of a Forum of independent associations to secure quality control and European accreditation in the four main areas in sport science

An electronic communication environment and service database prototypes in the four main areas in sport science, with the related web services

A set of recommendations to be offered to the Ministries, the Conferences of Rectors, Universities and the European Commission

In the UK, work on the project is being undertaken by Leeds Metropolitan University, Staffordshire University, University College Worcester, SkillsActive, Sports Coach UK and SPRITO. The project website includes a report on the end of the first year's work, a database of education providers which shows the extent to which they have implemented the Bologna Declaration, and an online survey so that others can include their institution's details.

For more information about the project, visit www.aehesis.com ■

Accepted Students and Applications 2003-2004 in Hospitality, Leisure, Sport & Tourism

Recruitment of students is of increasing concern for academic departments delivering courses in Hospitality, Leisure, Sport and Tourism across the UK. Whilst some areas seem to be in decline, other aspects of the subjects are experiencing growth. In order to provide some indication of where the subject areas are heading, and which aspects are experiencing the most change, the data below, taken from UCAS, shows how applications and accepted student places have changed between 2003 and 2004. It is recognised that changes within one year can be attributed to a wide range of factors, and cannot signify any real shifts in patterns of recruitment. Subject staff may, however, find this information of interest within the context of their own experiences and other anecdotal evidence. (The data related to 'Adventure' appears under both Leisure and Tourism due to the different approaches that courses in this area might take.)

Please note that all course categories must be treated separately and cannot be added up, as a course title containing several categories eg, Sport and Exercise Science will appear under both headings.

Hospitality – See Table 1

- In general, both applications and accepted places have declined between 2003 and 2004 in the Hospitality grouping.

- The most significant decrease has been for 'License' courses (39% drop in accepted places; 33% drop in applications)
- 'Culinary' has been the only area of growth, although in real terms, the change is small
- Numbers of applications and acceptances for 'Catering' courses are now too low to feature in the statistics
- 'Hotel' is the area where there is the highest ratio of applicants to accepted places (3.69 in 2004)

Leisure – See Table 2

- Leisure as a subject grouping is experiencing both growth and decline in different areas.
- 'Leisure' applications and acceptances have decreased between 2003 and 2004, although the drop in demand appears to have been matched by an almost equal drop in supply (18.5% reduction in application; 19% drop in acceptances)
- 'Leisure' remains the largest area
- 'Event' is the most significant growth area, with a 57% increase in applications and a 65% increase in accepted places
- 'Recreation' is the area with the highest ratio of applications to acceptances (3.4 in 2004) and 'Countryside' is the lowest (2.04)

Sport – See Table 3

- 'Sport' remains, by far, the largest keyword within the subject grouping, and the Sport subject grouping remains the largest in the HLST grouping.
- 'Sport', 'Physical Education' and 'Exercise' were all relatively stable between 2003 and 2004, with percentage changes of less than 3%

- 'Coaching' experienced the highest rate of growth (2.8% increase in applications; 12% increase in accepted places)
- 'Equine' and 'Golf' both experienced relatively large decreases in both applications and accepted places between 2003 and 2004
- 'Coaching' (4.07), 'Fitness' (3.5) and 'Physical Education' (3.27) have the highest ratios of applications to acceptances

Tourism – See Table 4

- 'Tourism' and 'Travel' both experienced decreases in applications and acceptances between 2003 and 2004
- 'Tourism' remains significantly larger than other aspects of the subject grouping (3,766 accepted places in 2004)
- 'Adventure' is the only area of overall growth (17% increase in applications; 10% increase in acceptances), although 'Heritage' had a slight increase (2.8%) in accepted places
- 'Travel' has the highest ratio (3.31) of applications to accepted places

HOSPITALITY		Change 2003-2004		
	2003	2004	Actual	%
Hospitality				
Accepted	2,327	2,101	-226	-9.7
Applicants	4,315	3,969	-346	-8.0
Hotel				
Accepted	278	230	-48	-17.3
Applicants	1075	848	-227	-21.1
Catering				
Accepted	-	-	-	-
Applicants	-	-	-	-
License				
Accepted	102	62	-40	-39.2
Applicants	268	180	-88	-32.8
Culinary				
Accepted	130	140	10	7.7
Applicants	238	242	4	1.7

Table 1: Hospitality Applications and Accepted Places, 2003-2004

LEISURE		Change 2003-2004		
	2003	2004	Actual	%
Leisure				
Accepted	2,236	1,883	-443	-19.0
Applicants	7,323	5,967	-1,356	-18.5
Recreation				
Accepted	435	392	-43	-9.9
Applicants	1,722	1,331	-391	-22.7
Outdoor				
Accepted	528	505	-23	-4.4
Applicants	1,339	1,294	-45	-3.4
Event				
Accepted	534	882	348	65.2
Applicants	1,136	2,068	752	57.1
Adventure				
Accepted	271	299	28	10.3
Applicants	655	763	108	16.5
Country				
Accepted	341	304	-37	-10.9
Applicants	692	619	-73	-10.5

Table 2: Leisure Applications and Accepted Places, 2003-2004

SPORT		Change 2003-2004		
	2003	2004	Actual	%
Sport				
Accepted	12,962	13,158	196	1.5
Applicants	22,507	22,675	168	0.7
Physical Education				
Accepted	1,891	1,923	32	1.7
Applicants	6,145	6,288	143	2.3
Exercise				
Accepted	3,645	3,722	77	2.1
Applicants	10,369	10,106	-263	-2.5
Fitness				
Accepted	250	300	50	20.0
Applicants	1,072	1,050	-22	-2.1
Coaching				
Accepted	1,268	1,420	152	12.0
Applicants	5,623	5,778	155	2.8
Equine				
Accepted	889	764	-125	-14.1
Applicants	1,554	1,464	-90	-5.8
Golf				
Accepted	189	162	-27	-14.3
Applicants	401	320	-81	-20.2

Table 3: Sport Applications and Accepted Places, 2003-2004

TOURISM		Change 2003-2004		
	2003	2004	Actual	%
Tourism				
Accepted	4,139	3,766	-373	-9.0
Applicants	8,872	7,675	-1,197	-13.5
Travel				
Accepted	885	776	-109	-12.3
Applicants	2,962	2,568	-394	-13.3
Adventure				
Accepted	271	299	28	10.3
Applicants	655	763	108	16.5
Heritage				
Accepted	141	145	4	2.8
Applicants	360	344	-16	-4.4

Table 4: Tourism Applications and Accepted Places, 2003-2004

eLearning Initiative for Hospitality Professionals

Li Li - Hotel and Catering International Management Association

eLearning is becoming an increasingly important element of education. Universities, colleges and other learning providers, such as learndirect and the National Learning Network, are the pioneers in utilising various technologies to enhance the quality of academic studies. Many of them have developed good practices, such as the University of Surrey and Thames Valley University who offer a range of courses in tourism electronically, to both campus students and distance-learners.

However, in hospitality, eLearning applications remain very limited, although this shortage has started to attract attention. For instance, the National Extension College is introducing a Key Skills in Hospitality course, which is delivered through CD-ROM. The Hotel and Catering International Management Association (HCIMA), the main professional body for the hospitality and catering industry in the UK, has been receiving requests for eLearning programmes from individual learners and corporate clients. Responding to those requests and the changing educational market, the Association initiated an eLearning project, in partnership with the University of Surrey, in October 2004. The aim of the project is to develop an eLearning strategy for the HCIMA. The project is led by Kathryn Benzine, HCIMA Director of Professional Development Services, and Professor Andrew Lockwood and Dr Dimitrios Buhalis from the University of Surrey.

The project will examine the vocational qualification and eLearning markets for the hospitality and tourism industries, and investigate the needs of e-learners. Through cooperation with the HCIMA's members across the UK, the project work will identify the skills that are relevant to the industry and the requirements of organisations in adopting eLearning for staff development training.

In addition to that, e-pedagogy forms an important part of this research project. eLearning is not about technology, but education. Internet-based technologies enable educators to blend various pedagogies in a way that could not be done before. A blended learning approach is to be employed in the project's pilot modules, which will seek to apply the adaptive and effective use of eLearning for vocational hospitality studies. A selection of international hotel chains will be participating in the pilot study.

The primary research will be carried out in 2005. To get involved in this project, please join the online discussion forum by visiting our website at www.hcima.co.uk and clicking on 'project'.

Alternatively, you can email Li Li, eLearning Research and Development Officer, at lili@hcima.co.uk for further information.

Responding to Change in Higher Education Hospitality Provision: Two Universities' Approaches

Chris Dutton, *University of Brighton and Crispin Farbrother, Bournemouth University*

For some time now, both the School of Services Management at Bournemouth University and the School of Service Management at the University of Brighton, amongst other departments across the UK, have been challenged to reconsider and reconfigure the skills-based learning of their hospitality students. For both institutions this has been prompted by a number of drivers, not least the growing evidence that a modern university must acknowledge the demands of an increasingly diverse cohort of learners. The closure of traditional training restaurants has also been prompted by other factors, such as the growing demand on resources, space and budgets, exacerbated by a reduction in undergraduate funding in the relevant bands. Both of the schools discussed here have independently looked at a variety of alternative delivery models and this article demonstrates how each school has taken a different approach towards the delivery of their practical curriculum over the coming years.

The Bournemouth Experience

During early 2004, the School of Services Management at Bournemouth University was forced to consider a number of different models for its practical skills

delivery in the area of hospitality, as, for a number of reasons, the decision was taken to close the training restaurant. The process began with a review of what is needed to achieve the vocational learning demands of the programmes offered by the school, and subsequently, a working group was set up. The chosen route taken was a three-pronged approach to be phased in over two years. The three prongs were:

- running the University's staff dining facilities
- enhancing the HAVE project to a compulsory status – this allows students to reflect on and learn from their part-time paid employment in the sector (see www.hlst.heacademy.ac.uk/HAVE/index.html for more information)
- operating a computer simulation exercise to support management decision-making.

