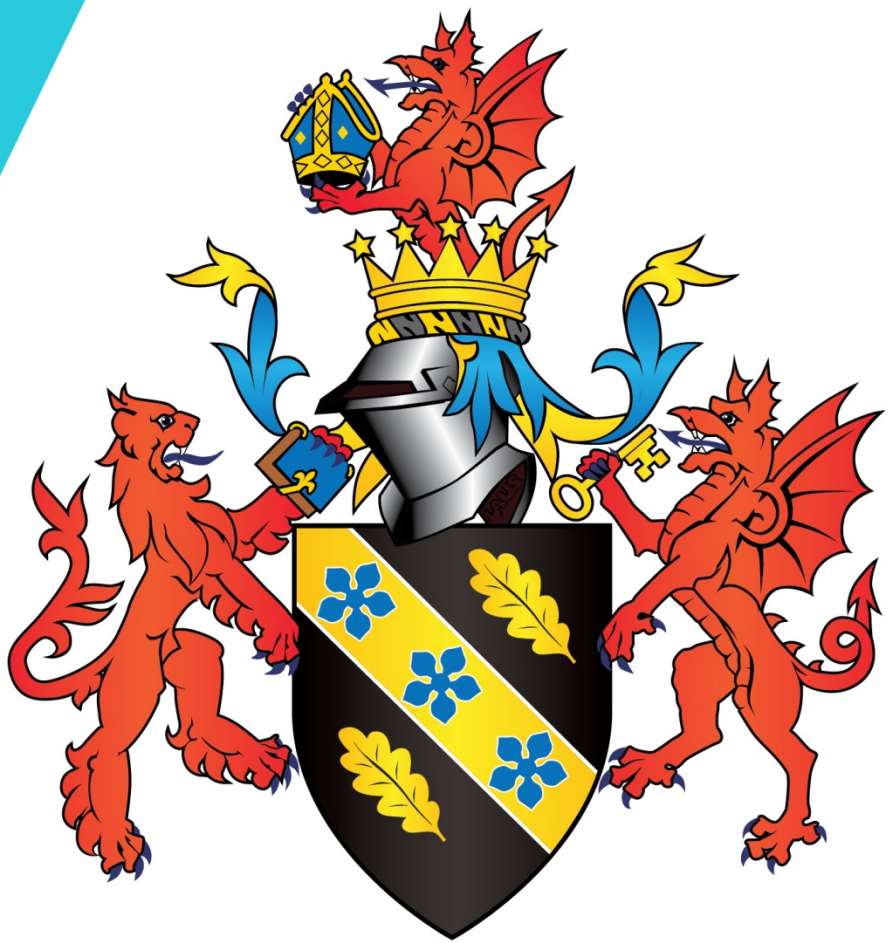
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Sports Independent Project
Applied Portfolio

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Student Name	Project Title
Finley Andrew McGrath	Independent Project

Project Aim (1)

My aim for my independent project is to create a webpage that will support and guide students into placement opportunities, during term time and out of term time, within the institute of Management and Health of UWTSD.

Objectives (3/4)

- Create a virtual Proposal for my Independent Project and consider Ethical implications
- Complete an analysis of key literature in the field of Professional Placement opportunities
- Develop the website into a full-scale model.

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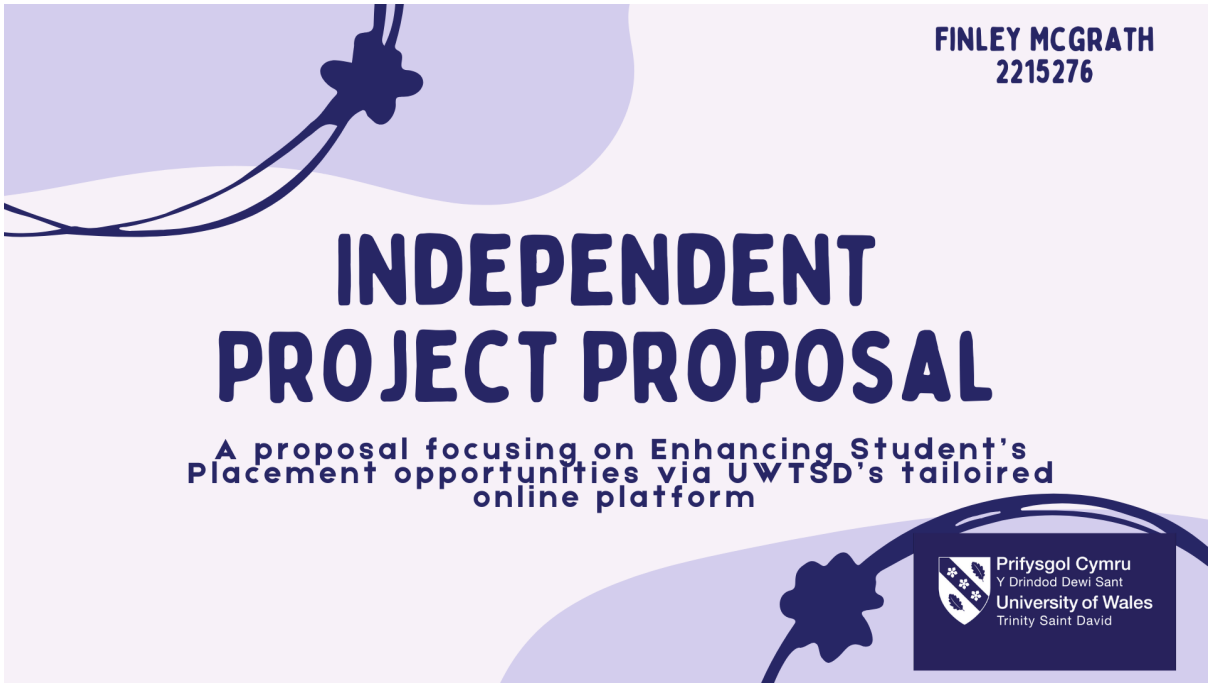
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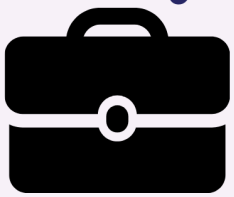
Element 1 - Individual Presentation (5 minutes – Online)





The Main Objectives

Create a virtual Proposal for my Independent Project and consider Ethical implications



Develop the website into a full scale model where it supports students of all different faculties at UWTSD



Complete an analysis of key literature in the field of Professional Placement opportunities



Current Environment

UWTSD PLACEMENT SERVICES:

The main way that UWTSD assists with placement is through its Careers Service, which provides tools for career planning, interview preparation, and CV construction. The method is quite restricted, though, as students mostly obtain placements through career counsellors or specific program requirements. Although UWTSD provides basic help and advice, its web resources are less specialised and its placement administration is less centralised (UWTSD, 2024).

CARDIFF MET PLACEMENT SERVICES:

With the MetHub technology, Cardiff Met offers a more reliable, centralised placement mechanism. Students may immediately look for placement, internship, and employment opportunities using this portal. In order to improve employability, Cardiff Met also incorporates a lot of assistance through seminars, skills events, and employer engagement initiatives. A specialised Central Placement Team plans and assists with their placements, which streamlines and increases accessibility for students in all programs (Cardiff Met, 2024).

BACKGROUND TO ORGANISATION

The COVID-19 epidemic caused significant disruptions to university placements. Numerous placements were postponed, cut short, or moved online, which hindered students' ability to gain real-world experience and enhance their skills. Approximately 14% of placements were cancelled, according to the Institute of Student Employers, and many students were compelled to work remotely, which limited their prospects for experiential learning (ISE Insights, 2021).

Due to the pandemic, UWTSD had to change its placement policies, putting more of an emphasis on virtual involvement when it was feasible and transferring certain positions online, this was highlighted in BBC's news article highlighting complaints made by UWTSD students who felt that they had been 'betrayed' by the adaptations made during the pandemic (BBC News, 2021). The difficulty in offering high-quality remote experiences was similar to problems encountered by other UK universities, where students voiced worries about a lack of mentor interaction and practical experience, both of which are essential for developing skills and confidence in professional settings (University of Hull, 2021).



JUSTIFICATION

THE IMPORTANCE OF PLACEMENT OPPORTUNITIES IN HIGHER EDUCATION FOR IMPROVING STUDENTS' EMPLOYABILITY AND PRACTICAL SKILLS IS BECOMING MORE WIDELY ACKNOWLEDGED (HILL ET AL, 2014). WORK INTERNSHIPS ENABLE STUDENTS TO APPLY THEIR ACADEMIC KNOWLEDGE IN PRACTICAL SETTINGS, DEVELOPING PROFESSIONAL SKILLS THAT ARE ESSENTIAL IN A COMPETITIVE JOB MARKET (DEPARTMENT FOR EDUCATION,2021). ACCORDING TO GOV.UK. THROUGH PRACTICAL EXPERIENCE THAT THEORETICAL EDUCATION ALONE CANNOT PROVIDE, PLACEMENT OPPORTUNITIES NOT ONLY HELP STUDENTS DEVELOP CRITICAL SKILLS LIKE COMMUNICATION AND PROBLEM-SOLVING, BUT THEY ALSO IMPROVE THEIR PREPARATION FOR THE JOB.

SPORT WALES EMPHASISES THE IMPORTANCE OF INTERNSHIPS IN THE SPORTS SECTOR FOR FOSTERING THE DEVELOPMENT OF INDUSTRY-SPECIFIC SKILLS THAT IMMEDIATELY ENHANCE STUDENTS' EMPLOYMENT CHANCES (WELSH ATHLETICS, 2022). STUDENTS ARE EXPOSED TO A RANGE OF SPORTS MANAGEMENT JOBS, FROM OPERATIONS TO COMMUNITY INVOLVEMENT, THROUGH THESE INTERNSHIPS, ESPECIALLY IN LOCAL SPORTS ORGANISATIONS, WHICH ULTIMATELY PREPARES THEM FOR A VARIETY OF CAREER PATHS. IN ORDER TO PRODUCE GRADUATES WHO ARE FLEXIBLE AND PREPARED FOR THE WORKFORCE, IT IS IMPERATIVE THAT PLACEMENTS BE SYSTEMATICALLY INCLUDED INTO EDUCATIONAL CURRICULUM (SPORT WALES, 2022).

