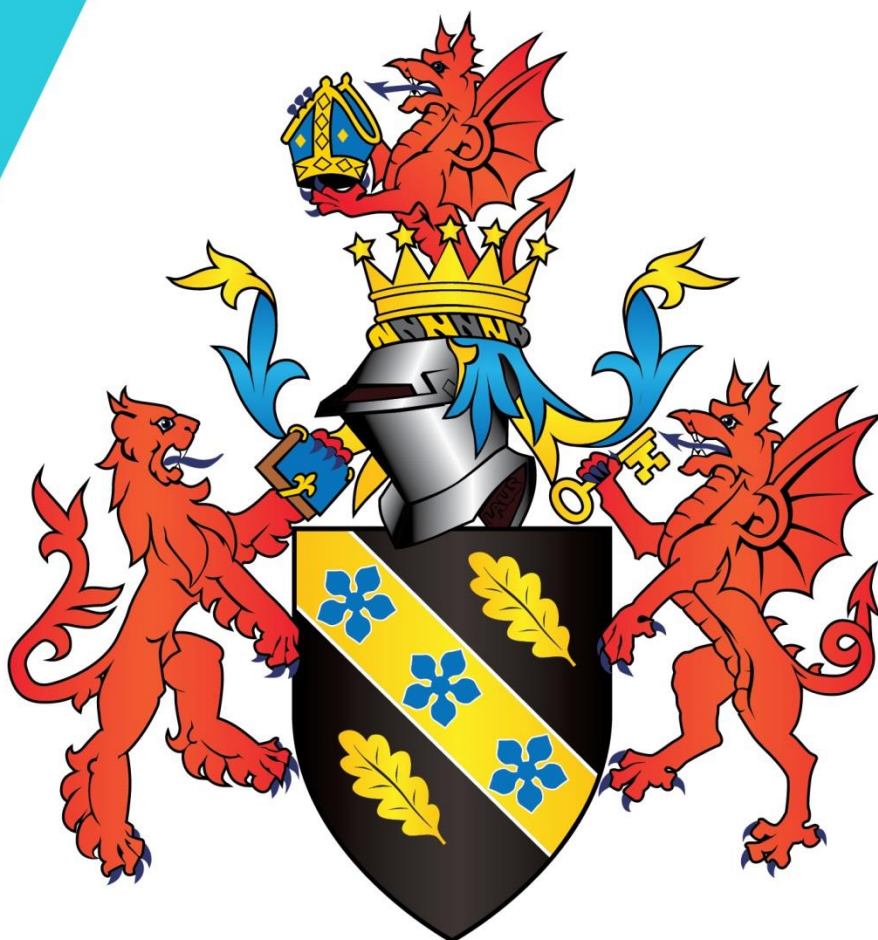




Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David



Applied Industrial Placement
(SPORT)
M5X02295
Placement Portfolio Template

Student Name

Name – Pablo Elipe

P Number – 1702973

Report

Title – Placement at Sportmadness

Word Count – 4638

References (Total) – 23

Job Title – Coach instructor and event designer

Organisation

Name – Sportmadness

Address – Calle Cervantes, 3 Moya, Las Palmas de Gran Canaria

Email – David@sport-madness.es

Telephone Number – +34 693232648

Line Manager

Name – David Almeida Castellano

Position – Manager

Email – David@sport-madness.es

Telephone Number – +34 693232648



TASK A – (Reflective Learning Log 1 - 500 words – First Experience of Placement)

Recommend to link the reflective experience to two different key themes.

The first two days, I have been moving around with David (the company boss of Sportmadness), he showed me how the company works and the key points to run out a business of such a level, plus how to deal with costumers, stakeholders, suppliers and partners. Moreover, he explained me what was going to be my commitment within the company. Sportmadness is a company which provides sportive services to schools, city councils, sport clubs and other organizations. The business ecosystem aim is to create inclusive sport experiences that connects through sustainable services focused on the customers (Sportmadness, 2019). A business ecosystem refers to mutually dependent systems interconnected various ecosystem members such as stakeholders, suppliers, and other partners (Iansiti & Levien, 2002). Nevertheless, studies have highlighted the importance of customers from the strategic subjects enriching the business ecosystems (Fragidis, Koumpis, & Tarabanis, 2007). Is important to include customers under the scope of the management of business ecosystems (Joo & Shin, 2016), because customers also experience customer socialization toward the business ecosystems.