The first prong commenced in 2004. Whilst the approach to learning has been completely redesigned, this has been done with an ongoing focus of retaining the

strengths of the previous course design and delivery, ie, a desire to reflect industry practice within real commercial environments and to reflect the diversity of the industry. The imperative therefore, was to develop a working environment that enabled the development of the wide range of skills needed. The learning outcomes continue to be set against the Subject Benchmark Statements and the Hotel and Catering International Management Association's Corpus of Management Excellence. Other factors that required consideration in relation to any physical changes were: the ability to exploit workshop and consultancy opportunities, the capacity to participate in knowledge-transfer programmes, provision of a learning environment for short courses, and the flexibility to add new courses or respond to changing demands in the future. With the traditional training restaurant being replaced by the staff dining facilities, the supporting general laboratories, consumer behaviour sensory booths and the microbiology lab continue to be retained as essential elements of the learning environment.

Operation of the University's staff dining service helped the School to achieve learning outcomes and operate within the above factors. The building works were carried out in the summer of 2004 and the completed kitchen was handed over in Fresher's week of 2004/05. In order to enhance the students' skills development, the further two prongs of reflection and learning from paid employment via the HAVE materials, and the computer simulation are planned for October 2005 commencement.

The new method for developing vocational food and beverage skills has brought about significant benefits, including:

- Students are provided with a protected, yet real, food service environment for skills development across practical and interpersonal areas
- Product knowledge, development and food production skills have been

retained as a core element of the course provision

- Customer service, communication and the development of other interpersonal skills remain a core element of the course provision
- The students are active in the area for two years and therefore, other units can link into a standard model for application of finance, marketing etc.
- The environment allows for problem-solving and decision-making on a day-to-day basis
- Retaining core operations allows legislation such as health and safety at work, food hygiene and safety, to be directly applied within the learning environment
- Added value courses such as Welcome Host and the Wine and Spirit Education Trust's continue to be offered
- Linking with Scolarest, the present food services management contactor, allows access to state of the art, IT-based control and operating systems

In addition to the above, what is also of interest is the significant increase in general awareness of the course and the students across the university. The change in operations has raised the course profile and enhanced the quality of staff dining at the university. A welfare benefit for all!

The Brighton Experience

The University of Brighton's School of Service Management (SSM) considered a number of models, including one not dissimilar to that presented by Bournemouth University. However, the chosen route for SSM has been to rethink and redesign its approach to teaching and learning and to present a more scientific solution. Supported by funds from HEFCE's Project Capital Round 3, during the summer of 2005, the traditional teaching kitchens and restaurants will be

redeveloped and replaced by the Centre for Social Interaction and Culinary Arts (CENSICA), a hospitality laboratory.

The laboratory will offer a flexible environment which will allow the facility to be reconfigured as needs arise. If for example, students are to observe human interaction with food, seating and preparation areas can be adjusted to suit. This can then be observed using video and web cameras. If, on the other hand, a new piece of kitchen equipment is to be tested, then the laboratory can be adjusted accordingly and so on.

The decision to support a hospitality laboratory is based on the realisation that, as a modern university, Brighton should offer its community of learners the tools appropriate for lifelong, flexible education in an information-rich age, and provide learners with equality of opportunity in an environment designed to encompass students with disabilities and, in turn encourage widening participation. CENSICA will provide the physical infrastructure for the development of a highly innovative teaching and research approach. This facility is also designed to encourage learners to engage and participate to the maximum, creating a mutually beneficial relationship between research, learning and the relevant economic sectors. The new facility will also be utilised by other schools and faculties for their teaching and training. Occupational Therapy, for example, already has a keen interest in exploiting the potential for this facility. From the outset, academics, technicians, designers, participants and other stakeholders established a series of objectives for CENSICA, namely to:

- Stimulate research into aspects of social interactions created during the preparation and service of food
- Investigate the socio-psychological meaning of meals
- Disseminate research findings through varied teaching and learning experiences along with publication in

academic journals, the popular press and trade magazines

- Develop links between academia and the commercial worlds of food and cooking
- Attract commercial and academic research funding
- Influence the consumption of food through empirically-based findings which support healthy eating and positive attitudes
- Raise the academic, commercial and public understanding of food cultures
- Develop an appreciation of client needs from an Occupational Therapist perspective, using cookery as a rehabilitation medium
- Influence individual, corporate and political policy concerning food and eating

Specifically from the students' perspective, the opportunity to observe consumer food behaviour in a live, but controlled environment is significantly enhanced. Similarly, CENSICA will allow students to learn about the social significance of food and eating, the interaction of guests with employees, the reactions of customers to service delivery variation, the reaction to a variety of cookery scenarios, the development and application of management strategies, culinary demonstrations and the subliminal effect on customers of subtle changes in the studio environment, amongst many others.

Other departments may be considering other options for alternatives to traditional training restaurants – these are just two, very different examples of how practical hospitality skills can be developed in the face of changing demands from the internal and external environments, whilst also continuing to provide students with a reality-based, challenging learning experience. ■

The Role of Professional Bodies in Accreditation – Engagement with Higher Education

Karen Bill and Ian Arnott - School of Sport and Exercise Science, University College Worcester

This article reviews the present practices of various professional bodies which operate within leisure and sport, and aims to identify the current and future roles, including that of accreditation, that these organisations should or could play in subject development within Higher Education Institutions (HEIs). The information included is based on email questions targeted at relevant executive officers within each organisation.

Context

In line with the Government's drive towards a greater emphasis on vocational degree courses has come increased encouragement for HE providers to engage with employers, subject associations and professional bodies. Although it is recognised that in certain subjects, such as hospitality, a long tradition of this type of liaison already exists, a renewed emphasis on vocationalism is now being practically demonstrated in a variety of ways across leisure and sport, eg. Sport England's regional plan illustrates the need for more vocational qualifications to be developed and made available in sport, and the Government's policy to reinvigorate vocational specialisms has been discussed within both the Department for Education and Skills and the Department for Culture, Media and Sport (2003). In the Quality Assurance Agency's (QAA) subject reviews HEIs delivering sports-related courses were "...noted for their multi-disciplinary, flexible and coherent nature, together with their impressive links to industry and the sport professions" (UUK, 2004). Indeed, the mission statements of institutions delivering programmes in these subject areas often express the need to provide an extensive set of continuing professional development and accreditation opportunities (see UCW, 2003).

Professional Bodies

A move towards greater co-ordination and centralisation of professional bodies' activity within sport and leisure is currently occurring, as evidenced by the recent announcement of a new single professional body (still to be named) to play a major role in improving sport and culture. This new body will be charged with the task of improving and advancing standards across the sector. The key professional bodies that this involves are:

- *The Institute of Sport and Recreation Management (ISRM)* - the national body for sport and recreation management, concerned with the management and operation of sport and recreation services in the UK. Its mission is to "lead, develop and promote professionalism in the management of sport and recreation".
- *The Institute of Leisure Amenity Management (ILAM)* - the professional body for the leisure industry and represents the interests of leisure managers across all sectors and specialisms.

- *The National Association of Sports Development (NASD)* - aims to provide support, advocacy and professional development for those involved in the development of sport.

The other main professional body which operates within sport is the *British Association of Sport and Exercise Sciences (BASES)* - the professional body for all those with an interest in teaching, research and delivery of sport and exercise science.

Accreditation

For those teaching the subjects in HE, one of the main contributions made by these professional bodies is in accreditation, whereby the professional body gives formal recognition that an organisation or person is competent to carry out specific tasks. In this context there is a distinction to be made between 'endorsement' which is a public statement of approval or support for something or someone, and 'exemption' where someone or something may be excused from a duty. Accreditation can result in benefits for a number of stakeholders including employers, students, the awarding institution and the professional body itself. The process aims helps to create transparency in terms of course content and levels, and support the raising and maintaining of standards in curriculum developments and teaching.

BASES

BASES accreditation is now recognised by UK Sport and partner agencies in sport and exercise science as the 'gold standard' in service delivery. Such endorsement schemes have not previously existed in sport and exercise science although similar schemes have existed in other professional areas and in other countries, such as Australia. The endorsement scheme is recognition that the identified programmes meet the needs of the graduates preparing for entry into BASES supervised experience or other vocational training, potentially leading to accreditation. As well as endorsement at the programme level, BASES also accredits individuals and there

Section	Scientific Support (Re)Accreditation	Research (Re)Accreditation	Scientific Support & Research (Re)Accreditation	Total No of BASES Accredited Sport and Exercise Scientists
Biomechanics	3	-	-	22
Interdisciplinary	3	-	-	22
Physiology	17	7	1	124
Psychology	26	3	3	140
Total	49	10	4	308

Table 1: BASES' Accreditation and Re-accreditation Figures for 2003-2004

are now 308 BASES accredited sport and exercise scientists (see Table 1).

ISRM

ISRM's strategic plan clearly involves engagement with HEIs, but this is currently under review due to the proposal to form one professional organisation for sport and leisure. ISRM accredits degree programmes wherever institutions map their programmes onto the ISRM syllabus. The ISRM Higher Education Professional Exemption Scheme has recently been launched to provide a framework for excellence in vocational teaching, and to equip graduates with the skills and knowledge required for careers in management within the industry. The process involves a three-stage evidence-based process. Successful accreditation endorses the vocational elements of the degree programme in terms of technical and functional quality, whilst ensuring industry relevance. The ISRM are hoping to bring 20% of UK universities on board in the next three years.