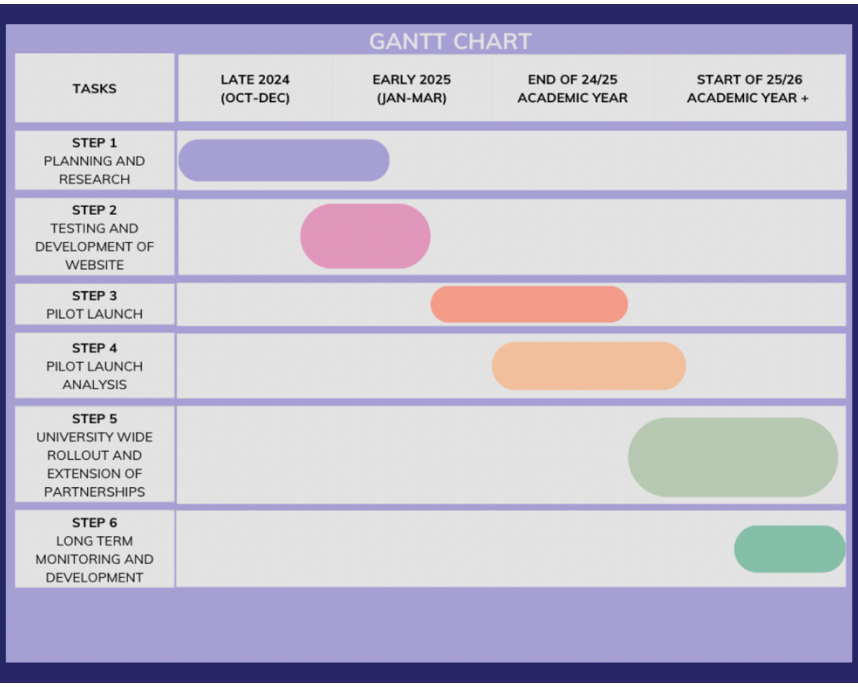


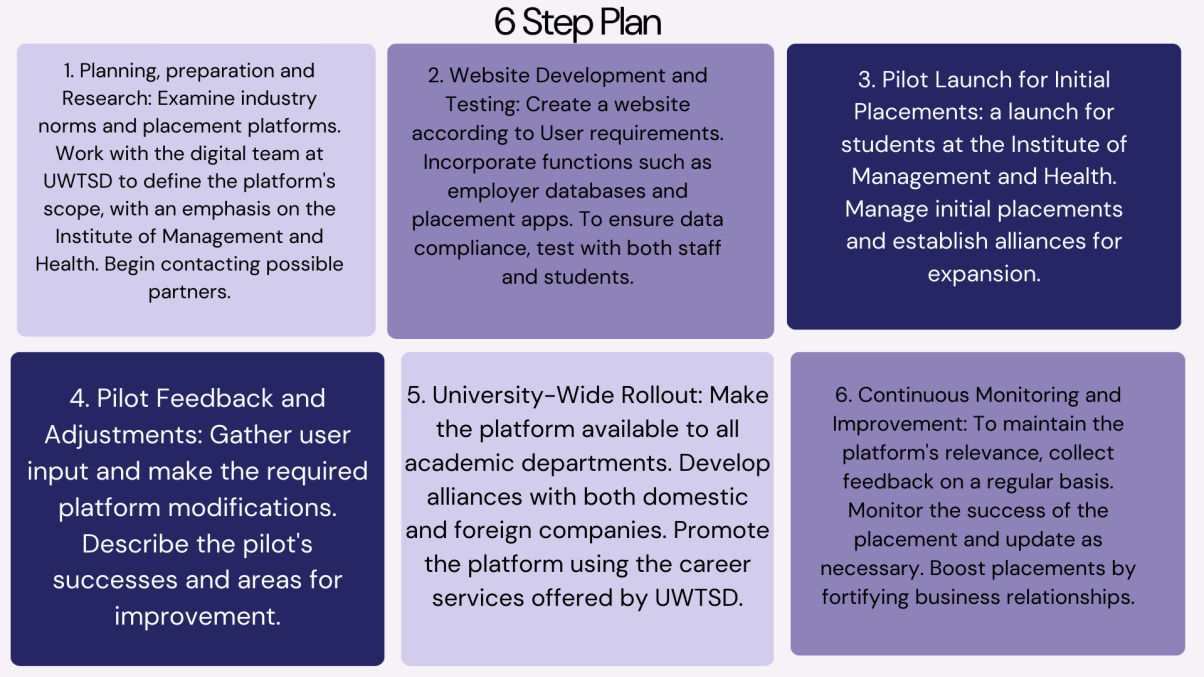
RATIONALE

PLACEMENTS THAT I HAVE BEEN LUCKY ENOUGH TO HAVE HAD THE OPPORTUNITY TO DO, SUCH AS WORKING IN A KIDS CLUB IN CYPRUS, COACHING FOOTBALL IN THE USA OR SNOWMOBILING IN FINLAND HAVE GIVEN ME SIGNIFICANT EXPERIENCE IN INTERACTING WITH A VARIETY OF AUDIENCES AND HANDLING REAL-WORLD DIFFICULTIES. THESE EXPERIENCES HAVE GIVEN ME SO MUCH CONFIDENCE MOVING FORWARD INTO CAREER PROSPECTS ONCE I AM FINISHED STUDYING. THESE POSITIONS HAVE ALSO HAD A DIRECT INFLUENCE ON MY PROJECT, ALLOWING ME TO CONCENTRATE ON DEVELOPING POSSIBILITIES FOR OTHERS TO GAIN PRACTICAL SKILLS THAT CLOSE THE GAP BETWEEN THEORY AND PRACTICE (STUDY IN WALES,2024).

WHEN IT COMES TO EQUIPPING GRADUATES WITH BOTH ACADEMIC AND PRACTICAL EXPERIENCE, A ROBUST PLACEMENT SYSTEM IS CRUCIAL SINCE IT CLOSELY MATCHES INDUSTRY STANDARDS (DEPARTMENT FOR EDUCATION, 2021). RESEARCH HIGHLIGHTS THAT REAL-WORLD EXPERIENCE CULTIVATES CRITICAL ABILITIES SUCH AS TEAMWORK, LEADERSHIP, AND FLEXIBILITY, WHICH IMPROVE EMPLOYABILITY AND OVERALL JOB SATISFACTION (HILL ET AL., 2014). LIKEWISE, SPORT WALES EMPHASISES HOW EXPERIENTIAL LEARNING IN SPORTS DEVELOPS CRITICAL ABILITIES THAT PREPARE PUPILS FOR THE WORKFORCE (BRITISH COUNCIL, 2022).









Virtual Presentation link: https://youtu.be/DCGO8dPLQ8E?si=QT6cwenTQA9uMkYF

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Element 1 – Ethics Form (All Pages)

ETHICAL CONSIDERATIONS[]3

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

1	Full Name:		Finley McGrath			
2	Tick all boxes that apply:		Member of staff:	☐	Honorary research fellow:	☐
	Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student	☐

3	Institute/Academic Discipline/Centre:	Management of Health
4	Campus:	Sa1 Campus
5	E-mail address:	2215276@student.uwtsd.ac.uk
6	Contact Telephone Number:	07368573715
	For students:	
7	Student Number:	2215276
8	Programme of Study:	Sports Management

9	Director of Studies/Supervisor:	Andrew Thomas

Where research activity is carried out in collaboration with an external organisation

10	Does this organisation have its own ethics approval system?	**YES**	☒	**NO**	☐
	If Yes, please attach a copy of any final approval (or interim approval) from the organisation (this may be a copy of an email if appropriate).				

SECTION B: Details of Research Activity

1	Indicative title:	Enhancing Student's Placement opportunities via UWTSD's tailored online platform		
2	Proposed start date:	30/09/2024	Proposed end date:	06/06/2025
	Introduction to the Research (maximum 300 words per section) **Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below:** *Purpose of Research Activity* *Proposed Research Question* *Aims of Research Activity* *Objectives of Research Activity* Demonstrate, briefly, how **<u>Existing Research</u>** has informed the proposed activity and explain *What the research activity will add to the body of knowledge* *How it addresses an area of importance.*			
3	**Purpose of Research Activity** To increase Placement Opportunities for UWTSD Students. (this box should expand as you type)			
4	**Research Question** N/A (this box should expand as you type)			

5	**Aim of Research Activity** To Increase Placement Opportunities for UWTSD Students. (this box should expand as you type)
6	**Objectives of Research Activity** To complete My Proposal (this box should expand as you type)

	Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015?	**YES**	**NO**
12	A prosperous Wales	☒	☐
13	A resilient Wales	☒	☐
14	A healthier Wales	☐	☐
15	A more equal Wales	☐	☐
16	A Wales of cohesive communities	☐	☐
17	A Wales of vibrant culture and thriving Welsh language	☐	☐
18	A globally responsible Wales	☐	☐
19	If YES to any of the above, please give details:		
	This Proposal promotes employability and economic growth by improving student placement options, which supports both A Prosperous Wales and A Resilient Wales. The initiative helps create a competent workforce and a more robust Welsh economy by giving graduates experience that is relevant to the business. Furthermore, by prioritising flexible and hands-on learning, the initiative fosters resilience and equips students to succeed in a variety of settings. With this twin focus, Wales is guaranteed a skilled workforce prepared to promote social resilience as well as economic development. (this box should expand as you type)		