During the two first weeks, I have been coaching with Rita (one of my supervisors) from 9:00 till 14:00 net sports in the Trilingual School Anita Conrad and moving around different schools such as IES Ramon Menendez, CEIP Poeta Fernando González and CEIP Placido Fleitas coaching multi-sports to people with functional diversity.

At the beginning I felt I was not taking part as much as Rita because I was confused using traditional methods when coaching. For instance, there are many problems with traditional methods applied on teaching and coaching, such as seeing children boring about doing always the same skill drills, breaking down skills in coaching sessions when setting them into game situation and instructional approaches activities in which it takes more time to learn an skill and just emphasising it on one sport while many games have many similar tactics, it focuses on teaching how to do a skill rather than teaching why doing that skill (Breed and Spittle, 2011). That is why I explained her the coaching method that we used at university called Teaching Games for Understanding (TGfU) because I was unhappy with the “traditional methods” she was using due to the inactivity and boredom of children. TGfU is a holistic pedagogical approach that consists of placing the learner in game situation where tactics, decision making and problem solving are critical (Forrest, Webb and Pearson, 2016). In this coaching method Bunker and Thrope (1982) adopted game sense, which consists on develop and emphasise: teamwork and sportsmanship, leadership skills through team play and challenges, with the aim of having fun and enjoy much more activities. Moreover, Georgakis and Light (2005) stated that TGfU created an environment of greater enjoyment, increment engagement and increased levels of physical activity within participants than traditional coaching methods.

Consequently, as Rita liked the idea, in the second week she told me to plan and deliver by myself. I created activities of football, paddle, basketball and net games, in every activity I included the development of the 4C's (Confidence, creativity, connection and competence). Furthermore, I raised every session using questions to ensure that each child is learning by



their own during the game and thinking how to analyse it rather than me telling them every time what to do, in this way participants learn faster, and other cognitive are developed (Breed and Spittle, 2011). When the second week finished, Rita congratulated me due to the higher engagement of the children in the activities. Nevertheless, she told me other aspects I should improve such as talking with more confidence, arriving earlier so that when the kids come they have all the activities prepared, check before arriving that all the material is in good conditions and to prepare a risk assessment before starting the activities.

Apart from the discord about the methods used when coaching, during these two weeks I have learned many things from Rita and David, such as how to organise myself to create rapid activities on time and how the company works and my future commitment, but I still need to learn how to gain more confidence when speaking with customers.



TASK A – (Reflective Learning Log 2 - 500 words – Mid Point Experience)

Recommend to link the reflective experience to two different key themes.

Event management, Social inclusion

The next two weeks I continued with Rita coaching in the schools and in a new centre called APADIS (An association for old people with cognitive impairment), during these two weeks we just had functional diversity people from 9:00 till 14:00. During this period of my placement I have discovered that in a future I would like to work with people with functional diversity, preferably autism people because their positivity facing life and the good feelings, they transmit you cannot be compared with anything. Nevertheless, there are many things I must learn before being a specialist in the field, such as how to control some compromised situations, for example in some schools children were all the time saying how beautiful I was, hugging and kissing me, so I need to control these. Moreover, I need to improve how to do more beneficial coaching sessions for them, so that they can feel more fulfilled.

Social exclusion is one of the most challenging issues facing the actual society (Bauman, 2004). In this case, we can identify inequality of opportunities focused on the individual, considering peoples freedom to participate in sports at different degrees within certain limits that are in many ways set by conditions and social divisions (Jarvie, 2006). As a matter of fact, lack of exercise can cause dramatical health consequences, such as increased risks of suffering Type-2 diabetes, cardiac conditions and certain cancers (Bauman, A. 2004). Sportmadness supports and promotes social inclusion, the delegation of Gran Canaria has created a project for schools to give extra coaching sessions for functional diversity people as they usually have less time to play sports in their schools (Sportmadness, 2019). Therefore, administrators and managers of sport programs must consider an implementation and development to meet the needs of these participants. Moreover, the participation of autism people in youth sports is fundamental because it provides a sense of normalcy and develops important interpersonal skills (Ohrberg, 2013).