ILAM

ILAM has an Institutional Accreditation Scheme which offers accelerated access to its Professional Qualification Scheme (PQS). It recognises and values lecturers who have an industry background and strives to include representation of

academic personnel in its own structures, for instance on its Professional Development Board. ILAM also accredits individual programmes of study (HND and degree) where again, elements of the course are mapped on to, and credit given towards, the PQS. The Institute's Professional Development Strategy undertakes to work with HE in a number of ways:

- Liaison with other institutions and Further and Higher Education for professional input into foundation degrees
- Working with partners to carry out appropriate research programmes in topical areas
- Working with the Higher Education Academy (HLST Network) and with SkillsActive to promote and encourage higher standards and a coherent range of education and training across all areas of leisure.

SkillsActive

Although not a professional body like the other organisations above, SkillsActive will increasingly play an important role in raising standards and providing frameworks for qualifications and programmes in sport and leisure. An example of this is their current work to

develop a framework for foundation degrees in the sector. This will be designed to provide industry-based guidance on how foundation degrees in the area should be structured and will help to ensure that students gain up-to-date and relevant skills through their studies.

Potential Benefits to Students

Ultimately though, it is important to consider what benefits to students may occur through this type of collaborative working. Through engaging with professional bodies, and/or studying accredited programmes, students may be able to:

- Gain accreditation for the professional body's various certificates, augmenting their vocational study at degree level
- Gain graduate membership of the professional body, which may be recognised by employers as a hallmark of distinction and, perhaps, as a pre-requisite to employment
- Gain direct access to jobs
- Receive discount rates for conferences, and so, the opportunity to network

Access library and information services, helpful for coursework and research

Conclusion

Higher education institutions are increasingly undertaking roles and activities beyond what is seen as their main function of teaching, through their engagement with industry, often via subject associations and professional bodies. Whilst the QAA and the Research Assessment Exercise are integral parts of the HE apparatus, accreditation via professional bodies is not a prerequisite. However, it may be argued that some form of programme accreditation does serve a three-fold purpose: professional bodies use it as recognition of specialist training; employers use it as recognition of service delivery; and quality agencies and clients use it as recognition of an institution's competence to certificate vocationally relevant degrees. However, the authors recognise the contentious nature of this area. As we engage with the concept of lifelong learning, the issue of the 'professional broker' has more prominence. With the recent government announcements aimed at a strategic restructuring of sports and leisure-related associations and professional bodies, it remains to be seen how this will impact upon engagement with the HE sector, and if there will be any wider implications.

Our thanks go to the executive members of the professional bodies who kindly contributed information for this article: Heather Lamb (ILAM), Claire Palmer (BASES) and Martin Steer (ISRM).

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The Future of Tourism in Higher Education

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The study of Tourism has been thrown into sharp relief by a rapidly changing UK and global higher education environment. Pessimists talk of threats to its very survival as a cohesive subject while a more optimistic mindset reviews options and opportunities. The title for the 2003 Association for Tourism in Higher Education (ATHE) conference was telling: 'Survival - Is Your Institution Tough Enough to Survive the Tourism Jungle?', while the 2004 conference title was equally blunt, putting it simply 'Critical Issues in Tourism Education'.

Changes, or proposed changes, are, of course, nothing new – 'Tourism has developed against a backdrop of continuous change' as Stuart-Hoyle (2003) documents in her review of critical incidents in tourism education between 1993 and 2003. Changes have continued to come fast and furious and have defined three areas of engagement; teaching and learning, research, and knowledge transfer, which continue to frame the overarching

questions about what universities are for and how they are funded. (Botterill, 2004).

Ironically, one of the key threats to the subject area is its lack of visibility within higher education – just at a time when tourism as an economic, environmental and social force has a higher international profile than ever before. In particular since the terrorist attacks of September 11th 2001, there have been a series of tragic events and crises which has meant the tourism industry has been under much scrutiny and discussion. The foot and mouth outbreak in the UK; terrorist bombings in Egypt, Bali, Madrid and Mumbai; the SARS outbreak in Asia and Canada; the war in Iraq and, most recently, the tsunami affecting tourist resorts in Indonesia, Thailand, Sri Lanka and the Maldives have all led to loss of life and subsequent negative impacts on the tourism industry as mobilities, expenditure and employment are affected.

These events should perhaps raise fundamental questions about the



Figure 1: Disciplinary approaches to tourism (taken from Hall, 2005:6)

importance of the advanced study of this aspect of human activity, but given the supercomplexity of tourism, crossing and sometimes meandering as it does, through a multidisciplinary, transdisciplinary, and perhaps even a postdisciplinary terrain, another irony arises in that these 'travels' of tourism contribute to its rootlessness and lack of a firm or disciplinary home. (Bull, 1991; Tribe, 1997, 2000; Meethan, 2001; Stuart-Hoyle, 2004; Hall, 2005)

The lack of location within any one clearly defined area and its typically low visibility within institutional frameworks, contributes to its vulnerability which is further reinforced by those outside the subject who persist in perceptions that tourism does not provide sufficient nutrition for the appetites of 'serious' academics. The Research Assessment Exercise has compounded this distortion. Despite vigorous lobbying and representation from the ATHE, in its role as the representative scholarly body, the units of assessment do not recognise tourism explicitly. Tourism

research has been scattered across many units of assessment – Business and Management Studies, Sports Related Studies, Town and Country Planning as well as within geography, anthropology etc. This inevitably means that it is impossible to define a critical mass of tourism research and it remains very much the poor relation of discipline-based work. This is exacerbated by the reward systems of academic research which favours established disciplinary outcomes.

Tourism departments are increasingly located within Business Schools and are answerable to them for research outputs, which will inevitably be submitted to the Business and Management panel. Amidst fears that tourism research will lack credibility with panel members who have a strong business focus, tourism researchers are increasingly being put under pressure to publish in main-stream business journals rather than in tourism journals. Researchers, reluctant to abandon publishing their work in their own subject

sphere, are faced with the task of gaining recognition in both subject communities. In fact, when the University of Strathclyde recently advertised (2004) an academic post in tourism/hospitality the job description specified that the ideal applicant would have published in both sector-specific and generic journals.

So what impact is this going to have on how tourism is researched, studied and taught? Is the imperative of recognition in the Business and Management Studies unit of assessment in the RAE going to act as a straightjacket to the development of a postdisciplinary approach to tourism which requires flexibility and creativity and the stripping away, rather than the imposition of, disciplinary boundaries? Or will this increased presence of tourism in another subject community enable broader application and discussion? Will tourism researchers be able to make a relevant response to an agenda generated by changing world social, environmental and economic needs? Will this result in more

or less visibility for the subject area, or more or less institutional support?

Presently, the only real area of visibility for tourism is through its Higher Education Academy Network, but the sphere of influence does not extend beyond the academic community to prospective students or industry. The location as a subject within institutions has always been varied, and often obscured, but with the introduction of subject benchmarks and subject review by the Quality Assurance Agency, tourism became firmly aligned with hospitality, leisure and sport, although as more departments are managed by Business Schools, this alignment may come into question.

The number and type of tourism courses available to students grew enormously between 1992 and 1997 (Airey and Johnson, 1998) in response to the rapid growth that had taken place in international tourism and the recognition by governments that tourism is an important tool for economic development and employment generation in the face of the rapid decline of manufacturing industry (Hall, 2005). However, at the same time the total number of applications to courses has steadily fallen, raising concerns about the ability of institutions to meet targets, and therefore secure funding, and the level of qualification on entry (Stuart-Hoyle, 2004).

Recent surveys of first year tourism students at Oxford Brookes University and the University of Gloucestershire highlight some interesting issues with implications for the future (Bibbings and Wellings, 2004). Students most looked forward to two elements of their courses – learning about the subject and the work placement. Their job aspirations, especially for owning or managing their own business means that there are implications for the study of entrepreneurship. The thing that students are least looking forward to about university is the debt that they know they are going to accumulate during their course. A high proportion of female students are attracted to the subject area which may limit the market for recruitment.

So, what of industry? What does the industry need from its tourism graduate employees? The first issue of LINK which looked at employability issues noted that key transferable skills were most important – to be able to think analytically and to write well (Bibbings, 2002). Helen Takla from Thomas Cook recently stated that many of the graduates recruited on to their training programmes have been business students rather than tourism students, as tourism students have not had the necessary business skills for them to be able to use research to secure a competitive advantage for the company. So what will be the incentive for students to study tourism rather than a generic business degree? Fees are set to rise to £3,000 per year, and although students will not pay this until they graduate and are earning above a repayment threshold, students are already aware of the debts they are building and their repayment commitments once they are working. UCAS promotes a university education based on the graduate premium – the promise of higher earnings; but pay within the sector is often lower than in other areas of business activity, and so students may elect to take a generic business degree with the prospect of higher earnings and quicker repayment of their debts.

The final area, of knowledge transfer, has been 'a process of linking research, or knowledge creation, in the universities to the needs of industry. This is now widening to include the social and cultural development agendas as well as the needs of industry' (Botterill, 2004). The Lambert Review of Business-University Collaboration recommends that so-called third stream funding should be substantial and permanent and allocated in a way that enables universities to make long term plans for these activities. However, as Botterill expands, it is highly unlikely that tourism or hospitality will be able to benefit from this funding because the emphasis is on linking research and industry, and because of the lack of visibility as discussed earlier, it is likely that tourism will be excluded from this too. In fact, the Government White Paper on the Future of

Higher Education does specifically mention tourism, but clearly details its expectation that academics will generate funding through consultancy for industry as opposed to research. This is a particularly problematic area for an industry where the majority of businesses are micro-businesses with neither the resources nor the perceived need to hire consultants. This has not, however, prevented institutions from making demands on their tourism staff to produce income as a key part of their role. In a recent advertisement for a Professor of Tourism at the University of Hertfordshire (2004) a proven record in attracting research and consultancy income was a requirement.