SECTION C: Scope of Research Activity

	Will the research activity include:	**YES**	**NO**
1	Use of a questionnaire or similar research instrument?	☒	☐
2	Use of interviews?	☒	☐
3	Use of focus groups?	☐	☐

4	Use of participant diaries?	☐	☐
5	Use of video or audio recording?	☒	☐
6	Use of computer-generated log files?	☐	☐
7	Participant observation with their knowledge?	☐	☐
8	Participant observation without their knowledge?	☐	☐
9	Access to personal or confidential information without the participants' specific consent?	☐	☐
10	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☐
11	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☐
12	Investigation of participants involved in illegal activities?	☐	☐
13	Use of procedures that involve deception?	☐	☐
14	Administration of any substance, agent or placebo?	☐	☐
15	Working with live vertebrate animals?	☐	☐
16	Procedures that may have a negative impact on the environment?	☐	☐
17	Other primary data collection methods. Please indicate the type of data collection method(s) below.		
	Details of any other primary data collection method: (this box should expand as you type)	☐	☐

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION D: Intended Participants

	Who are the intended participants:	**YES**	**NO**
1	Students or staff at the University?	☒	☐
2	Adults (over the age of 18 and competent to give consent)?	☒	☐
3	Vulnerable adults?	☐	☒
4	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☐	☒
5	Prisoners?	☐	☒
6	Young offenders?	☐	☒
7	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
8	People engaged in illegal activities?	☐	☒

9	Others. Please indicate the participants below, and specifically any group who may be unable to give consent.	☐	☐
	Details of any other participant groups: (this box should expand as you type)		

If there are no participants then do not complete this section, but go directly to section H.

	Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
10	How many participants are expected?	No more than 4 people. *(this box should expand as you type)*
11	Who will the participants be?	Coursemates. *(this box should expand as you type)*
12	How will you identify the participants?	N/A *(this box should expand as you type)*

	Information for participants:	**YES**	**NO**	**N/A**
13	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
14	Will you tell participants that their participation is voluntary?	☒	☐	☐
15	Will you obtain written consent for participation?	☒	☐	☐
16	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☐	☐	☒
17	If the research is observational, will you ask participants for their consent to being observed?	☒	☐	☐
18	Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
19	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☒	☐	☐
20	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☐	☐	☒
21	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
22	If NO to any of above questions, please give an explanation			
	(this box should expand as you type)			

	Information for participants:	YES	NO	N/A
24	Will participants be paid?	☐	☒	☐
25	Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
26	Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
27	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
28	If YES to any question, please provide full details			
	(this box should expand as you type)			

SECTION E: Anticipated Risks

	Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.		
1	**Full risk assessment completed and appended?**	**Yes**	☐
		No	☒
2	**Risks to participants** For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information		
	Risk to participants: N/A *(this box should expand as you type)*	*How you will mitigate the risk to participants:* N/A *(this box should expand as you type)*	
3	If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities		
	N/A *(this box should expand as you type)*		
4	**Risks to the investigator** For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest		
	Risk to the investigator: N/A *(this box should expand as you type)*	*How you will mitigate the risk to the investigator:* N/A *(this box should expand as you type)*	
5	**University/institutional risks** For example: adverse publicity, financial loss, data protection		
	Risk to the University: N/A *(this box should expand as you type)*	*How you will mitigate the risk to the University:* N/A *(this box should expand as you type)*	
6	**Environmental risks** For example: accidental spillage of pollutants, damage to local ecosystems		
	Risk to the environment: N/A *(this box should expand as you type)*	*How you will mitigate the risk to environment:* N/A *(this box should expand as you type)*	

	Disclosure and Barring Service			
	If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	**YES**	**NO**	**N/A**
7	Does your research require you to hold a current DBS Certificate?	☐	☒	☐
8	If YES, please give the certificate number. If the certificate number is not available please write "Pending"; in this case any ethical approval will be subject to providing the appropriate certificate number.			

SECTION F: Feedback, Consent and Confidentiality

1	**Feedback** What de-briefing and feedback will be provided to participants, how will this be done and when?
	Asking them how they felt during the interview and if there's any areas that can be improved. *(this box should expand as you type)*
2	**Informed consent** Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.
	I know the Participants personally so will go over everything in person before asking for their full consent. *(this box should expand as you type)*
3	**Confidentiality / Anonymity** Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
	If data is put out on my independent project, that data will remain anonymous. *(this box should expand as you type)*

SECTION G: Data Protection and Storage

	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	**YES**	**NO**
1	***"Personal data"*** *means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data.*	X	☐
	If YES, provide a description of the data and explain why this data needs to be collected:		
2			

	There is going to be potential interviews with coursemates of mine asking them about their personal experience's of placement opportunities. *(this box should expand as you type)*		
	Does it involve special category data (as defined by the GDPR)?	**YES**	**NO**
3	***"Special category data"*** *means sensitive personal data consisting of information as to the data subjects' –* *(a) racial or ethnic origin,* *(b) political opinions,* *(c) religious beliefs or other beliefs of a similar nature,* *(d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992),* *(e) physical or mental health or condition,* *(f) sexual life,* *(g) genetics,* *(h) biometric data (as used for ID purposes),*	☐	X
	If YES, provide a description of the special category data and explain why this data needs to be collected:		
4	*(this box should expand as you type)*		

	Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?	**YES**	**NO**
5	Manual files (i.e. in paper form)?	☐	☐
6	University computers?	☐	☐
7	Private company computers?	☐	☐
8	Home or other personal computers?	☒	☐
9	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	☐
10	"Cloud" storage or websites?	☐	☐
11	Other – specify:	☐	☐
12	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of backup procedures, password protection, encryption, anonymisation and pseudonymisation:		
	Data will be stored in files on my personal Ipad that I use for University Work. I have Put a complex Password in place on my device to ensure that only I have access to my device. *(this box should expand as you type)*		

	Data Protection		
	Will the research activity involve any of the following activities:	**YES**	**NO**
13	Electronic transfer of data in any form?	☐	☐
14	Sharing of data with others at the University outside of the immediate research team?	☐	☐
15	Sharing of data with other organisations?	☐	☐

16	Export of data outside the UK or importing of data from outside the UK?	☐	☐
17	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☐
18	Publication of data that might allow identification of individuals?	☒	☐
19	Use of data management system?	☐	☐
20	Data archiving?	☐	☐
21	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and any international equivalents, where appropriate):		
	Interviewing Coursemates if their written consent for this is ensured. *(this box should expand as you type)*		
22	List all who will have access to the data generated by the research activity:		
	Mark Napierella Andrew Thomas *(this box should expand as you type)*		
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	Finley McGrath *(this box should expand as you type)*		
24	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		
	As I have previously mentioned all data I have will be safely stored on my Ipad which I have made sure is password Protected. The only two other people who will see the Data is the two tutors who will be grading my work. *(this box should expand as you type)*		
25	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. (*Most relevant to academic staff)*		
	No *(this box should expand as you type)*		
26	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	**YES**	☒
27	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	**YES**	☒

SECTION H: Declaration

	The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/		
1	**Signature of applicant:**		**Date:** 07/11/2024

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed **ALL RELEVANT** sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (**where appropriate**)
☐	I have attached a full risk assessment (where appropriate) *ONLY TICK IF YOU HAVE **ATTACHED A FULL RISK ASSESSMENT***
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director.

RESEARCH STUDENTS ONLY
Once complete, submit this form via the **MyTSD Doctoral College Portal** at (https://mytsd.uwtsd.ac.uk).

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

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University of Wales
Trinity Saint David

Element 2 - Literature Review (3000 words)

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Independent Project – Literature Review

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Introduction

1.1Background and Rationale

Project Aim: My aim for my Independent Project is to create a webpage that will support and guide students into placement opportunities, during term time and out of term term time, within the institute of Management and Health of UWTSD.

Project Objectives: Create a virtual Proposal for my Independent Project and consider Ethical implications; Complete an analysis of key literature in the field of Professional Placement opportunities; Develop the website into a full scale model where it supports students of all different faculties at UWTSD.

Placements and external opportunities are vital for connecting academic learning and professional practice, particularly in fields like sports management. These experiences can provide students with practical exposure, enhancing their employability and career readiness. This literature review examines the role of placements, work-based learning, and technology in preparing students for professional success, providing insights to guide the development of a webpage for facilitating student placements and external opportunities.

Importance of Placements and External Opportunities (Justifying my Project Aim)

Research consistently highlights the value of placements in fostering critical skills such as teamwork, communication, and self-confidence. Amos (2013) found that placements

positively influence students' academic and professional achievements, while Fleming et al. (2009) emphasise their role in aligning students' competencies with industry demands. Such findings underscore the necessity of structured and accessible placement programmes to ensure equitable opportunities for all students.

However, challenges persist. Wang and Crawford (2018) identify disparities in access to elite placements, often favouring students with greater resources or networks. Similarly, Kell and Owen (2009) highlight the need for universities to better support students in integrating academic knowledge with professional expectations. Addressing these barriers requires innovative solutions, including the use of digital tools to democratise access to placements and streamline processes. Digital platforms have emerged as a promising avenue for improving placement accessibility and guidance. Amos (2013) advocates for integrating technology into academic programmes, arguing that it enhances student engagement and provides centralised resources for exploring opportunities. For this project, such insights are instrumental in designing a webpage that not only connects students to placements but also offers tailored guidance to maximise their opportunities.

1.2 Objectives of the Literature Review

This review will explore key themes, including theoretical foundations of work-based learning, the value of placements, the role of external opportunities, and the potential of technology in addressing gaps in placement accessibility. By identifying existing challenges and opportunities, the review aims to provide a foundation for developing a resource that equips students with the tools to navigate their career paths effectively.