These two weeks I have also been planning the Mini Olympics and Grand Prix events. But before, David taught me the basics of how to create a sports event, so with that knowledge I could be able to create an event for 137 students.

Event planning has evolved in many areas. It is now a proven means for a corporation to increase brand awareness, develop new business, nurture customers loyalty, and drive growth and corporate clients (Allen, 2000). The importance of sports events in terms of their benefits and impacts, is well covered and well documented in the media. At the spotlight, it is the economic benefits that produces, due mainly to the fact that they are more easily quantified (Jones, 2001). In this aspect, Sportmadness has promoted these two events in the local newspapers and advertisements of the canary television.

The operational event planning according to Masterman (2009) that follow with the Sportmadness criteria consists of:

Firstly, we have to recognise the objectives, how they are going to benefit, why the event is to be held, who is to benefit and what it is to achieve; are there social, environmental, economic,



political and/or cultural benefits and over what timespan? Secondly, determine the concept, what is the event going to look like and what it is? Later, consider scales of operation, venues and locations, timings, equipment required and, target markets, etc. At this point it is essential to identify strategic partners and stakeholders: international and national governing bodies, national and local government, promoters and event owners, sponsors, charities, participants, etc. Moreover, we need to ensure that the design is in alignment with the short to long term objectives. Thirdly the feasibility, which consists of testing the event considering the previous concept by performing a cost versus benefits analysis for the event but also for any long-term legacies. At the fourth stage, the planning is implemented and only the short-term requirements are considered. And here is when we need to determine all the operational strategies: HR, financial, suppliers, partnerships, marketing, sales, facilities, services and equipment. Fifthly, the implementation plan is executed, and the event management is performed. Nevertheless, there are two more operational event planning stages, the short-, medium- and long-term evaluation and finally the post-event feedback to face future events in a better way.



Recommend to link the reflective experience to two different key themes.

After planning the events with the Sportmadness team, the events took place (the Mini Olympics and Grand Prix) and we had to managed them. Event Management provides event managers and students with an insight into the strategic management of sports events of all scales and types, from school to international mega-events sports. Combining a unique conceptual framework with a practical, step-by-step guide to planning, organising, managing and evaluating events, it is important to adopt a strategic approach, showing how to implement strategies that lead to successful outcomes over the long and short-term (Masterman, 2009; Van der Wagen, 2005).

Firstly, the Mini Olympics took place the 7th of June in the Trilingual School Anita Conrad. The organisation of the event was a disaster because of the lack of communication between the school with their teachers and our company, therefore, participants did not know where to go and they did not have their teams assigned. As a matter of fact, we had to start the event one hour later, so I had to change all the planning. Subsequently, the 14st of June took place the

Facing the next event, I need to improve the communication with the providers and stakeholders beforehand. As a positive aspect considering the bad organisation, I react fast and managed all as fast as I could, and at last all the children enjoyed the activities.

In the mid-point experience I participated in a “public tender”, this term refers to a contract which is published by a public sector organisation to invite competing offers from suppliers who can provide services, goods, works or products that an organisation requires with the decision ultimately being made on the basis of quality and price (Bauld, 2014). It was offered by the council of Ingenio to manage a sports centre for 4 years. Firstly, I elaborated a summary for the public tender to synthesize all the information that appeared in the documents that the council of Ingenio sent us so that Sportmadness could valuate if it is possible for the company to manage the facilities. This summary includes a subrogation, a provisional and definitive guarantee, an award criterion and the staff needed to carry out the sports centre services. Once the company approved the valuation, I did a big part of the final document that was going to be present at the Ingenio management board.

During this stage I have learned how to organise myself in a more effective way and I have been able to finish my first public tender which is a great personal achievement for my studying period. Nevertheless, I should learn how to work in a faster way facing my future customers.