So there are several paradoxical themes presenting themselves for the future of tourism in higher education: the visibility and importance of tourism in society versus the invisibility and relative unimportance of tourism in institutions; the move towards a postdisciplinary approach to the study of tourism versus the invisibility of tourism as an area of study in the RAE; the growth in tourism courses versus the decline in the number of applicants; the imperative for universities to charge higher fees to students in exchange for premium pay on graduation versus the relatively low pay of many employees in the tourism industry; the need for students to engage with wider social, environmental, political and economic agendas versus the need of business simply to be competitive; the need of universities to raise money from industry through knowledge transfer versus the unlikelihood of tourism businesses being able to pay for consultancy.

References

A full list of references associated with this article is available at

www.hlst.heacademy.ac.uk/resources/link12/bibbings.html ■

Sport and Exercise Science: Past, Present and Future

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Sport and exercise science has rapidly become one of the most popular subjects to study at university. The increased demand for sports-related courses has resulted in more than 40,000 applications per year for the 7,000 places offered by nearly 150 institutions in the UK. This article provides an overview of how sports science has evolved over the last thirty years and suggests how it might continue to develop over the next decade.

The Past

Numerous courses have been developed over recent years as higher education institutions attempt to capitalise on the popularity of sport and exercise science in order to increase their student numbers. In the early 1980s there were only a few institutions offering degrees in sports-related subjects, which were traditionally based in physical education teacher training departments and the curriculum was dominated by practical elements of sports science. The next avenue of development arose from science faculties and coincided with a reduction in the number of applications to science-based courses. So, as sport and exercise developed, staff from science faculties were redeployed to lead and teach programmes in sports science. These

courses tended to be dependent on laboratory-based elements of biochemistry, biology and nutrition, naturally focusing on the scientific aspects of sport. Over more recent years, universities with traditional academic portfolios have developed sports science courses, including University of Bath, Durham University and the University of Wales, Aberystwyth. The final pathway for the development of sports courses has been from leisure or management departments, where the curriculum is more focused on leisure and recreation, rather than on sports science. The result of this process of evolution is that there is now a wide range of curricula that make up sport and exercise science degrees.

The Present

Although the UCAS website reports that there are nearly 2,000 courses in the UK available to those who want to study sport in 2005, a significant number of these are not purely sports science programmes. The number of applications for sports science has reached a plateau at approximately 37,000 - 42,000 with a slight increase in the number of students accepting places between 1999 (5,224) and 2004 (7,260). In reality, as prospective students can select up to six courses, but can accept only one place, it is fair to say that there is

now adequate provision to study sports science in the UK. Continued growth in the existing format is therefore likely to be unsustainable.

Due to the increase in the number of universities introducing degree programmes, and the wider range of entry requirements that now exist for these courses, the level of interest in studying sports science at HND level has decreased. In 2004, there was a 23.2% drop in the number of students accepted to study on HNDs, in contrast to a 6.2% increase in the number of students studying at degree level. It is recognised that Foundation Degree provision may account for some of this decrease in England as there are now 15 Sport and Exercise Science Fd courses registered on the UCAS website

For several institutions, this rapid expansion in the number of courses available has led to a fall in the number of applications for some programmes which now struggle to meet their high target numbers. This has led to rebranding of some programmes and in some cases, the entire re-focusing of the department's academic portfolio. Some of this shift has been away from the more traditional sports sciences towards sports studies, so as to reduce the high levels of expenditure

which are associated with science-based programmes and in order to attract the non-science based students.

In addition to meeting the requirements of the Subject Benchmark Statements, there is a strongly-held view that students who graduate with a sport and exercise degree should be required to wear a tracksuit and put on a laboratory coat at some point during their studies. This is not to say that all graduates have to be high level sports performers or exercise participants, but that they need to be familiar with applying sports science principles in a sport and exercise setting. Likewise, it is not necessary that these students need to be able to perform complex, in-depth laboratory analysis and data collections, but they should be familiar with the scientific principles of data collection and analysis in a laboratory environment. The direction in which the curriculum is biased will obviously be dependent on the expertise and facilities of the department and its academic staff.

Changes to the Sport and Exercise Science Curriculum

Traditionally, sports science degrees were very general (ie. Sports Science, Sports Studies, Human Movement Studies), whereas more recently the curriculum has been developed to include a wider range of elements, particularly in the areas of exercise and health. Since 2000, the focus of sport and exercise science degrees has begun to shift from a sport to an exercise bias. This is perhaps, not surprising given the level and significance of recent government initiatives aimed at encouraging healthy lifestyles and an active population, and the amount of funding which is now flowing into this area. The curriculum in sports science has changed substantially since the early 1980s when degrees were traditionally dominated by Physiology, Psychology and Biomechanics. Now many sport and exercise science courses offer students the opportunity to study modules in sports injuries, sports medicine, sports therapy, performance analysis, exercise

prescription, health and exercise psychology, etc. The rise in student numbers has significantly influenced teaching, learning and assessment strategies, with more courses opting for lead lectures to the large cohorts supported by virtual learning environments and use of computer-aided assessment. Furthermore, there are now a number of highly specialised courses at both undergraduate and postgraduate level in areas such as Water Sports Science, Equine Sports Science and Sport Psychology. In addition, medical students are also now able to complete an Intercalated Sport and Exercise Science degree at several institutions in the UK.

Whilst this development of highly specialised courses at both undergraduate and postgraduate levels demonstrates a maturity of the disciplines and has been positive for the future of the subject, there is a danger that if specialism occurs too early, then students will not have sufficient breadth of knowledge in sport and exercise science to fully appreciate their specialism and the knowledge and principles which underpin it. Furthermore, rather than enhancing employability, too much specialism may restrict future career opportunities in a sector where the number of graduates is beginning to overtake the number of specialised jobs. Hence, it may be wise for departments to err on the side of caution before replacing a generic MSc in Sport and Exercise Science with a series of pathway-specific degrees. Indeed, at UWIC, although pathways have been developed at both undergraduate and postgraduate levels, the BSc/MSc in Sport and Exercise Science has been retained.

An example of how the academic portfolio of a sports department has evolved is given below. This example outlines the development of sports provision at UWIC over the last 25 years, during which time the number of students (full-time equivalents) has increased ten-fold.

Pre-1979	Postgraduate Teaching Certificate in Physical Education
1979	BA (Hons) Human Movement Studies
1992	MA Sport and Leisure
1993	BSc (Hons) Sport and Exercise Science
1995	Undergraduate Scheme in Sports Studies including degrees in Sport and Exercise Science, Sport and PE, Sports Development, Sports Coaching
1995	BA (Hons) Sport and Leisure Management
1998-2004	Postgraduate Scheme in Sports Studies which now includes pathways in Sport and Exercise Science, Sports Coaching, Sports Development, Sport Psychology, Performance Analysis, Therapeutic and Community Recreation and Sport and Society
2000	BSc (Hons) Science in Health, Exercise and Sport
2000	MSc in Sport and Exercise Medicine
2003	BA (Hons) Dance
2004	Intercalated BSc (Hons) in Sport and Exercise Science

The academic standing of the subject has changed dramatically in the last 30 years, with sport and exercise science now being firmly established and accepted as an academic area of study. This view is reinforced by the exponential growth in academic sport and exercise science textbooks. Furthermore, there has been a five-fold increase in the number of peer-reviewed journals that accept sport-related papers, and the quality of research in sports science has improved during the various research assessment cycles, culminating in five departments achieving a five star rating in the last Research Assessment Exercise (RAE). The RAE overview report in 2001 also noted that a continued growth of the 'Exercise Sciences' as opposed to 'Sports Sciences' was apparent which reflected the increasing acceptance of 'exercise as medicine'. What all this points to is a subject area that has come of age and which can be confident in its future contribution to UK higher education, in terms of both teaching and research.

The Future?

In summary, sport is, and is likely to continue to be, a very popular subject to study at higher education level. There is now more opportunity than ever for students to undertake a wide range of sports and related degrees at an increased number of institutions. The challenge will be to identify which types of courses students are going to be interested in the next decade and which of the current drivers (employability, widening participation, research etc) will have the greatest impact on this. It may involve a move towards highly specialised courses integrating new technologies, ergonomics, equipment design, genetics, sports medicine, cardiac rehabilitation etc, or a move towards specialist sports-focused courses such as Football Studies, the Science of Swimming, Physiology of Endurance Performance etc. Whatever the future holds, it will remain essential that there are courses available to those who want to study sport and exercise science per se. ■

Whither the Hospitality Profession?

Richard Barnes - Robert Gordon University

So, you're a hotel manager, an executive chef, a restaurant proprietor – or even, dare I say, a hospitality lecturer – but are you a hospitality professional? What, indeed, actually is a hospitality professional?

Some years ago the Hotel and Catering International Management Association (HCIMA) attempted, unsuccessfully, to gain chartered status, in an attempt to improve the perception and reputation of the 'profession'. Yet still we languish in the shadows of the 'real' professions.

I expect my doctor, my lawyer and accountant to have achieved professional status before they are allowed to practice their skills on me or on my behalf. I trust that the pilot of the plane, the drivers of the train and the bus, to achieve a certain level of competence before I allow them my trust to get me from A to B. But, it's only hospitality – eating, drinking and

sleeping; it's not rocket science or a cure for cancer. Hospitality is life-enhancing not life-threatening. Tell that to the restaurateur who has had to deal with several cases of food poisoning or the hotelier marshalling a real-life fire evacuation.