Section 2

2.1 Explanation of Kolb's Theory

Work-based learning is deeply rooted in experiential learning theory, which has become a cornerstone in understanding how students develop professional competencies during placements. Kolb's Experiential Learning Model (1984) offers a cyclical framework encompassing four stages: concrete experience, reflective observation, abstract conceptualisation, and active experimentation. Kolb asserts, "Learning is the process whereby knowledge is created through the transformation of experience" (p. 38). This theory emphasises the interplay between theoretical knowledge and its application, making it particularly relevant to sports management placements, where real-world engagement is essential for skill acquisition.

2.2 Application of Kolb's Model to Placements

Placements align strongly with the "concrete experience" phase of Kolb's model, as they immerse students in practical tasks within professional environments. Schellhase (2006) highlights that experiential learning in athletic training provides students with opportunities to cross pathways of classroom theory and hands-on practice. He argues that placements enable students to "internalise critical skills that align with professional standards in sports-related fields," thereby enhancing employability.

2.3 Leader-Member Exchange (LMX) Theory in Work-Based Learning

Moreover, Chadwick et al. (2017) explore the relational dynamics within placements using Leader-Member Exchange theory, which emphasises the importance of high-quality exchanges between interns and supervisors. Positive supervisor-student interactions during placements are shown to foster confidence, collaboration, and critical thinking, aligning with Kolb's "reflective observation" stage. Chadwick et al. suggest that "supervisors play a pivotal role in shaping students' ability to process and apply their experiences," thereby strengthening their preparedness for professional roles.

2.4 Defining Employability in higher Education

Employability, a central concept in higher education, also intersects with experiential learning theory. According to Dinning (2017), universities must embed employability-focused initiatives into the curriculum to ensure students develop the skills demanded by industry. His study of a sports undergraduate program revealed that while students perceived placements as valuable, employers identified a gap in students' ability to contextualise and apply their skills effectively in sports organisations. This highlights the importance of guided reflection and mentorship during placements, as emphasised by Kolb's model.

Additionally, the practical integration of experiential learning into facility operations is explored by Schwarz, Hall, and Shibli (2020). Their analysis of sports facility management underscores the importance of experiential learning in equipping students with competencies such as decision-making, resource management, and adaptability. They state, "Facility operations serve as a dynamic environment where students can test their theoretical knowledge under real-world pressures, providing invaluable insights into the complexities of the sports industry."

Theories of experiential learning and employability converge in emphasising the importance of structured guidance and reflective practices during placements. Institutions must design placements that not only provide hands-on exposure but also facilitate critical reflection, enabling students to derive meaningful insights and improve their professional capabilities. As Dinning (2017) asserts, "Placements must go beyond routine tasks to challenge students in ways that prepare them for the complexities of their future careers."

In summary, theoretical frameworks such as Kolb's Experiential Learning Model and LMX theory highlight the value of placements in fostering professional growth. These frameworks emphasise the cyclical nature of learning, where experience, reflection, and application interact to develop well-rounded and employable graduates. By aligning placements with these theoretical principles, institutions can enhance the overall impact of work-based learning on student development.

Section 3

The Importance of Placements in Higher Education

3.1 Benefits of Placements for Students

Placements in higher education are pivotal in bridging the gap between theoretical knowledge and practical application. They provide students with an opportunity to gain hands-on experience, develop industry-specific skills, and enhance their employability. As Bowers-Brown and Harvey (2004) argue, “The employability of graduates is no longer an optional extra but a core outcome of higher education.” Their analysis highlights the increasing pressure on universities to ensure that students are adequately prepared for the competitive job market, where placements act as a vital mechanism for skill acquisition and industry exposure.

For sports management students, placements offer unique opportunities to immerse themselves in professional environments where they can refine their coaching and organisational skills. Cassidy, Jones, and Potrac (2009) emphasise the significance of placements in sports coaching, noting that they allow students to understand the pedagogical and cultural nuances of coaching practices. They assert, “Placements challenge students to adapt to complex environments, helping them navigate the realities of professional practice beyond the classroom.” This practical exposure is crucial for fostering resilience, critical thinking, and adaptability—attributes highly valued by employers.

3.2 Challenges in Placement Accessibility

Despite their benefits, placements also present challenges for both students and institutions. Farnell (2015) identifies a mismatch between the expectations of employers and the perceptions of students regarding their readiness for professional roles. Employers often report that students struggle to translate their academic knowledge into actionable skills in the workplace. This highlights the need for structured placement programs that include clear learning outcomes, mentoring, and reflective practices. As Farnell suggests, “Placements must be designed to provide students with the tools to critically evaluate their experiences and build on their strengths.”

3.3 Sustainability and Inclusivity in Placements

Sustainability is another critical factor influencing the design and implementation of placements. Tortora (2018) explores the intersection of sustainability and placements, arguing that universities must adopt a long-term perspective to ensure that placement opportunities are equitable and accessible to all students. Tortora highlights how some students face barriers such as financial constraints and limited access to high-quality placements, which can exacerbate inequalities in employability outcomes. By addressing these challenges, institutions can create more inclusive placement systems that benefit a broader range of students.

3.4 International Placements and Global Competencies

Furthermore, placements are increasingly recognised as a means of fostering global competencies and intercultural awareness. Wand and Rambukkwella (2018) emphasise the value of international placements, which expose students to diverse cultural and professional contexts. They state, “Global placements not only enhance employability but also cultivate critical skills such as cultural adaptability and global citizenship.” This aligns with the broader goal of higher education to prepare students for success in an interconnected and rapidly changing world.

In summary, placements are an indispensable component of higher education, offering students invaluable opportunities to apply their learning, develop professional skills, and enhance their employability. However, to maximise their impact, institutions must address challenges such as accessibility, sustainability, and the alignment of expectations between students and employers. By doing so, placements can serve as a powerful tool for preparing graduates to navigate the complexities of the modern workforce.

Section 4

External Opportunities: Summer Camps and International Experiences

4.1 Value of External Opportunities

External opportunities such as summer camps, internships abroad, and international placements have become critical components of work-integrated learning in higher education. This development offers students not only the chance to apply theoretical knowledge in practical settings but also the opportunity to develop global competencies and a broader understanding of professional expectations across cultural contexts. Martin and Fleming (2022) highlight the transformative potential of international placements, asserting that they “enhance professional competencies by fostering adaptability, intercultural awareness, and a global perspective—skills essential in an increasingly interconnected world.”

4.2 Benefits of Summer Camps and International Placements

Summer camps, in particular, provide a unique context for learning and personal development. Morris et al. (2017) explore the impact of summer placements on student-athletes, finding that such encounters significantly contribute to their well-being and self-esteem. They note, “Summer camps provide a supportive environment where students can experiment with leadership roles, navigate team dynamics, and cultivate resilience.” These opportunities not only prepare students for their future careers but also contribute to their personal growth and emotional development.

Similarly, work-integrated learning placements abroad expose students to diverse professional environments and help them build transferable skills. Hall, Pascoe, and Charity (2017) investigate the impact of external placements on graduate attributes, finding that students who participate in such experiences report higher levels of self-confidence, problem-solving skills, and adaptability. They state, "The international dimension of placements equips students with the ability to work in multicultural teams, handle complex challenges, and navigate unfamiliar organisational structures—qualities that employers highly value."

A significant advantage of external opportunities is their ability to boost students' self-efficacy. Ngo and Weldon (2019) examined the effects of WIL on undergraduate sports coaching students and found that participants in external placements demonstrated higher levels of workplace self-efficacy compared to their peers. The researchers argue, "Work-integrated learning, particularly in external settings, enables students to overcome the uncertainties of transitioning into professional roles by providing them with hands-on learning and practical skillsets."

4.3 Barriers to Accessing External Opportunities

However, despite their benefits, external opportunities also present challenges. Financial barriers, lack of accessibility, and limited institutional support can restrict students' participation, particularly for international placements. Hall et al. (2017) stress the importance of institutional collaboration in addressing these challenges, recommending that universities establish partnerships with organisations to create accessible and equitable placement opportunities. Additionally, Martin and Fleming (2022) highlight the need for structured reflection and mentoring during these experiences, as they "help students critically evaluate their growth and apply their learning in meaningful ways."

In summary, external opportunities such as summer camps and international placements play a vital role in equipping students with the skills, confidence, and global perspective needed to succeed in today's competitive job market. While these opportunities offer numerous benefits, addressing accessibility and providing structured support are essential to maximising their impact. By integrating these opportunities into work-integrated learning frameworks, institutions can prepare students to navigate complex and dynamic professional landscapes.

Section 5

The Role of Technology in Facilitating Placement Opportunities

5.1 Digital Tools and Platforms for Placement Management

Technology has become an indispensable tool in connecting students to placement opportunities, offering innovative ways to enhance accessibility, engagement, and outcomes in work-integrated learning. Digital platforms, apps, and other online resources have transformed the placement process, making it more efficient and inclusive for students in higher education.

Pierce and Foster (2021) discuss the integration of technology into experiential learning in sports management programs. They argue, "The use of digital tools enables institutions to

streamline the placement process, providing students with personalised access to opportunities aligned with their career goals." Their study highlights the value of platforms that incorporate user-friendly interfaces, centralised information, and direct communication with potential employers. These features simplify the search process and reduce barriers for students seeking placements.

O'Shea and Watson (2007) further emphasise the role of technology in supporting digital learning during placements. Their research explores the use of online resources to prepare students for real-world challenges, stating, "Digital integration narrows the divide between classroom learning and professional environments by fostering pre-placement readiness and post-placement reflection." The authors advocate for virtual simulations and telecommunication tools that allow students to develop their skills remotely, particularly in contexts where physical placements may be limited.

A critical advantage of digital tools lies in their ability to personalise the placement experience. Flanagan and Wilson (2018) conducted a study on the role of technology in facilitating placements for social work students and found that online platforms enabled students to tailor their search based on individual preferences and career aspirations. They note, "Technology empowers students to take ownership of their placement journey, allowing them to identify opportunities that align with their unique interests and goals." While their study focused on social work, the findings are broadly applicable to sports management and other disciplines.