TASK A – (Reflective Learning Log 4 - 500 words – Near end of Experience)

Recommend to link the reflective experience to two different key themes.

During the last two weeks I have been coaching football with Giovanni in a technification camp situated in Pedro Hidalgo. There is evidence that developing a strong athletic identity (in this case football) usually cause negative social, physical and psychological well-being effects to young athletes (Brown and Potrac, 2009). That is why we have adapted football exercises so that they can use the same skills in different types of sports, for example using hands to pass the ball in a game, so that they improve their vision in football, and in other sports such as basketball, handball, etc.

Moreover, it can be argued that it is not sports responsibility to look after people who are not good enough, nevertheless, we are talking about youngsters who do not have rational statistics about sports industry, therefore they cannot make life decisions by their own. That is why in Sportmadness we created parental programmes due to the importance of parental support and involvement in youngster's success and participation in sports (Wylleman, et al., 2000). My commitment was to deliver a talk with Giovanni before the camp started, in which we explained the negative effects that athletic identity has such as negative social, physical and psychological well-being, because 55% of players aged between 15 and 18 who were rejected by clubs suffered these problems (Ducker, 2015). According to Knight and Holt (2014), informational support is a way of helping parents pursuing to initiate an understanding emotional environment, which is conceptualize in a climate in which parents aim is to demonstrate an understanding of children's sporting experiences, in this way psychological problems will be reduced and youngsters will be conscientized of de-selection.

During these two weeks we were also in charge of some facility management of the Pedro Hidalgo football field. The facility manager must be aware of the market, costs and benefits of all aspects of workplace equipment and facilities. The increasing impulse on energy efficiency, maximum productivity, and health and safety issues are among the business objectives that facilities managers must address. Therefore, it is essential to ensure that the appropriate services and facilities meet the needs of their customers and are functioning effectively and efficiently in order to bring benefits of all aspects into the company (Booty, 2009).

We were in charge of the health and safety of the facilities, managing there was no water in the floor, taking all the rubbish before going home, making sure that the structure (the field, the roof, the floor, the goals, etc.) and equipment was in good conditions, etc.



TASK A – (Add 250 words on link to future Continued Professional Development and Reference list based on total referenced material in Task A)

Continued Professional Development post placement (250 words - Link to pre placement module)

Continued Professional development (CPD) is the term used to describe the learning activities during professional career in order to engage in, to enhance and develop enhance their abilities. Moreover, learning becomes proactive and conscious, rather than reactive and passive (CPD, 2019). CPD comprises postgraduate education aimed at engaging the practitioner in a lifelong process of learning (Nel, 2013). The goal of CPD as in that it continuously improves the quality of practice, providing opportunities for professional growth and maintaining up-to-date skills and knowledge. According to Hustler *et al.* (2003) the theory of CPD in the government's CPD strategy, and associated initiatives, needs more effective marketing to teachers and promulgation within schools. In particular, career teachers need to be made more mindful of the lifelong learning, characteristics of CPD which the approach is promoting, and the associated individual CPD opportunities brings with it.

To develop further as a coach, I would like to undertake courses focused on functional diversity people, in order to enhance my skills and knowledge in this field. This will enable me in a future to coach people with functional diversity. As well I would like to develop my knowledge on event management in order to create organise sport events. Therefore, in a future I will be able to combine both, and create mega events for functional diversity people, this will attract many people as social inclusion is more and more accepted.

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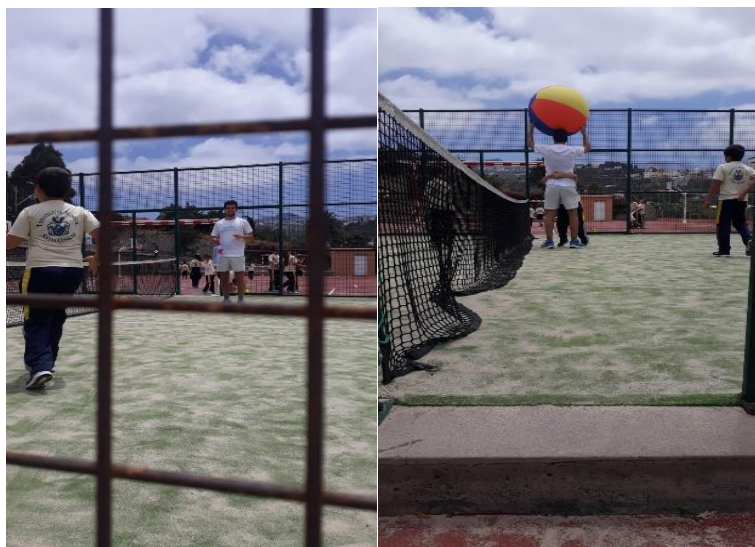