Of course, there is regulation in the industry. Food hygiene, fire regulations, building and planning controls, liquor licensing and employment legislation, to name but a few. We have, however, arrived at this situation in a piecemeal way. Successive governments have fought shy of regulating the 'profession' in a holistic and structured way, no doubt citing sound economic reasons. The problem is that it is still possible for anyone (with the requisite amount of money and lack of criminal record – sometimes) to set up a restaurant, hotel or bar. They can provide a poor product or service and get away with it. OK, so market forces may (hopefully) drive them out of business, but not

before they have tainted the 'profession' and those many people within it who work to the highest standards.

The Higher Education Academy aims to 'be an authoritative and independent voice on policies that influence student experiences and provide strategic advice to the HE community, government and other agencies' (www.heacademy.ac.uk), therefore is it incumbent within the subject group to lobby for proper 'professionalisation' of the industry? Surely, this more than anything, will influence future student experiences and help to inculcate a structured (and professionally recognised) training ethos. This will give clear signals to educators, operators, trainers, employers and other stakeholders that we take our responsibilities to the economy of UKPLC seriously. Maybe our 'profession' will then become more attractive to future generations as a career of choice.

Cynical? Yes. Tongue in cheek? Certainly. My attempt at provocation is tempered with recognition that the hospitality industry has developed positively beyond all recognition in the last 20 years. A great deal of this is due to enlightened and committed individuals in the commercial, public, institutional and educational sectors. Maybe my idealism is misplaced – maybe I have turned into a grumpy old cynic, but I believe that those who work tirelessly to raise standards and provide some of the best hospitality in the world should be recognised for the true professionals they are. I would be interested in your views.

If you would like to respond to this article, please send your comments to hlst@brookes.ac.uk and they will be forwarded on. ■

Real-life Business Projects in Multicultural Student-Centred Learning (RePro): Leonardo Da Vinci Socrates Exchange Partnership

The challenge of supporting students' professional learning and development has been widely acknowledged. European professional business education and its learning processes have to be developed as a part of the international professional and academic community. In this context, emphasis in professional education is put on skills for learning and high-level professional knowledge. This means that acquiring knowledge and its application in a real international context has become increasingly relevant. At the same time, there is an increasing demand to support entrepreneurship and promote regional development. However, knowledge and expertise based on experiences of combining education, learning and real business activities, are still rarely shared and transferred in modern European education.

The aim of this project is to develop an international model for producing, testing and using business-oriented cases and problems in a multicultural learning environment. This is will be done by combining educational problems with actual business problems. The project is a partnership between Savonia Polytechnic (Finland), Oxford Brookes (UK), Häme

Polytechnic (Finland), Berufshochschule Mannheim (Germany), Istituto Tecnico Commerciale 'Enrico Tosi' (Italy), Rezeknes Augstskola (Latvia), the University of Gdansk (Poland) and Tekstrategy (UK).

The main advantage of this setting is that this will enable a wide body of students, teachers and others to become aware of, for example, cultural differences as far as different aspects of business life and learning are concerned.

The main outputs of the project will be tested case modules for student-centred learning, and guide books on how these cases are constructed. The cases will link real companies and their business problems with teaching processes, thereby combining consulting and learning to provide new perspectives. The project will also produce reports that describe the content and process of the different phases of the project.

The results and outcomes of the project will be spread and communicated to all partners and organisations interested in them. The above mentioned results will also be disseminated to the partners' networks of firms and other organisations. ■

Content Language Integrated Learning (CLIL) – AXIS Team Teaching

Content teachers - Language teachers - Working experience tutors: Jointly preparing students for successful working life 25+ - A European Union Leonardo funded project

The aim of this project, which started in November 2003, is to develop new team teaching methods and models for bi- and multilingual professional education in the fields of business and service industries (initially tourism and hospitality) and social/health care. The focus of the study is on the development of useful pedagogical practices and models of how language learning and professional education can be integrated, especially within on-the-job situations. The project is designed to meet the needs of targeted vocational educators, who teach content (subject) through a foreign language; work placement tutors, who participate in the planning and implementation of work placement practices; and language teachers, who teach foreign languages in professional education institutions.

Partners in the project are:

- Laurea Polytechnic, Finland
- Generalitat Valenciana, Conselleria de Cultura y Educación, Spain
- Adulta, International Development
- Centre of Adulta, Finland
- Pirkanmaan Polytechnic, Finland
- Seinäjoki Polytechnic, Finland
- The Latvia University of Agriculture
- Ventspils University College, Latvia
- Academy of Humanities and
- Economics in Lodz, Poland

- Leeds Metropolitan University Tourism, Hospitality and Events School

The project will produce case study examples of on-the-job situations related to the application of language competence and cultural knowledge of the countries within the project. The case studies will be compiled from educational and working life organisations based in the respective countries. Examples of tasks and assignments will describe both professional and linguistic challenges.

Motivation (from the Leeds Metropolitan University team) to be part of this project is three-fold.

1. To develop the existing curriculum and approaches to language teaching of Hospitality and Tourism students within the School and subject area. The teaching of languages by language specialists often produces comments by students that the language should be more focused towards and nearer to the main Hospitality or Tourism subject area they have chosen to study. A more subject focused vocabulary is an example of how an aspect of the main subject can be integrated into the students' chosen foreign language.
2. To develop placement preparation that has both a specific orientation to overseas placements and an integrated and relevant language component for students who intend to work overseas. By teaching some of an overseas placement preparation module in the student's chosen language it is hoped to give the student an advantage overseas and to instil a measure of confidence for the student to look for interesting placements overseas.
3. Work on a European Business Practice and Culture module involving groupwork between students in Leeds, Finland and Sweden has already interested the team in pedagogies involving modules taken by students in a foreign language. ■

Back to the Future?

Peter Spencer - Faculty of Organisation and Management, Sheffield Hallam University

It can be a dangerous business predicting the future. Much like one of those earnest 1970s 'Tomorrow's World' features, replete with improbably flared trousers and orange tank-tops, prediction has a way of returning to embarrass those who present such well-meaning glimpses of the 'future'. It is of course axiomatic that we can't know the future, and although we may learn from the lessons of the past it's by no means certain that we can use yesterday as any reasonable predictor of tomorrow. I am reminded of the fact that back in Victorian times, when the only form of city transport was horse-drawn, they had to employ people to sweep away what the tens of thousands of horses left in their wake, so that pedestrians could cross the road without wading through a sea of muck. Had there been computers at this time they would surely have predicted that by the year 2005 the world would be two metres deep in horse poo! That it is not, relates not to any false premise based on extrapolating the future from current trends, but to the invention of the internal combustion engine and the transport revolution which followed. In dealing with the future, like Mr Micawber it is reasonable to assume that 'something's bound to turn up'. So, given that our crystal ball may be rather more reflective of those who seek to peer in than Mystic Meg might have us believe – what might the future hold for hospitality (higher) education?

'Management' or 'Studies'?

Over the past several years there has been something of a return towards the notion of *hospitality studies*, and something of a move away from *hospitality management*, with the former reflecting a more 'academic' and intrinsic notion related to the value of a university education, and the latter reflecting a more vocational and extrinsic value of a university education. This is (as yet) something of a nascent development, but one which would seem to have profound implications for the future of our subject within the context of higher education.

It ought to be stated plainly that, for many practitioners within the academy. There no longer exists a clear certainty of purpose in higher education. Successive governments – through their many agencies – have successfully sought to reconfigure higher education from a previous position in which the focus was essentially the personal development of the individual, to one in which the needs of the state (national economic competitiveness) is now the dominant paradigm. The conflation of national economic imperatives, the notion that skills are the key driver of this process, and the view that it is the task of education to provide this function, now go virtually unchallenged.

Lessons from the past

Such a position has not arisen overnight. Indeed, the demands on education to provide 'what industry wants' and 'what the country needs' can be traced as far back as 1867 through a whole succession of governmental reports, commissions and enquiries, all of which have sought to steer education in a more vocational/technical direction. Given the volume of both rhetoric and resource directed to this end, it is perhaps not surprising that the nature and function of education has changed so profoundly.

Hospitality education is an interesting case in point. Several years ago – as the reforms of the National Council for Vocational Qualifications began to sweep away decades of established hospitality education practices – I was engaged in a national research project into the changing nature of craft-based hospitality education. The outcome of this research caused me to profoundly readjust my perspective on the nature and purposes of vocationally-based education.

Over the past 20 years, the nature of vocational education has been reconfigured and is now a much more singular and unified process than at any time in its past. Higher education institutions which once had a particular focus on hospitality (systems, technical, managerial and so on) have now been homogenised into offering a 'standardised product' – the inevitable outcome of benchmarking and the dead hand of the Qualifications and Curriculum Authority. Further education also suffered with previously well-respected and highly valued craft-based courses being reduced to shadows of their former selves. The intended outcome of all of the changes wrought to vocational education over this period appears to be predicated on the need to address national economic concerns, resolve skill shortages and produce work-ready employees.

However, there appear to be some difficulties with this intention. Education

continues to be assaulted with ever more initiatives in order to lock it into its new role; Sector Skills Councils continue to report fundamental skill shortages (as do employers), despite the rather embarrassing fact that national targets (NETTS) set for increasing vocational qualifications in the workforce and announced as the 'solution to our skills needs in the 21st century' appear not to have achieved the desired outcome. Despite the fact that the targets were met ahead of schedule, employers continue to complain that employees do not have the necessary skills needed by industry. The continuing use of qualifications in government statistics as meaningful proxies for skills further exacerbates this issue.