5.3 Challenges and Risks of Technology in Placements

However, challenges remain in leveraging technology effectively. Bech and Chadwick (2013) highlight the uneven adoption of digital resources across universities, which can create disparities in access to high-quality placements. They caution, "The effectiveness of technology in placements depends not only on the tools themselves but also on institutional support and training for students and staff." This underscores the importance of equipping both educators and students with the skills to navigate and maximise digital platforms.

Despite these challenges, the potential of technology to enhance placement outcomes is undeniable. By integrating digital resources into placement programs, institutions can foster greater inclusivity and engagement. For instance, Pierce and Foster (2021) highlight examples of digital platforms that incorporate analytics to track student progress and employer feedback, enabling continuous improvement of the placement experience.

In conclusion, technology plays a transformative role in facilitating placements by increasing accessibility, personalisation, and efficiency. However, its success depends on thoughtful implementation and ongoing support from institutions. By leveraging the full potential of digital tools, universities can ensure that students are well-prepared to navigate the complexities of professional environments and achieve their career aspirations.

Section 6

6.1 Challenges Faced by Universities in Providing Placement Support

Despite the recognised benefits of placements in enhancing employability, significant gaps exist in how institutions support students in accessing, navigating, and maximising these opportunities. Foster, O'Reilly, and Dávila (2021) highlight systemic challenges, stating, "Many universities lack the infrastructure to provide equitable placement opportunities, leaving students to rely heavily on personal networks or chance encounters." These disparities can lead to uneven employability outcomes, disproportionately affecting students from underprivileged backgrounds who lack the social capital to secure high-quality placements.

6.2 The Role of Mentoring and Reflective Practice

O'Donovan (2018) identifies further barriers, particularly the difficulty students face in adapting to professional environments during short-term placements. He notes that "students often experience a steep learning curve, struggling to balance academic responsibilities with workplace expectations," which can undermine the overall learning experience. This is compounded by the lack of structured reflection and mentoring, both of which are critical for ensuring that students can process and apply their learning effectively.

Additionally, institutions themselves often face resource constraints that hinder the development of comprehensive placement programmes. Schwarz and Hall (2020) observe that many universities focus on theoretical instruction at the expense of practical training, creating what they term an "employability gap." They argue that "institutions must integrate practical components, such as placements, more holistically into the curriculum to ensure that students are not just academically prepared but also professionally capable."

The need for innovative approaches to address these gaps is echoed by Crisp (2020), who advocates for the inclusion of "real-world coaching" experiences as part of sports management programmes. In his study, students reflected on the value of extended placements, noting that longer durations allowed them to develop deeper skills and a better understanding of workplace dynamics. Crisp emphasises that "short-term placements often fail to provide the depth of experience necessary for meaningful professional growth," a challenge that institutions must address by fostering longer-term partnerships with industry stakeholders.

6.3 Addressing Gaps Through Digital Solutions and Partnerships

Furthermore, Foster et al. (2021) stress the importance of integrating technology to streamline placement processes and improve accessibility. They argue that digital platforms can "democratise access to placements by providing centralised databases of opportunities, enabling students to search, apply, and receive guidance without geographic or institutional barriers." Such platforms can also facilitate ongoing communication between students, mentors, and employers, ensuring that placements are not only accessible but also effective in achieving their intended learning outcomes.

Comparatively, Crisp (2020) and O'Donovan (2018) align in their emphasis on reflective practice as a tool for combing both experience and learning. Both scholars advocate for embedding guided reflection into placement programmes, with Crisp noting that "reflection fosters metacognitive skills that are critical for professional growth." This shared perspective underscores the importance of mentorship and structured support in helping students derive meaningful insights from their engagement.

Finishing off this section, the gaps in placement guidance and opportunities are multifaceted, encompassing issues of accessibility, duration, institutional support, and reflective practice. By addressing these challenges through innovative solutions such as digital platforms, extended placements, and embedded mentorship, universities can create more fair and effective placement programmes that better prepare students for the complexities of the modern workforce.

Conclusion

In summary, placements and external opportunities are integral aspects of higher education, integrating academic knowledge and professional application. These initiatives equip students with valuable hands-on experiences, fostering key abilities such as communication, teamwork, and adaptability. Research underscores the significant role of placements in improving employability, offering practical insights into industry demands, and enabling students to develop professional networks. Despite these advantages, challenges like unequal access, inconsistencies in placement quality, and the need for better mentorship and reflective practices persist.

The application of experiential learning theories, including Kolb's Experiential Learning Model (1984) , offers a robust framework for understanding how students acquire skills through placements. By participating in concrete experiences, engaging in reflective processes, and applying newly gained knowledge, students can develop and refine their professional competencies. Additionally, theories like Leader-Member Exchange (Chadwick et al, 2017) underscore the critical role of effective supervisory relationships, emphasising mentorship and constructive feedback as vital components of student growth.

External opportunities, such as summer programs and international placements, further expand students' horizons by immersing them in diverse cultural and professional environments (Morris et al, 2017). These experiences help foster adaptability, intercultural skills, and a global outlook, making graduates more competitive in a globalised job market. However, financial barriers and logistical difficulties often limit access to these opportunities, highlighting the importance of institutional initiatives to provide adequate support and funding.

The integration of technology into placement processes has emerged as a pivotal development, offering innovative solutions to enhance accessibility, streamline operations, and provide tailored guidance. Digital platforms facilitate student engagement with opportunities, monitor progress, and offer tools for reflection to improve learning outcomes (Pierce and Foster, 2021). However, successful implementation requires educational institutions to invest in training and infrastructure to ensure these tools are effectively utilised.

Addressing the existing barriers in placement accessibility, support mechanisms, and reflective frameworks is critical to maximising their impact. Higher education institutions must adopt a comprehensive approach that combines experiential learning principles, technological advancements, and strategic partnerships with industries. By doing so, they can better equip students with the skills and knowledge necessary to thrive in the complexities of today's workforce, ensuring sustained career success.

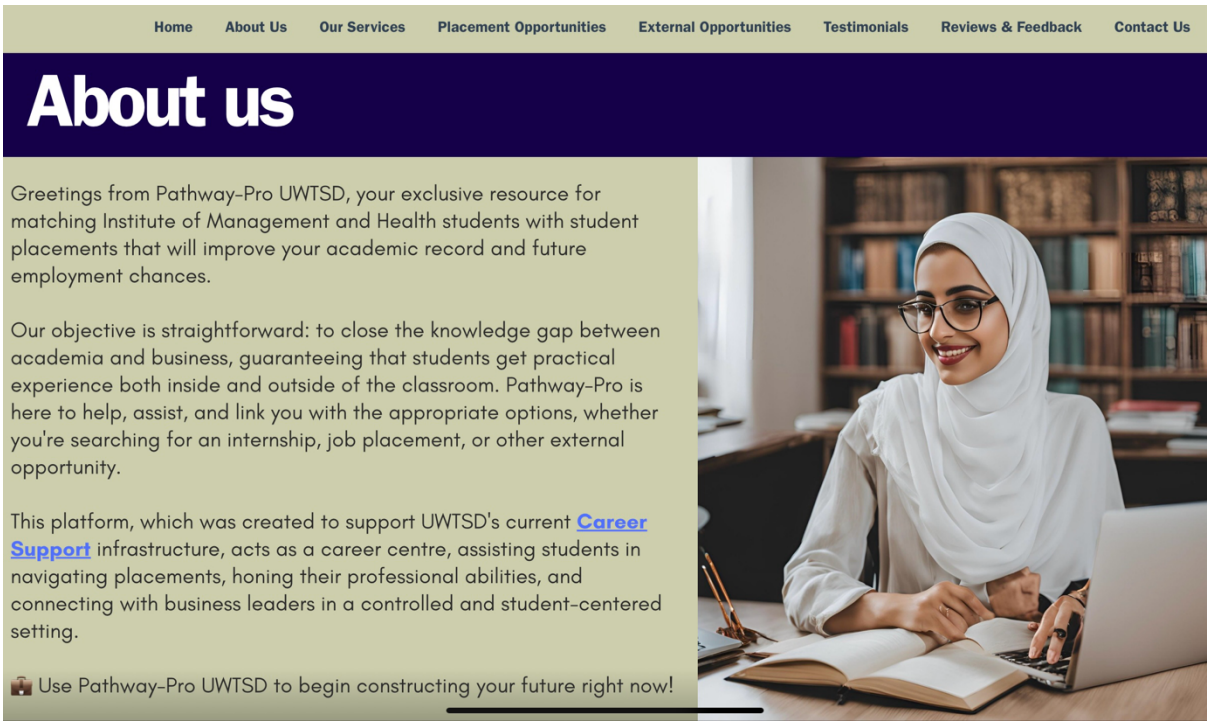
Element 3 – 5000 Word Document or 30 minute Video

50/50 Split (15 Minutes video Content + 2500 word website)

Youtube video: https://youtu.be/spP_Yfl7VTw?si=iHJiey56ilJBiEvs

Pathway Pro Website Link: https://pathwayprouwtsd.my.canva.site/





About me



Finley McGrath - *Founder of Pathway-Pro*

Taking part in placements outside of my studies pushed me beyond my comfort zone. I gained real-world skills, met professionals in my field and became more confident in unfamiliar environments. Working abroad, in particular, gave me a broader outlook and helped me realise how many students miss out on these experiences simply because they're unaware or unsure of how to access them.

That's what led me to create Pathway-Pro, a platform for students in UWTSD's Institute of Management and Health. Its aim is to raise awareness, remove barriers and connect students with meaningful opportunities. Whether it's a local internship or a global experience, I want students to feel supported and empowered to take control of their future.

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Our Services

At Pathway-Pro UWTSD, we are dedicated to assisting students in gaining real-world experience, developing confidence, and advancing their careers. As part of our pilot launch for the Institute of Management and Health, we are providing critical services to help students secure employment and professional opportunities.