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TASK B – (Picture Board Cont.–5 pics (40MB upload limit to Turnitin) (Experience, Roles, Improvements)

Picture	Text (Paragraph)
	Here I am posing with the Sportmadness logo, in the Grand Prix event. As you will appreciate this is my daily uniform, which consists of a simple white t-shirt and written in green letters “Monitor Sportmadness”. I am required to wear this shirt, short or large tracksuit pants and sneakers to every school or event.
	In these pictures I was coaching football with my supervisor Rita at the school CEIP Poeta Fernando González to a group of functional diversity people. We coached multi-sport activities from 9 till 11:30 to different group ages. During this period of time I have enjoyed the most, because of the positive environment that people with functional diversity transmits. Although I have had I great time here, I need to improve loads in my coaching skills and do more research on what is more beneficial for them and key aspects to perform.



This is the Trilingual School Anita Conrad where I coached paddle and net games from 12:30 till 14:30. The children were sometimes very rude in comparison with all the public schools that I have been during my placement time. Furthermore, there was lack of communication between the head director and the teachers which made things harder for Sportmadness. As an example, their lack of communication in the mini Olympics converted into lack of organisation, therefore, it was our problem.



We celebrated the Grand Prix event in Moya, there was 32 participants divided into four teams. The Grand Prix is like the Japanese Tv show Takeshi's Castle but in a Spanish version. It consisted of 7 challenges in which they tried to beat the other teams, finally the team with more points was the winner (the green team). Sportmadness brought bouncy castles, sumo suits, a giant plastic bowling, water balloons and more material. In these pictures you can see me preparing some of the activities before the participants arrived.

These two pictures are the activities that we designed for the event, I suggest some of the activities like the Sumo combat, in which one participant of each team wore a sumo suit and had to push the opponent till he was out of the circle without using the arms, legs and head for the victory. Another activity that I suggest was the water slider, which consists of a relay race running to the top of a bouncy castle full of water and go back to the start point. The other activities were a water gymkhana, a question game with explosive balloons, a piñata, the giant bowling and a dance game.

GRAND PRIX VILLA DE NOVA

1- GYMRANA DEL AGUA

Desarrollo: Compuesto por dos grandes hinchables unidos entre ellos en la que contienen rampas y obstáculos, todo ello compuesto con agua y globos. Los participantes tendrán que transportar cubos con agua y eso hará más divertido la prueba.

Participantes: 8 con dos cubos cada participante

Tiempo estimado de la prueba: 20 minutos

Materiales: 4 pases de cubos, 10 cubos de plástico



2- MANOS BALARNAS

Desarrollo de la prueba: Se realizará 2 rondas con 1 participante cada uno con menos y más cosas, se pondrá 4 canciones (Pablo 7 Indignos y 7 canciones) y el participante que logre ascender y lanzarse sobre la imagen ganará esa ronda. La prueba se hará de espalda y el actor le música de donde la suelta y comienza la prueba. Las imágenes se cambiarán de lugar con cada cambio de canción. Cada canción suena 15 segundos

Participantes: 2 por cada equipo (CADA UNO CON TRES CANTIONES)

Tiempo: 20 minutos

Materiales: 7 canciones (Indignos, Pablo 7 Indignos seleccionados con 7 canciones, cinco para menos y más)

3- LA PIÑATA

Este simpático juego tiene como desarrollo enfrentar a cada equipo, con un sistema donde un niño tiene que romper varios globos de agua, con el pie en sus manos. Es una prueba muy divertida, porque cada compañero lo hace con el mismo y los días están asignados.

