Sport & Recreation Management: Making the most of your placement

The BSc Sport and Recreation Management degree is unusual for the University in that it has a significant placement element in the third year of 12 weeks duration. Students are expected to find their own placements as far as possible, although will be given assistance by academic staff if needed. In partnership with academic staff responsible for the course, the Careers Service developed a two-stage programme of support for students.

**School/Subject Area:** The Moray House School of Education

**Target Audience:**Sport and Recreation Management Undergraduate Second Years (first stage) and Third Years (second stage)

**Staff Involved:** Careers Adviser; Education academic staff

**Dates/timings:** Delivered annually; November (stage one) and February (stage two)

Key features

The BSc Sport and Recreation Management degree is unusual for the University in that it has a significant placement element in the third year of 12 weeks duration. Students are expected to find their own placements as far as possible, although will be given assistance by academic staff if needed.

In partnership with academic staff responsible for the course, the Careers Service developed a two-stage programme of support for students. The first stage is to prepare students for finding placements early in their second year and the second stage takes place after the students have returned from placement mid-way through their third year.

The inputs have the following aims:

* to introduce the concept of placements to students and the potential benefits to them in terms of developing skills and gaining experience;
* to ensure that students are informed about the different places they might be able to find suitable placement opportunities;
* to ensure students are given help, advice and feedback on CVs and covering letters prior to finding placements; and
* to debrief the students following their placement in order that they can reflect on their experience, evaluate what they have gained from it and consider how they will present this to future employers.

Planning

• Planning work was undertaken by the Careers Adviser in preparation for delivering the sessions on finding and preparing for placements and the post-placement debrief.

Events

The inputs begin with a 90 minute lecture on the benefits of placements, finding placements, and CVs/covering letters given by the Careers Service early in the students’ second year (November).

In the week following this lecture, students are expected to update their own CV based on what they have learned in the lecture and bring it to a CV drop-in held within their department and run by two Careers Advisers. Students are then given feedback on their CVs in individual 15 minute time slots.

Once students have returned from their placement midway through their third year (February) they attend a 50 minute post placement debrief session again delivered by the Careers Service. This encourages them to reflect on their placement, to look at the benefits in terms of skills and experience gained and to consider how they will present this information to employers in the future.

Resources

* Around five hours planning and preparation time was required for the Careers Adviser to prepare the two talks on finding placements and the post placement de-brief.
* A total of 140 minutes delivery time required for delivery of both talks.
* A total of three hours is required for two advisers to deliver the CV drop-in.
* Talk handouts are printed for students to use in all sessions (c.25 students in total) and also uploaded on to WebCT.

Evaluation

Feedback is sought from students and academic staff following both talks and the CV drop-in session.

* Students are generally positive about the session and value being given direction in terms of where to look for placements and how to construct CVs and covering letters and welcome individualised feedback on CVs.
* Academic staff appreciate students being given the opportunity to reflect on the value of their placement in terms of the skills and experience gained and how they present this to employers.

Advice

Ensure that sessions are advertised well in advance of the date in a variety of ways including e-mail, posters, and mentioning in lectures.

Ensure that students are aware that attendance at the lectures and CV drop-in is compulsory and the expectations on them to update their CV before attending the drop-in.

Given the length of the first session on placements and CVs/covering letters (1.5 hours), it is particularly useful to integrate practical and interactive exercises in order to create a learning experience with more lasting impact.

Key contacts

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<http://www.ed.ac.uk/employability/staff-information/how-employability-addressed/good-practice/hss/placement>