Q & A Sundays

Each sunday we will be hosting a questions and answers session. The aims of these sessions will be to help with any queries you have about Pathway Pro, placements & external opportunities.

(contact us at Pathway.Pro@protonmail.com to receive automated emails of meeting IDs)





Alumni Mentorship

We will be working with our talented experienced set of alumni to help provide mentorship to students using Pathway-Pro

Meet the team

Placement Consultations

We will be offering 1-1 consultations to assist you in finding a suitable placement opportunity and if you need assistance with applications.
Fill out the form here to get a consultation.





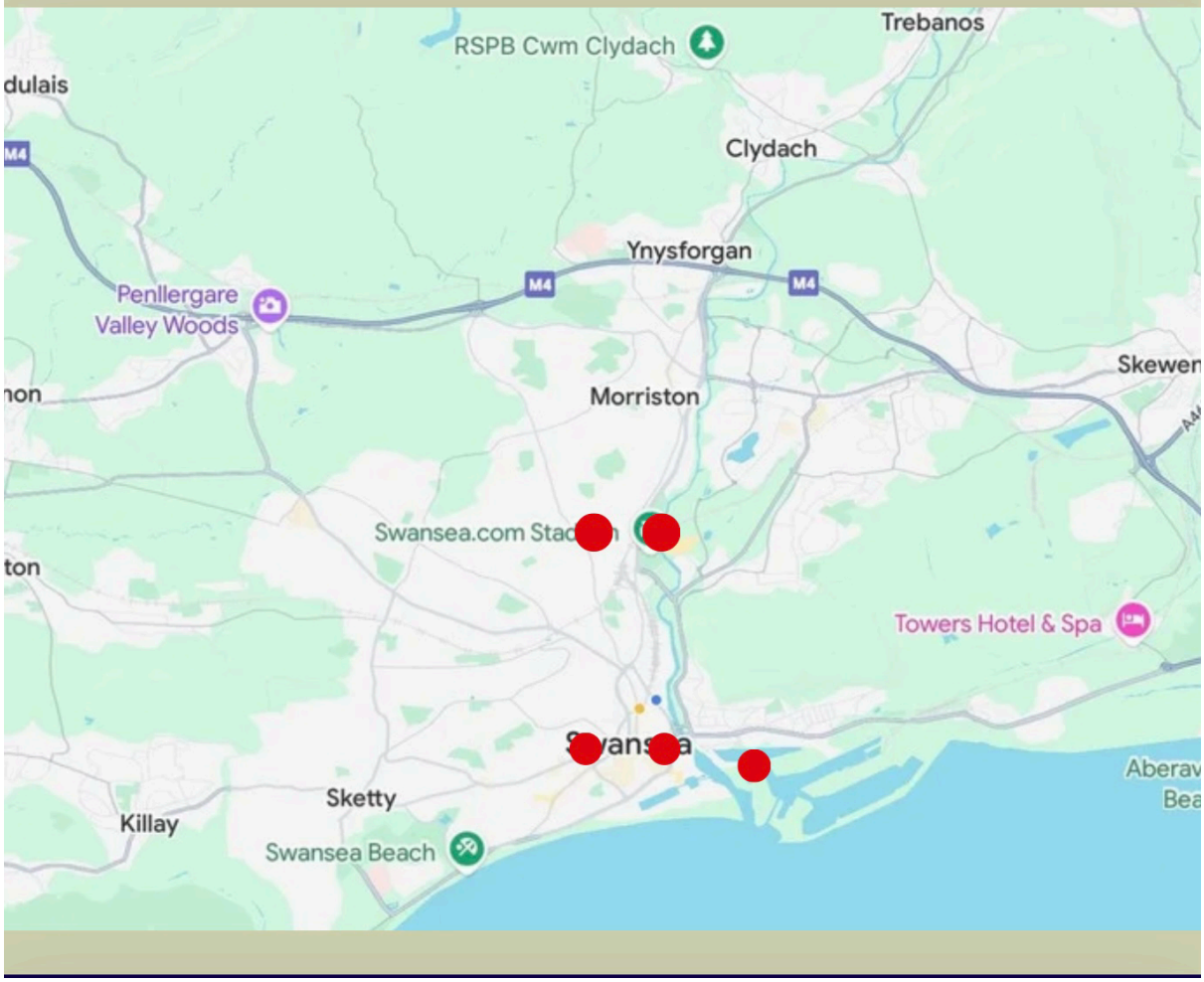
Sponsorship

Through our Partnership with the UWTSD Bursaries team we are able to offer sponsorship to a limited number of Pathway-Pro users.

Placement Opportunities

Gaining real-world experience is key to developing your skills, building confidence, and standing out in your career. At Pathway-Pro UWTSD, we help students access high-quality placements that provide hands-on learning and professional growth. Whether you're looking to enhance your CV, explore a new industry or take the first step toward your dream job, we're here to connect you with the right opportunity.

Click on the different icons below on our map to discover different placement opportunities!



External Opportunities

We at Pathway-Pro UWTSD think that professional development never ends. The purpose of our External Opportunities area is to assist Institute of Management and Health students in finding professional experiences, internships and placements throughout the summer, winter and other vacations.

What you will find here:

Discover short-term employment experiences that are accessible outside of term time!

✓ Direct Company Connections: Get the email addresses, phone numbers, and application links of leading companies.

Click on the icons on this interactive map below to discover external opportunities!

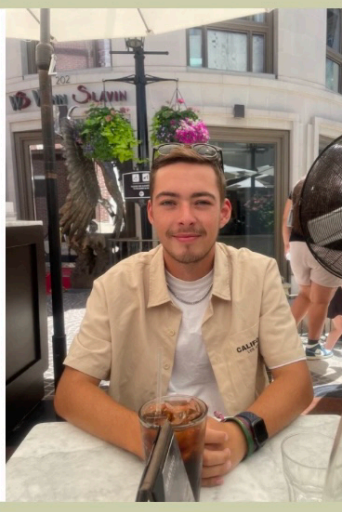
💡 Did you know? UWTSD offers bursaries and financial support to help students take advantage of external opportunities. Check out available funding options to ensure financial barriers don't hold you back from valuable career experiences!



Testimonials

Alfie Parry
UWTSD Graduate

Coaching football in Texas last summer was an unforgettable experience. It helped me grow as a coach, build confidence in new environments, and develop valuable life skills. But finding that opportunity wasn't easy, and I know many students miss out simply because they don't know where to look. That's why Pathway-Pro is so important, it connects students with real-world placements, both locally and abroad, making these experiences easier to access. If you're looking for something beyond the classroom that builds confidence and career skills, Pathway-Pro is a great place to start.





Jake Stephens
Assistant Regional Director (California, Challenger Sports)

Last summer, I coached football in California with Challenger Sports, and this year I'm returning as Assistant Regional Director. The experience completely transformed my confidence, leadership, and career direction. I know firsthand how hard it can be to find opportunities like this, especially while balancing uni and planning your next steps. That's why Pathway-Pro is such a valuable tool. It takes the guesswork out of placements and makes students aware of real opportunities. A platform like this would've made things so much easier when I was searching.

Nathan Williams
UWTSD HND Graduate

"Volunteering at a leisure centre made me realise how valuable real-world experience is. It pushed me to focus on gaining qualifications for my future. Pathway-Pro would've made that journey easier as it offers the guidance and opportunities students need to get started and grow with confidence.



Reviews & Feedback

Pathway-Pro UWTSD is in its pilot phase, currently available to Institute of Management and Health students. We're looking to improve and grow the platform based on your feedback. Whether you've used it or have ideas for development, your input is key to making it better for all students.



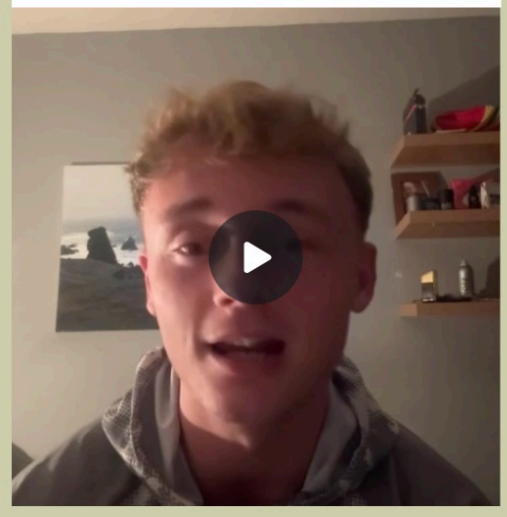
To give us your thoughts and help us in creating the best platform we can, click [here].

All of your Feedback is greatly appreciated!

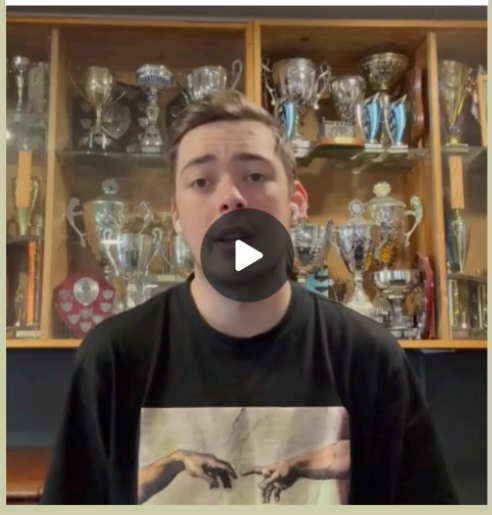
Meet the Team

Click on the videos to hear from our team!