Desarrollo del juego: primero girar a los participantes para desorientarlos, durante dos minutos, dos personas con los 4 minutos unidos sosteniendo el balón finalmente que el balón esté suelto por los dos personas en el momento de romper el globo, gana quien más globos rompa en el tiempo de la prueba mientras que sus compañeros de equipo tendrán que guiarlos para que dejen los globos sueltos

Participantes: 2 por cada equipo

Tiempo: 2 minutos cada equipo. Total, prueba 20 minutos

Materiales: estructura para estar los globos, truss, globos, escaler, Mía film, vendas porfueles para los ojos, para "bata de baño"

Participantes: dos por equipo

4- EL DESLIZADOR ACUÁTICO

Una superficie acuática hinchable, espera a los participantes, el final de ella hay una piscina. Este desarrollo será para todos los participantes de cada equipo que consistirá de dos en dos, lanzándose hasta el final de esta piscina cada participante cogiendo un objeto del color de su equipo y depositándolo en el cubo de su mismo equipo que estará a 5 metros de la piscina. El primero que acabe, gana la prueba. Participante de dos en dos los equipos

Desarrollo del juego: se lanzarán dos jugadores adriáticos a la vez y ganará quien antes logre de la piscina una bola de su color y salir del agua corriendo hacia el bote de su color y los depositar

Participantes: 10 por cada equipo

Tiempo estimado 20 minutos

Materiales: botes y botes colorados





This is the field Pedro Hidalgo, I have been coaching football for this football technification campus for the last 2 weeks of June to kids from 8 to 14 years old. In the second picture you can see Giovanni (one of my supervisors) and I showing them a simple circuit. The kids were really competitive to the point of hitting a partner, so we had to manage this type of situation by reducing drastically the competitiveness. Giovanni was much more used to these types of behaviours that I was, that is why although I have learned many things, I need to improve how to manage different types of behaviours.

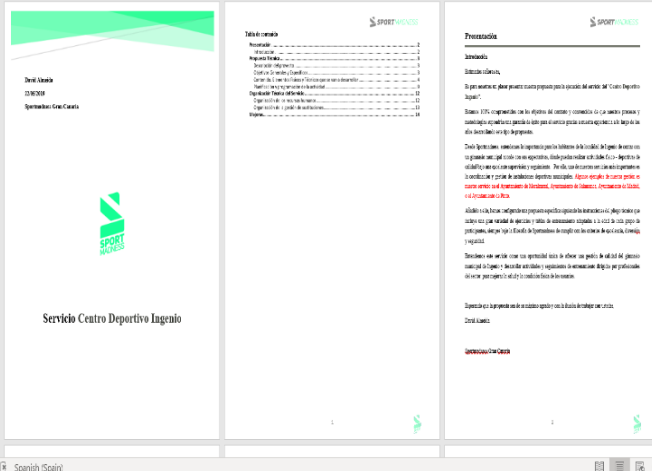
During this camp, the second week we created a tournament with another camp called Moya, therefore two professional players of Las Palmas UD Javier and Daniel Castellano came to talk with the kids highlighting the importance on studying and other responsibilities apart from having fun playing football, because in a future just a low percentage reach the professional level. Furthermore, we appeared in the newspaper of Gran Canaria, where they explained the amazing day we had.

The day after, we appeared in the Canary7 newspaper, which is the most important of the city (you can see me at the left of the picture). In the newspapers they spoke about these two great players and how they supported the technification football camp, as one of the newest developments for the town and the advantage for families of such low income.



The First pic represents my designed about the organisation and activities of the “Mini Olympics” that took place in the Trilingual School Anita Conrad the 7th of June from 9:00 till 14:00. I had to organize a one-day event including football, basketball, paddle, obstacle race and archery for 137 students of ages from 3 to 16 years old. The teams were separated into four different colours (Blue, red, yellow and green). The winner (Red team) of the Mini Olympics was the one with more punctuation in total.