We have it seems, reconfigured our curricula, educational practices and philosophy to no great purpose. Government and its agencies continue to press for 'supply side' solutions for demand-based problems and (it seems) we remain happy to oblige. Twenty years ago hospitality craft students received an average of 28 hours per week of classroom-based instruction. Today this figure has fallen by almost two thirds to around 11 hours (with disastrous results for skilled performance and understanding). In higher education, the picture is scarcely better. Vastly increased participation rates over this same period, together with a constantly falling unit of resource (we now teach more than twice as many students with half the amount of money as we did 20 years ago) have forced radical revisions both to the number of taught hours and (perhaps more crucially) 'resource intensive' provision such as practical facilities. Few HEIs now possess the means to provide their students with a structured practical engagement in the fundamental activities of hospitality as part of their curriculum.

At a time when the concept of 'skill' dominates educational discourse to such a degree that it forms part of the title of the department charged with administering higher education and appears in the latest

requirements for doctoral study, it is interesting to reflect that the collective capacity of education to deliver skills has never been lower. Research into skill acquisition and deployment continues to indicate that skill acquisition is proportionate to exposure and practice. Definitive studies show that it takes over 3,000 hours of purposeful study, practice and repetition to acquire skill to a level commensurate with higher level qualifications. Our current system on the other hand requires students to engage with large numbers of subjects over vanishingly small timescales before moving on to the next collection of subjects the following semester. The sum of these increasingly 'atomised' portions of time that the average undergraduate student receives is less than one third of the amount of time needed to acquire an appropriate level of skill in one subject, let alone the 25 or so we routinely require our undergraduates to undertake in the course of their degree.

It hardly needs saying that repetition and practice (the fundamental predicates of skill acquisition) are not the stock in trade of higher education. Indeed, it would be much more appropriate to assert that higher education proceeds on the notion of a rational structuring of knowledge, together with the insights gained from such a process. As the philosopher R S Peters remarked as long ago as the 1960s, 'skill does not proceed as a matter of insight' and (inversely) one might add as a corollary to the great man's remarks that thinking about hospitality does confer upon the thinker the ability to do it.

So where might all this leave us? And more particularly, where might it lead to?

It seems clear that there is a serious paradox at the heart of current notions of vocationally focused approaches to education. On the one hand there is the rhetoric which claims that our national economic wellbeing is contingent on increasing our national skills base at all levels of educational attainment (employability skills now figure in PhD learning outcomes) and that it is the task of education (rather than industry) to provide this. On the other hand, there is the reality of vocational education which appears to be configured in such a way that the constraints of time, resource and structure seem to render it structurally incapable of delivering such a mandate.

This would seem to place the current demands required of hospitality education in something of a classical ideological dichotomy, in that the rhetoric – and control of the supply side 'drivers' - masks the reality and the contingent outcomes which are able to be delivered by the education system. There is here (despite the bluff and bluster from government and its agencies) a profound mismatch between what we are being asked to provide and what we are able to provide. In the process, it would seem that we are in danger of substituting the lasting virtues implicit in the acquisition of a higher education for the transient (and seemingly) unobtainable advantages of national economic interest. As the ever-insightful Laurie Taylor recently remarked in his Times Higher Educational Supplement column, commenting on the rapid rise and fall of education ministers – 'education, unlike a ministerial job, is for life'. Those who find themselves propelled by the ministerial revolving door might do well to contemplate his sentiment.

The future health of hospitality management education - like much of higher education – remains in some doubt. We might conclude, given the history of our subject, that like our Victorian computer's analysis of transport, a less than optimistic view of the future is the outcome of such an analysis, or like Mr Micawber, adopt the view that something's bound to turn up. For my part, I am rather drawn to a view like that of the chap who, finding he was lost in an unfamiliar city, flagged down a taxi for help. He told the cabbie his destination and asked for directions; the cabbie looked thoughtful for a while and said: 'Well if it was up to me mate, I wouldn't start out from here!' ■

Curriculum Developments in Playwork

Vic Kerton - Course Leader for Playwork, University of Gloucestershire

Introduction

There is compelling evidence to support the benefits of a valuable experience of play (and the problems of play deprivation) throughout childhood. The development of effective play opportunities for children requires an effective workforce of knowledgeable playworkers who are enablers and facilitators. In recent years, government policy has identified the provision of suitable play opportunities for children as a high priority, and the recruitment and training of playworkers is central to the development of the sector and the emerging profession. The National Childcare Strategy to make "affordable, accessible and good quality childcare available in every neighbourhood" signalled the start of an expansion in playwork education. This strategy proposed childcare places for an additional 1.6m children by 2004, requiring an additional 20,000 workers. In order to fund this expansion, the DFES announced a three-fold increase in funding from £66m to over £200m. In addition, National Lottery funding was made available to complement national and local strategies. More recently, the government has announced the extended school day initiative as a means of

providing additional childcare places. From a playwork perspective, it is crucial that increased opportunities for children go beyond merely child-minding for working parents or increased schooling, and that they involve quality play provision by qualified playworkers.

Initially, the focus of this expansion was on producing playworkers qualified at NVQ Levels 2 and 3 to meet Ofsted requirements (the CACHE Certificate and Diploma in Playwork). However, the focus in recent years has started to shift to higher education awards. A few universities have offered these for a number of years, along with a few more who offer awards in Childhood Studies and associated areas. More recently, some of these universities have been involved in developing the Statement of Requirement for a sector-endorsed Foundation Degree in Playwork, due to be piloted in 2005. These sector specific awards, endorsed by SkillsActive, now provide playwork qualifications from entry level to graduate and postgraduate levels and the emerging playwork profession is rapidly developing its own body of knowledge.

Playwork at the University of Gloucestershire

The University of Gloucestershire has been fortunate to work closely with the South West Centre for Playwork Education (formerly National Centre for Playwork Education SW) located in the University since 1991. In the 1990s the focus was on providing basic awards (Take Ten for Play and Take Ten More for Play), for an emerging and expanding vocation with little qualification structure. With more than 5,000 people gaining the basic qualification, there was a demand from those employed in playwork for a higher education qualification and so the University decided, in 2000, to offer a range of awards at certificate, diploma and degree level. This decision was based on market research (PLEIAD, 1998), which revealed that a high proportion of playworkers desired a higher qualification, but that a number of constraints (eg. attendance at university for a taught course, travel costs and time, work and home commitments) prevented them from doing so. Undergraduate programmes were therefore designed for the professional development of practising playworkers (rather than school leavers) by providing a programme that was

flexible, accessible and relevant to people working on the ground. Hence, the programme of awards, by distance learning in part-time mode of study, was born.

The Playwork Programmes

The decision to offer a part-time distance-learning programme provided a number of challenges compared with 'traditional' higher education provision. A series of staged named awards were offered at Certificate, Diploma and Degree to provide flexibility for students to choose the level at which to cease their studies and to enable those who wanted to progress further to do so. It was recognised that these 'non-traditional' students (typically middle-aged, mostly female, employed, many with childcare responsibilities and possessing few, if any, formal educational qualifications) required a range of teaching and learning strategies that were different from entrants to more traditional campus-based programmes. For example, the lack of academic qualifications, particularly at Certificate entry, led to coursework material that was broken down into smaller learning activities, clearly associated with staged coursework assessments where formative, as well as summative feedback was provided.

Learning in the modules and awards moves from relative dependence to independence as students become more confident in their ability to study at higher education level: from contextualisation, through theoretical appreciation to critical evaluation; from the study of familiar issues and situations to directed research of complex problems and contexts; and towards an increased willingness and ability to express views and opinions cogently and publicly. The underlying principle of the programme is to produce reflective practitioners who are capable of applying theory to practice.

The nature of the students and of the distance-learning model requires effective mechanisms to support students in their studies. Considerable time is spent on this by academic staff, for example, by using

the WebCT facility for online discussions and to form a 'community of learners' via 'study buddy' groups. Indeed, the strength of these students is that they have a wealth of experience which they willingly share with others: their thirst for knowledge is insatiable. Certainly, teaching students on the playwork awards is exciting and rewarding. Initial fears about the academic capabilities of the students have proven to be unfounded and many achieve a standard far higher than would be expected of traditional undergraduates, a view that has been supported by the External Examiner.

Ongoing Developments

The development of the Playwork programmes and curriculum materials was financed largely through European Social Fund matched funding (PALM 1 and 2, PILOT and Equipe). The University worked closely with the South West Centre for Playwork Education and practitioners in developing the learning materials and was fortunate, through the funding, to be able to contract leading playwork academics to write materials. As the programme expanded, the University appointed leading playworkers as academic staff to deliver the programme. Independent external evaluations, external examiner reports and student evaluations indicate that the programmes are highly relevant and students report that, as a result of studying the programme they not only have increased their knowledge and understanding of playwork to improve their practice, but they have increased confidence in discussing important policy issues with colleagues in associated professions such as education, social care and the youth service.

When the awards were launched in 2001, it was envisaged that students would move from practising playworkers, to development workers, to managers as they passed through the Certificate, Diploma and Degree. We have had to revise our initial views as increasingly students who progress to diploma and degree level wish to remain in face-to-face work with

children as Senior Practitioners and the curriculum has been revised accordingly. Applications are now received from individuals who already possess a degree in another subject, but who are working in playwork and require a relevant qualification. A Diploma of Advanced Study in Playwork (soon to be renamed Graduate Diploma in Playwork) has therefore been developed specifically for graduate students. It is also suspected that there is a demand for postgraduate qualifications in Playwork, both through research and taught awards, and these will be introduced in the not too distant future.