Jake Stephens



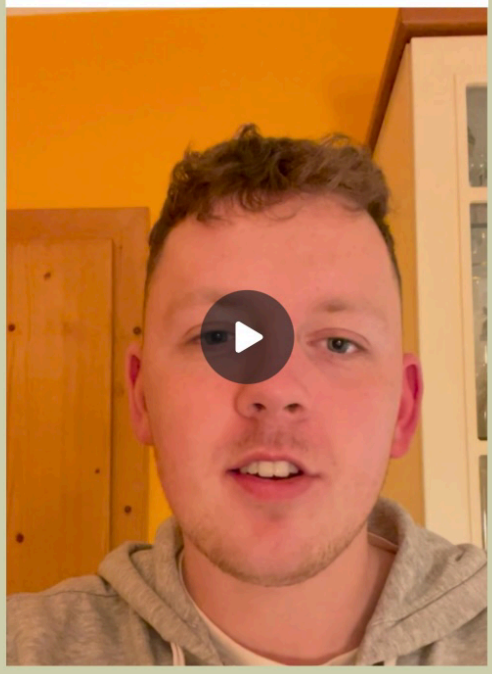
Alfie Parry



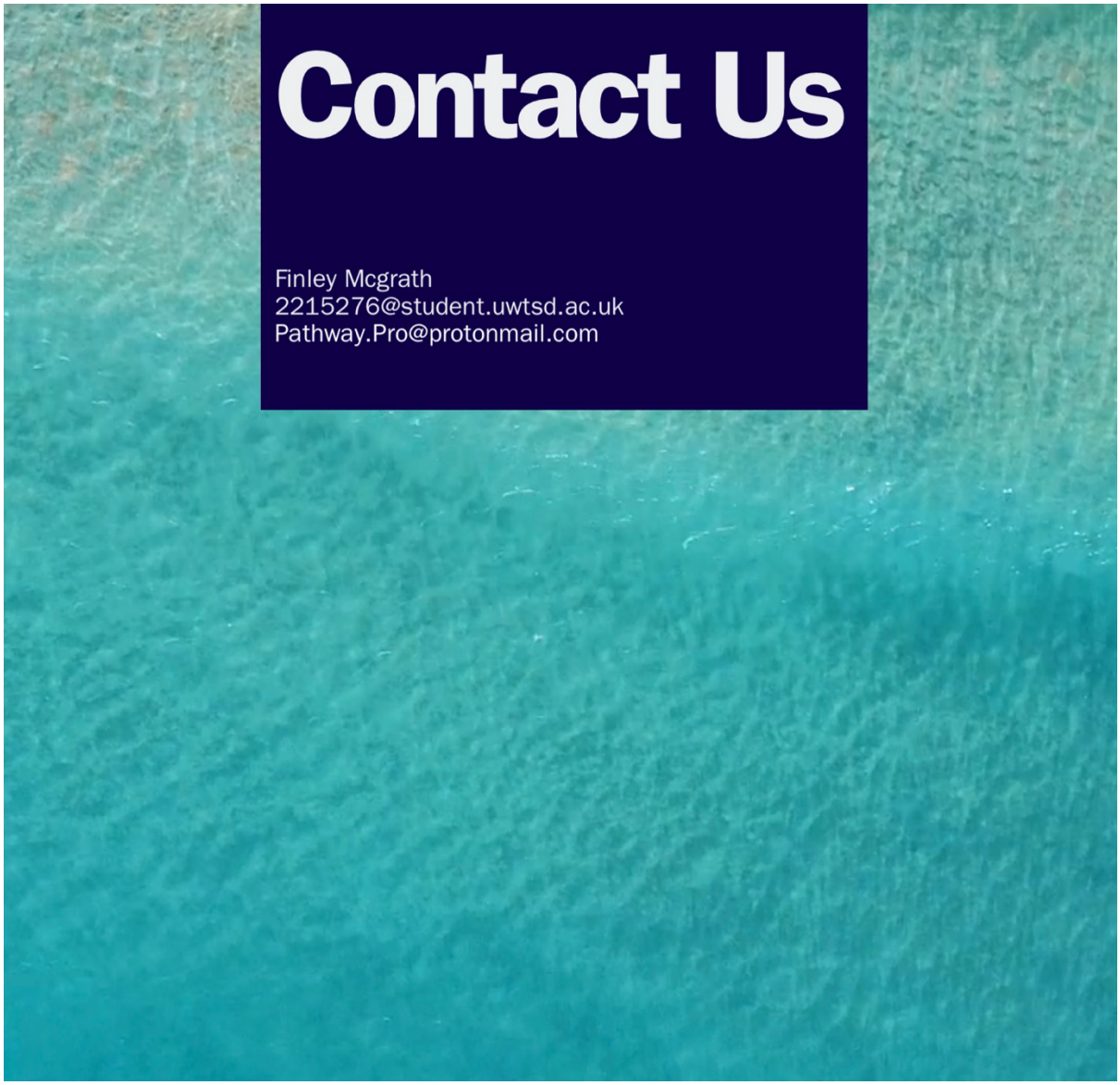
Caitlain Davies



Finley McGrath



Back to our services


Contact Us
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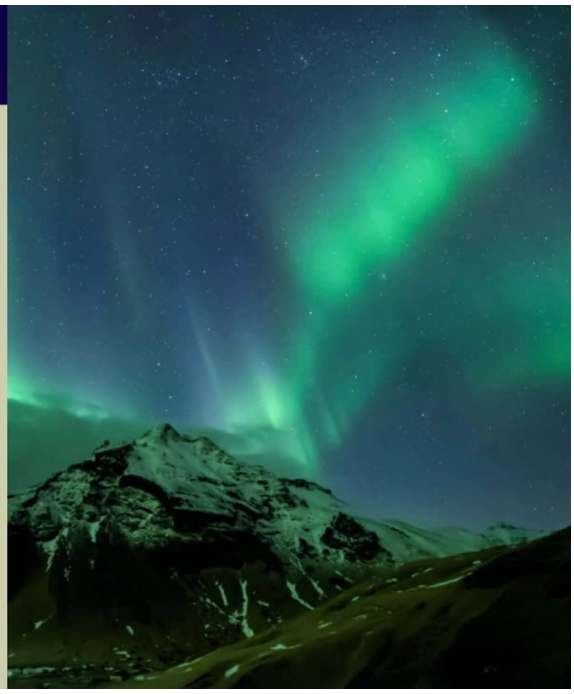
Lapland Staff - A unique winter placement opportunity!

Looking for a unique way to spend your winter break? Lapland Staff in Finland offers the chance to gain valuable work experience in a stunning, snow-covered setting. Whether you're working in hospitality, tourism, or customer service, you'll develop real skills while exploring a completely different culture. Best of all, it can count as a university placement, meaning time away is fully authorised. It's a great way to build your CV, experience something unforgettable, and combine travel with professional growth.

Click here to apply

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Challenger Sports - Summer football coaching opportunity

Want to make the most of your summer while gaining top-tier coaching experience? Challenger Sports offers the chance to coach football across the U.S, helping you build skills in leadership, communication, and sport development. As an external opportunity, it fits perfectly around your academic schedule. If you're passionate about football and ready to gain international experience, this is the ideal way to combine travel with career growth.

Click here to apply

CHALLENGER SPORTS

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Camp America – Spend your summer working at a U.S. summer camp!

Looking for an unforgettable way to spend your summer? Camp America gives you the chance to work at a summer camp in USA where you'll develop leadership, teamwork, and communication skills while making lifelong memories. Whether you're coaching sports, leading outdoor activities, or working behind the scenes, this experience offers personal and professional growth in a fun and rewarding environment.

You can apply for summer camp roles through several organisations, including:

- Camp America
- CCUSA
- BUNAC
- USA Summer Camp
- Camp Leaders

Click on the logos below to apply.

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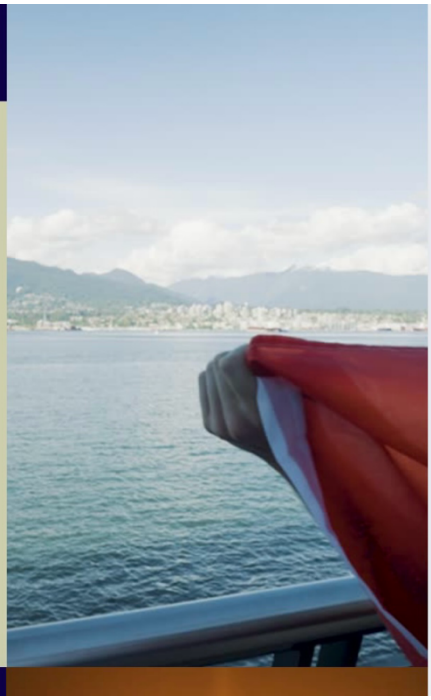


Camp Canada - Spend an unforgettable summer in the great outdoors!

Do you want to spend your summer working in Canada's stunning outdoors while learning vital skills? Camp Canada allows you to work at a summer camp, directing activities such as athletics, water sports, outdoor adventures and arts and crafts. It's an excellent opportunity to hone leadership, cooperation, and problem-solving abilities while making lifelong friends and enjoying Canada's breathtaking landscapes.

Apply for Camp Canada assignments through BUNAC, CCUSA (Canada Program), and Camp Leaders.
Click on the logos below to apply.

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PGL - The ideal summer job with opportunities in France!

PGL is one of the UK's top providers of outdoor adventure employment, providing an excellent way to spend the summer while earning significant experience in activity leadership, hospitality, and coaching. Whether you're seeking for a seasonal employment in the UK or an exciting opportunity to work at one of their centres in France, PGL offers a variety of roles that will help you build leadership, teamwork, and communication skills in a fun and dynamic atmosphere.

PGL offers opportunities to work at adventure centres in the UK and France, providing water sports, outdoor activities, and leadership training. Gain important experience in coaching, childcare, or hospitality - ideal for enhancing your resume.



🔗 Find out more & apply here! PGL Careers

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Volunteer in India and make a real difference!

Are you looking for a fulfilling and life-changing experience? Volunteering in India provides a unique opportunity to give back to communities, learn new skills, and immerse oneself in a vibrant cultural context. Whether you're interested in teaching, community development, healthcare, or conservation, there are a number of programs available that will help you to make a meaningful impact while also providing you with practical experience.