Conclusion

There is a danger that the massive increase in childcare provision envisaged in the government Childcare Strategy will outstrip the provision of playworkers who are qualified at higher education level. There is a concern that the nature of play as an intrinsically-motivated freely-chosen activity, without adult intervention or control, is being eroded as children's traditional play spaces are seen as unsafe or dangerous and as children's lives are increasingly programmed and controlled by adults. If there is to be a play element in childcare provision, qualified playworkers are needed to ensure that this does not become child-minding provision or educational provision within the extended school day. As the body of playwork knowledge increases and more playworkers become qualified through higher education awards, they will be able to influence the childcare strategy and argue the case on behalf of children to ensure they have access to quality play provision.

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Management Training for the Leisure Industry

Mark Sullivan - School of Sport Science and Psychology, York St John College

This article reports and discusses the findings of a small-scale research project which investigated management training within fitness centres. It is based on research with five centres located in and around York. Four of the centres were owned by major corporate chains, so it is felt that some of the findings could be more widely applicable.

All centres, bar one, stressed the need for management qualifications within the industry and each interviewee had a management qualification, either as a first or second degree. Although all those interviewed felt that the most important element needed for management in this sector was experience in the industry - more so than qualifications. One manager was an experienced personnel and facilities manager with a military background. He had had difficulty gaining his position and reported that he had been turned down for three previous posts due to his lack of experience in 'leisure management'. He was finally appointed after being interviewed by another ex-military individual who recognised the value of his previous experience. An implication of this scenario is that it is likely to be necessary to consider carefully the work experience elements within leisure management degrees, in order to ensure that programmes provide experience relevant to those studying them, and useful in their future employability.

Two of the companies involved in the study delivered their own management training programmes. The training was purely in-house and was not linked to any national body or professional association, such as Chartered Management Institute (CMI). This type of education and training may well be an area that higher education should consider opportunities within. For example, there is perhaps scope for higher education institutions (HEIs) to collaborate with corporate chains in order to offer management training, incorporating both a formal qualification element and the requirement from the industry for relevant experience.

Furthermore, where the sector is often seen to fail and where higher education might usefully step in, is in the area of management development. This small-scale research showed that most existing management development activity is aimed at the current role, rather than the development of the individual per se. Here, HEIs could make use of their experience and expertise in offering development courses for managers. For example in the interviews, customer retention was identified as a major concern, with most of the fitness centres examined, focusing on sales, rather than the retention of existing customers. The significance of this in the current context is that no training related to this was available (internally or externally) to managers.

For higher education to move forward in the area of management training in the sector there appears to be a need to consider the following:

- More work-related experience for students on leisure courses to satisfy the need for experience as a major requirement in recruitment
- Provision of management education and training suitable for use within and by leisure companies - this could be done in partnership with a company's own training personnel or bodies such as the CMI
- Management development courses - these could be modular so that managers could buy into those that they felt relevant and accrue credits towards further qualifications

These priorities seem to offer good opportunity for longevity and further development. As an example, retention has been raised as a problem for fitness centres across the UK. If higher education can offer training in aspects such as this, then it would be possible to increase the relevance of courses to both students seeking to become future managers, and also to the industry as a whole. ■

The Higher Education Sport Network

Various subject associations are currently active in response to the Government's call to create a more coherent voice to promote the interests of HE sport across the UK. The Higher Education Sport Network, the first of its kind, commences duty in 2005. One of its specific aims is to project a clear message of the combined capabilities of higher education in furthering the development of sport in the UK, through:

- teaching
- research (pure and applied, including inter-disciplinary)
- inter-varsity, national and international competitive sporting opportunities
- the management and development of sports facilities
- sports development (curriculum-based and practitioner)
- sports science
- teacher education
- support for high performance athletes

As sport and health becoming increasingly important issues for the wider government agenda and the nation, the new network will become an essential voice in ensuring that higher education plays its role. The network will aim to achieve some sense of unification and stability in what is, and always will be, a changing environment. The organisations involved are listed in Table 1. ■

ORGANISATION	MEMBERSHIP	AIM / MISSION
University and College Sport www.ucsport.net	Directors/Heads of Sport and their staff employed in the delivery of non-academic sporting provision in HE and FE.	The pursuit of excellence in the provision, management and development of sport in HE and FE.
BUSA - British Universities Sports Association www.busa.org.uk	Member institutions across 140+ HE sites in the UK, represented by elected students from within each Athletics/Sports Union.	BUSA offers competitive sport to students in HE through the organisation of championships, representative fixtures and British teams for international events.
HEI Network (Initial Teacher Training - ITT)	Representatives from HEI teacher training institutions and schools are invited to attend.	To share ideas and improve the quality of physical education teacher training (primary and secondary).
UK Standing Conference for Leisure, Recreation and Sport	Open to institutions offering undergraduate and postgraduate courses in sport, leisure and recreation.	To further the development of the study of leisure, recreation and sport in higher education.
HEI Network (Sports Development)	Open to all those delivering academic programmes in sports development.	To share ideas and promote high standards in the delivery of academic and professional programmes in sports development in HE.
BASES - British Association of Sport & Exercise Sciences www.bases.org.uk	BASES is the UK professional body for all those with an interest in the science of sport and exercise.	Promoting excellence in sport and exercise sciences.

Table 1: The Higher Education Sport Network's Member Organisations

Adapted from a table provided by Zena Wooldridge, University of Birmingham

Curriculum Developments in Sport Development

Kirstie Simpson - University College Chester

Although it is a contested term, it is probably fair to say that those engaged in sport development (SD) devise better and more effective ways of promoting, enabling and facilitating interest, participation or performance in sport and/or physical activity. In essence, the SD process is about promoting positive change and creating a supportive environment for this change to occur. It is therefore imperative that professionals working in this area have the appropriate underpinning knowledge and skills.

Current State of Play

Over 1900 undergraduate programmes currently within HEIs concern themselves with sport. Of these, over 170 degrees have SD in the title (UCAS, 2004).

It is generally agreed that the growth of sport development programmes has been unexplained to date, although a number of anecdotal views have been put forward. SD is an emerging profession which itself has grown over the past ten years or so. It appears that higher education has responded to this industry expansion and its creation of an employment exit route for students, in a variety of ways:

- adding SD modules to an essentially sport science programme
- developing a degree programme in SD (eg. University College Chester)
- providing (continuing) professional

development for sport development practitioners (eg. Liverpool John Moores)

- developing relevant masters programmes (eg. University of Gloucestershire, UWIC and Leeds Metropolitan University).

Some institutions have taken a thematic approach to the subject area (eg. University of Portsmouth), others a multi-disciplinary approach (eg. Sheffield Hallam).

Of key concern is the very limited evidence of consistency between these programmes, particularly in terms of content. Programmes range from a business approach to the provision of sporting opportunities, from a coaching and performance emphasis, to those with an emphasis upon community development. It can be argued that this lack of consistency hinders the development of professionalism, and potentially professionals, within the field. This fragmentation does not allow for higher education to easily place itself as a key setting for change, or as a deliverer of the Government's objectives in terms of the development, education and training of the profession.

It can be said that there appear to be very different levels of expectation, both in relation to professional practice and the specific role that higher education needs to play in terms of skills and training for SD. It is clear that the sports development

industry and higher education need to forge partnerships that ensure the development of programmes that have both academic rigour and industrial integrity.

The HEI Sport Development Group

The initial catalyst for establishing the HEI Sport Development Group was a number of sport development professionals who had recently moved into higher education. Collaborating with experienced academics, these colleagues set up the group as a forum to share good practice.

The HEI Sport Development Group aims to:

- Develop a Curriculum Framework for Sports Development programmes in higher education
- Lead, develop and keep under review the values, scope, curriculum and modes of delivery of initial and continuing professional development courses in SD within higher education
- Identify the needs, topics, priorities and appropriate methods for research into the policies, practices, outputs and impacts of SD
- Share good practice with academic, professional and policy-making audiences

- Advise agencies and advocate rigorous training and delivery of SD in the wider social policy-making framework of sport

With representation on the National Association for Sport Development (NASD) Board, sub-group status of the UK HE Standing Conference on Leisure, Recreation and Sport and developing relationships with SkillsActive and Sport England, the HEI Sport Development Group has strong ties to the leading bodies with an interest in sports development education and professional development.

The Future

Critical to any future curriculum development are the National Occupational Standards for Sport Development currently being developed by SkillsActive, through consultation with key agencies. These standards, in conjunction with the current QAA Subject Benchmark Statements, should be considered carefully.

The future of the sport development profession lies squarely at the feet of those who are charged with educating and developing individuals who will one day become the sport development practitioners enabling communities and individuals to become involved in sport and activity. HEIs have an extremely important role in this and it is imperative that we work collaboratively with organisations such as NASD, Sport England and SkillsActive to ensure we provide programmes with academic rigour and industrial validity.

For more information on, or to join, the HEI Sport Development Group, please contact:

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Network Focus

New Pedagogic Research and Development Projects

The Hospitality, Leisure, Sport and Tourism Network is pleased to announce that, following a bidding round in late 2004, it has selected 8 projects for funding in the current academic year. Once again, competition was very high, with 32 applications requesting £108,000. Details of the successful projects are given below and further information will be available on the website as the projects progress.

The Impact of Schmidt's Teaching Method on Motivation to Study Statistics –

Dr Nikos Chatzisarantis, University of Exeter

This project will evaluate the effect that Schmidt's teaching methods (a heavy focus on significance testing) has on students' motivation and perceived competence to learn statistics.

Developing and Assessing Intercultural Management Skills in Hospitality and Tourism Management Students –

Judie Gannon, Oxford Brookes University

This project will examine the adoption of intercultural management skills as a part of the curriculum in hospitality and tourism undergraduate and postgraduate programmes by drawing on good practice examples in this subject and other higher education programmes.

The Influence of Achievement Orientations and Perfectionism on Achievement-related, Cognition, Affect and Study Behaviours -

Prof Howard Hall, DeMontfort University

This project will examine factors hypothesized to influence adaptive and maladaptive patterns of motivation in first year students undertaking an introductory research methods course.

Managing Diversity: Towards Inclusive Tutor Intervention in Contemporary HE Settings –

Debbie Hodges, Southampton Institute

This project will gain a deeper understanding of the ways in which tutors adapt learning and teaching practices in pursuit of providing

opportunity and equity to a diverse student intake.

Student Participation in an Integrated Retention Strategy – **Heather Hughes**, University of Lincoln

Through a process of extensive consultation with first and senior level students, this project will investigate ways in which first level students can help themselves to gel as a cohort, and senior students can provide more of an active reference point for them, in order to enhance retention.

Incorporating Problem-Based Learning Strategies to Promote Learner Autonomy in Sport Studies/Science Programmes –

Louise Martin, University College Worcester

This project will incorporate PBL strategies for sport undergraduates with a specific aim to investigate its impact upon learner autonomy and academic achievement when compared with a traditional learning framework.

The Development and Embedding of Effective Pedagogy in Innovative and Efficient Delivery Methods – **Dr Alison Purvis**, Sheffield Hallam University

The project work will focus on optimising student learning in the context of efficiency drives and electronic delivery. Principles of effective pedagogy will be implemented to develop and enhance and increase effectiveness of delivery.

Student Progression and Achievement: the experience of the FdA Tourism Programmes in the South West - **Dr Keith Wilkes**, University of Bournemouth and **Dr Sarah Shobbrook**, University of Plymouth

This project will reflect on and analyse student achievement and progression for all student cohorts involved in the three-year FD Tourism project. The project allows a review of FD policy in the light of actual student performance. ■

Network Focus

The Student Course Experience Survey: A National Survey of Final-year Students on Hospitality, Leisure, Sport and Tourism Degree Courses

For the past three years (four including a pilot), the Hospitality, Leisure, Sport and Tourism Network has conducted a national survey of the student experience of teaching and learning within its subject areas. The survey is directed at final year students and aims to uncover information about their perceptions and attitudes towards their whole programme of study, rather than to concentrate on a single year or unit in isolation. Using this approach, it is possible for subject teams to obtain an overall picture of teaching, learning and assessment within their own programmes, and to highlight any areas which are of particular concern. A major benefit of the survey is that it also allows staff to compare (confidentially) the attitudes of their own students with those more generally across the subject areas.

This report discusses the results across the 2001/02, 2002/03 and 2003/04 academic years to identify any major changes or similarities. A copy of the full results, shown both as percentages and overall figures, can be found at www.hlst.heacamdey.ac.uk/projects/our.html. The questionnaire has been adapted from a pilot study conducted in 2001, which itself was based on the Ramsden Student Course Experience Questionnaire (SCEQ) model. To find out more about the original pilot study and the Ramsden SCEQ visit www.hlst.heacademy.ac.uk/projects/ramsdn.pdf.

Skills Development

Skills development has remained the most popular aspect included in the survey, generating positive replies from, on average, three quarters of all respondents.

There appears to have been little change in student perceptions, though a pattern of gradual decline is apparent. The most noticeable changes are a 5.3% fall in those feeling that their course helped them to develop as a team member, and a 5.4% decrease in those agreeing their course had helped them to develop problem-solving skills. The only areas to have improved, (relating to analytical skills and solving unfamiliar problems) have done so by less than 2% over the three years.

Teaching

All aspects of teaching have experienced an increase in satisfaction of at least 3% between 2002 and 2004. The biggest rise has been a 7.4% increase in those agreeing that lecturers were extremely good at explaining things. This is also the only area where increases have been constant over the three years. "The staff make a real effort to understand difficulties I may be having with my work" produced very similar results for 2002 and 2003, but has improved between 2003 and 2004 by 6%.

Workload

In 2004, fewer students felt the workload was too heavy, or that there was a lot of pressure on them compared to results for 2002. However, in both cases the figures for 2004 were actually higher than in 2003. More students feel that they are given enough time to understand what they need to learn, though this is now marginally lower than the 2003 figure. There has been a steady decline in those agreeing that the sheer volume of work meant that it could not be fully comprehended.

Clear goals and standards

Students generally appear to have a better understanding of what is expected of them, with fewer agreeing that it has been hard to find out what is required. The biggest perceived improvement (5.9%) has been that students feel more staff make requirements clear from the start of the course.

Assessment

Significantly more students are satisfied with the feedback they receive from staff, which has risen by 10% since 2003 and by 8.6% overall. It is also felt that more staff put a lot of time into commenting on work, up by 5.1% compared to 2002. This change in attitude is supported by the decrease in those stating that feedback was usually only in the form of a simple grade or mark, which has fallen by 11% since 2003 and by 7.7% overall.

Other statements

Overall satisfaction is slightly higher than in 2002, but has actually fallen by 3% when compared to 2003. Though there was not much difference between 2002 and 2003, the proportion of students finding their course intellectually stimulating has risen by 7% between 2003 and 2004 and by 8% overall. This is supported by the steady year-on-year increase in those stating that the course had stimulated their enthusiasm for further learning and who felt part of a group committed to learning.

Best aspects

It is noticeable that personal development has remained the top answer and has hardly varied in percentage terms over all three surveys. Similarities between the first two years are extremely close with little change in numbers or the order of importance. However, there has been an interesting development with the 2003/04 survey, which has seen a marked increase in students viewing staff as the best aspects of their course. This has been offset by a reduction in those selecting the

range of modules, which has fallen below 50% for the first time. See Table 1.

Aspects to be improved

There has been little change relating to what could be improved, though there has been a gradual increase in issues such as more time with lecturers and a choice of more work-related modules. There is a slight decrease in the communication and access to learning resources. See Table 2.

In the three years that the survey has been conducted a total of 2375 students from 163 courses at 20 HE institutions have participated. This does not include an additional 634 students that participated in the pilot study in 2001. During this time, student responses to most aspects of the survey have remained fairly consistent, although a few positive and negative trends have started to emerge.

Students appear to be increasingly happy with the overall standard of their course and find it to be intellectually stimulating (although this has decreased slightly since 2003). While skills development has consistently produced the most positive responses from students, there does seem to be a general (if slight) pattern of decline in this area. Teaching on the other hand, has experienced an increase in positive responses for all of the questions in this category. Another important area that has improved is student perceptions of staff. This is both in terms of their helpfulness and in relation to the usefulness of feedback that they give (though there is still a feeling that this could be given more quickly). It is also worth noting that fewer students feel over burdened by their workload and more feel that they are given clearer information about what is expected on them. Access to learning resources and careers advice remain more negative aspects of the survey, though how much this is attributed to hospitality, leisure, sport and tourism courses, or reflects Higher Education more generally is not clear.

If you would like your students to participate in the 2005 survey, please contact hlst@brookes.ac.uk

Best Aspects	2002	2003	2004
My personal development	67.9%	68.3%	67.6%
The variety and range of modules	50.6%	52.0%	45.1%
Learning academic skills	47.0%	47.6%	47.9%
Helpful and approachable staff	42.1%	41.4%	49.4%
Knowledgeable and effective staff	40.7%	40.8%	48.3%
Work Placement	40.5%	35.5%	37.5%
Group Work	39.1%	34.5%	33.8%
The mix of assessment methods	32.6%	34.1%	30.9%
The course content is related to the industry/workplace	37.2%	33.4%	40.4%
Access to learning resources – library and computers	27.4%	26.5%	28.5%

Table 1: Best Aspects

What could be improved	2002	2003	2004
Feedback could be given more quickly	46.4%	46.6%	46.4%
More careers advice	43.7%	44.1%	44.8%
Communication between staff and students	42.1%	42.8%	38.3%
More time with lecturers/tutors	36.8%	38.6%	41.6%
More modules to choose from	37.7%	34.4%	40.9%
Feedback could be more relevant/useful	29.3%	31.7%	29.8%
Clearer information about what is expected from students	38.1%	31.4%	36.8%
Choice of more practical and work related modules/units	26.5%	28.0%	29.2%
Workload	28.7%	23.1%	28.7%
Access to learning resources – library and computers	32.2%	20.7%	24.5%

Table 2: Aspects that could be improved

LINK 13 – Foundation Degrees in Hospitality, Leisure, Sport and Tourism

The next edition of LINK, to be published in May 2005, will focus on each the development and experiences of Foundation Degrees in our subject areas. As Foundation Degrees are largely specific to England and NI, we welcome contributions related to other progression and transition issues from Scottish and Welsh perspectives. Articles are welcome on the following topics, or others related to the theme:

- foundation degree models
- the student experience of foundation degrees
- partnerships - links with industry and employers; HE in FE
- Fd versus HND?
- foundation degree review experiences
- progression and transition issues
- learning, teaching and assessment methods in an Fd context
- innovations in design and delivery of Fds

If you would like to contribute, please contact

lmattin@brookes.ac.uk

Useful Websites

Association for Tourism in Higher Education

www.athe.org.uk

Curriculum Design Guide (Liverpool John Moores University)

http://cwis.livjm.ac.uk/lid/ltweb/curriculum_design/index.htm#content

Curriculum Section of the Higher Education Academy

www.heacademy.ac.uk/curriculum.htm

Hotel and Catering International Management Association

www.hcima.org.uk

Institute of Leisure and Amenity Management

www.ilam.co.uk

International Council on Hotel, Restaurant, and Institutional Education (CHRIE)

www.chrie.org

Learning and Skills for Sustainable Development

www.forumforthefuture.org.uk/uploadstore/curriculum.pdf

Leisure Studies Association

www.leisure-studies-association.info

People 1st

www.people1st.co.uk

SkillsActive

www.skillsactive.co.uk

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