Volunteer opportunities include assisting at schools, teaching English and supporting local kids.

✅ Community Development - Contribute to women's empowerment programs, orphanages and street children initiatives.

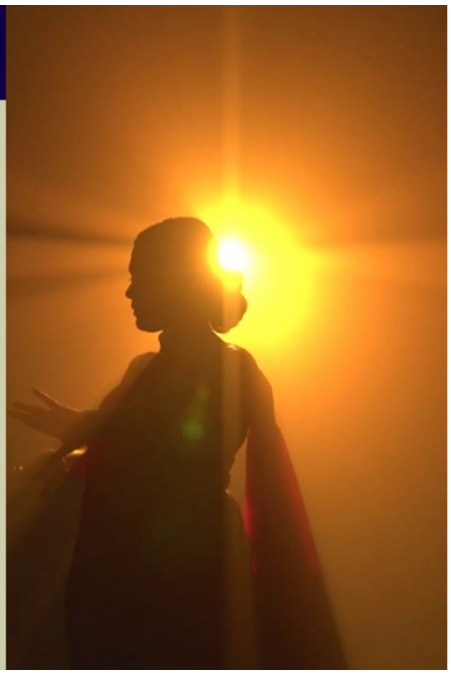
✅ Healthcare and Medical Support: Work in clinics, hospitals, and health outreach initiatives.

✅ Volunteer for wildlife and conservation activities, including elephant care and environmental initiatives.

Several reputable organisations offer placements, including:

- Volunteering with India
- Volunteering India
- International Volunteer HQ (IVHQ)
- GVI India

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Volunteer in Africa - Step out of your comfort zone!

Popular Volunteer Sectors in Africa:

✅ Teaching & Education: Assist in schools, teach English, and encourage students' learning.

✅ Healthcare and Medical Support - Assistance with clinics, outreach programs, and public health initiatives.

✅ Wildlife & Conservation - Contribute to endangered species, marine conservation, and national park programs.

✅ Community Development: Support local projects for women's empowerment, childcare, and sustainable farming.



Trusted Volunteering Organisations:
- IVHQ (International Volunteer HQ) – Affordable programs in multiple African countries.
- Projects Abroad – Various volunteering and internship opportunities.
- GoEco – Environmental and wildlife conservation programs.
- HelpStay – Free volunteering opportunities with local hosts.
- African Impact – Award-winning programs in conservation and community work.

Why Volunteer in Africa?

✨ Develop key skills in leadership, problem-solving, and teamwork.
✨ Enhance your CV with hands-on international experience.
✨ Make a lasting impact by working on sustainable projects.
✨ Explore Africa's incredible landscapes and cultures while giving back.

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Work & Holiday in Australia - Transform your summer experience!

Dreaming of spending your summer gaining incredible experiences in one of the world's most exciting destinations? Australia offers the perfect combination of big adventures, work experience, cultural exchange and an extraordinary work-life-balance!

Why choose Australia?

- Incredible landscapes: amazing beaches, vibrant reefs, big deserts or tropical jungles
- Unique wildlife: kangaroos, koalas, wombats and numerous other species
- Iconic landmarks: Sydney Opera House, Uluru or the Twelve Apostles
- Outdoor lifestyle: activities like surfing, hiking, BBQs and coastal living
- Develop skills: Boost your CV with international work experience
- Make lifelong connections

Getting Started:

Ready to take the leap? Here are trusted resources to help plan your W&H: Click on the icons to find out more!

JENZA
gap 360
Australian Government

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Volunteer in South America - Be part of a real change

South America has amazing volunteer options for students who want to make a real difference while exploring different cultures, magnificent landscapes, and dynamic communities. Whether you are interested in teaching, wildlife conservation, or community development, there are several programs offered throughout the continent.

Popular Volunteer Sectors in South America:

✅ Teaching and Education - Assist with English instruction, child care and school support

✅ Wildlife Conservation - Contribute to Amazon rainforest conservation, marine preservation or animal rescue centres

✅ Healthcare & Medical Support - Help with public health programs and medical outreach efforts

✅ Community Development: Support programs for sustainable farming, childcare, and women's empowerment

Click on the icons below to discover new opportunities:

Volunteer World | gvi | MÁXIMO NIVEL | Back to Map



Gain valuable experience abroad with Mark Warner Jobs!

Looking for an interesting way to spend your summer abroad while learning vital coaching and childcare skills? A position as a Children's Activities Worker with Mark Warner in Greece or Turkey provides the ideal blend of sports coaching, outdoor fun, and personal development—all while soaking up the sun!

Why choose this opportunity:

- Gain practical coaching experience by leading children's sports and outdoor activities
- Improve your CV - Ideal for individuals pursuing careers in sports coaching, education or childcare
- Live and work in a beautiful location - Spend your summer by the sea in Greece or Turkey
- Connect with like-minded individuals - Join an international team in a fun and sociable work atmosphere

What You'll Be Doing:

🏀 Sports Coaching – Lead football, tennis, swimming, and watersports sessions for kids

🎨 Creative Activities – Organize arts & crafts, team games, and entertainment

🏊 Outdoor Adventures – Run beach activities, pool games, and fun competitions

🤸 Supervising & Supporting Kids – Ensure children are engaged and having an unforgettable holiday experience

How to Apply:
🔗 Find out more & apply here: Mark Warner Jobs

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Student Union

The Student Union is always looking for people to help Lead Groups or start a society, this is a great opportunity for students who feel they lack experience in leadership. They also help offer student-jobs which are fit to work around your study schedule.

Click Here to find out more!

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LC Swansea/ Other local Leisure Centres

Local Leisure Centres are always looking for volunteers to help with running their programs, this can be a great starting point for students, as when paid vacancies become available at these centres you will have already demonstrated your abilities and may be considered for these jobs.

Contact Details:

Lcswansea.enquiries@freedom-leisure.co.uk
01792 466500

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FA Wales

Using your time at University to complete your Coaching qualifications is a great way to help secure better placement opportunities as having certain qualifications can look desirable to companies hiring.

Click Here to find out more!

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Local Schools in Region

Local Schools are often offering Job opportunities to work and help out with after school clubs and Breakfast clubs.
This is an excellent opportunity for students looking to work within education centres or work with younger age groups.
Offering to work as an intern or to gain work experience can likely help with finding a role, with the goal of later becoming a paid worker.

Click here for a list of schools!



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Swansea City AFC

Swansea City AFC are looking for interns and people looking to gain work experience. It is suitable for students looking to work in professional sports facilities.

Contact details:
interns@swanseacity.com

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Reflection / Conclusion / Recommendations (key learning points)

Undertaking this independent project has significantly deepened my understanding of how structured, student-focused platforms can play a vital role in connecting academic learning with real-world experience. The development of Pathway-Pro was not only a practical design challenge but also a response to issues consistently raised in academic literature—specifically, the accessibility of placements and the varying levels of support offered across higher education institutions.

Through examining theories like Kolb's Experiential Learning Model and Leader–Member Exchange (LMX), it became clear that placements are more than just CV boosters—they are immersive, developmental tools that bridge theory with application. However, much of the literature also highlighted a recurring theme: unequal access. Scholars such as Wang and Crawford (2018) and Kell and Owen (2009) argue that students often struggle to secure quality placements due to a lack of visibility, limited digital infrastructure, or insufficient guidance. These barriers were a key motivator in the design of Pathway-Pro.

The platform I created seeks to address some of those very concerns. Informed by both academic theory and user feedback, it was developed to offer tailored support, accessible placement listings, and guidance all in one place. From the outset of the research phase, I began to appreciate how fragmented the student experience can be when trying to navigate placements. Creating a unified, student-first tool like Pathway-Pro helped me apply what I had studied in theory to a real-world output. It also made me more aware of the importance of co-creation—seeking input from peers and testing elements with real users ensured the platform remained relevant and reflective of actual needs.

This project has also allowed me to develop a broad set of transferable skills. From planning and structuring the platform to producing visual content, scripting videos, and editing interviews, I gained technical, organisational, and communication skills that will be valuable in both academic and professional contexts. Working independently to solve real-world problems also increased my confidence in managing long-term tasks and creatively responding to gaps within existing systems.

Based on what I have learned, I recommend that UWTSD explore the long-term benefits of introducing a more centralised student placement resource across all faculties. While existing career services provide one-to-one support, the integration of a self-directed, interactive platform like Pathway-Pro could expand access and empower students to take greater control of their development.

In conclusion, this project has provided more than just a practical output—it has been an opportunity to engage critically with current challenges in employability and placement access, while also demonstrating how student-led innovation can provide meaningful solutions. It has strengthened my belief in the value of real-world experience within education and highlighted the power of digital tools in making those experiences more inclusive, transparent, and accessible to all.

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Appendices (use relevant numbers of pages)

comparison chart:

University	Careers Platform	Key Features	Strengths
	UWTSD Careers Service (UWTSD, 2024)	1-1 Career Guidance CV & Application Support	Strong focus on personalised career coaching Support for self employment & Startups
Cardiff Metropolitan University	Met hub (Cardiff Met, 2024)	Online Job Portal Employer Engagement Career Workshops & Events Cv & Interview Support	Exclusive Job Opportunities for Cardiff Met students Employer Focused with strong graduate employability
University of the West of England	InfoHub Careers Service (UWE BRistol, 2024)	Internship & Placement Matching Employer Networking Events CV & Cover Leteer Support Personalised Career Coaching	Largest Employer Network among the four Universities Fully integrated Placement System with work experience tracking
University of South Wales Prifysgol De Cymru	GradEdge Careers Service	CV/Application Support Careers Fairs & Networking Work Experience & Internships	Provides connections with key industries in Wales Focus on Employability skills alongside studies

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

UWTSDSPORT

Sports Management Portfolio

Independent Project