Besides at the same time I was coaching, during my last month of placement I have been designing a public tender, which was offered by the council of Ingenio to manage a sports centre for 4 years. Firstly, I elaborated a summary for the public tender (Pic 2) to synthesize all the information that appeared in the documents that the council of Ingenio sent us so that Sportmadness could valuate if it is possible for the company to manage the facilities. This summary includes a subrogation, a provisional and definitive guarantee, an award criterion and the staff needed to carry out the sports centre services. Once the company approved the valuation, I did a big part of the final document (Pic 3) that was going to be present at the Ingenio management board. I wrote 6000 words in 22 pages. The Table of contents of my part included: An introduction; a technical proposal in which I separated it into the project description, general and specific objectives,



physical and technical elements that will be developed and a plan and a program of the different activities; technical organization of the services, including an organization of the human resources and an organization of substitution management; Improvements. Doing this project, I have extended my knowledge about the sport industry, because I have dedicated load of time researching on it to do it in the best way. Nevertheless, it took me to long to finished it and the company was in a hurry to finished. That means I need to improve my research and agility to do these types of projects.



TASK C Evidence – Employer Report (Signed),

NOTE – This will be compared against the report sent to the University.

NOTE – You will need to complete additional copies if you have more than one provider.

Placement Employer Report - Evaluation of Student Performance									
Student Name: Pablo Elipe Lorenzo Dates of Employment: 26 th of April / 26 th of June 2019									
<u>Interest in Work</u>									
☒	High interest in job. Very enthusiastic.	☐	More than average amount of interest and enthusiasm for job.	☐	Satisfactory amount of interest and enthusiasm for job.	☐	Interest spasmodic. Occasionally enthusiastic.	☐	Little interest or enthusiasm for job.
<u>Initiative</u>									
☒	Self-starter. Asks for new jobs. Looks for work to do.	☐	Acts voluntarily in most matters.	☐	Acts voluntarily in routine matters.	☐	Relies on others. Must be told frequently what to do.	☐	Usually needs to be told what to do next.
<u>Organisation and Planning</u>									
☒	Does an excellent job of planning and organising work.	☐	Usually organises work well.	☐	Does normal amount of planning and organising.	☐	More often than not fails to organise and plan work effectively.	☐	Consistently fails to organise and plan work effectively.
<u>Ability to Learn</u>									
☒	Exceptionally quick.	☐	Quick to learn.	☐	Average.	☐	Slow to learn.	☐	Very slow to learn.
<u>Quality of Work</u>									
☒	Very thorough in performing work. Very few errors if any.	☐	Usually thorough. Good work with few errors.	☐	Work usually passes review. Has normal amount of errors.	☐	More than average amount of errors for a trainee.	☐	Work usually done in a careless manner. Makes errors often.
<u>Quantity of Work</u>									
☒	Highly productive in comparison with other students.	☐	More than expected in comparison with other students.	☐	Expected amount of productivity for a student.	☐	Less than expected in comparison with other students.	☐	Very low in comparison with other students.
<u>Judgement</u>									
☒	Exceptionally good. Decision based on thorough analysis of problem.	☐	Uses good common sense. Usually makes the right decision.	☐	Judgement usually good in routine situations.	☐	Judgement often undependable.	☐	Poor judgement. Jumps to conclusions without sufficient knowledge.
<u>Dependability</u>									
☒	Can always be depended upon in any situation.	☐	Can usually be depended upon in most situations.	☐	Can only be depended upon in routine situations.	☐	Somewhat unreliable, needs above average checking.	☐	Unreliable.



TASK C Continued Evidence – Employer Report (Signed),

NOTE – This will be compared against the report sent to the University.

Please give your view of the student's performance (see guidance definitions below):

	A	B	C	D	E
Self-management & development	A				
Managing Tasks	A				
Communication skills	A				
Working with & relating to others	A				
Applying knowledge	A				
Applying initiative in work problems	A				

A - Outstanding
(consistently exceeded the standard expected of a placement student)

B - Very Good
(frequently exceeded the standard expected of a placement student)

C - Good
(always achieved (at least) the standard expected of a placement student)

D - Satisfactory
(achieved (at least) the minimum accepted standard for a placement student)

E - Unsatisfactory
(did not achieve the minimum accepted standard for a placement student)

Your opinion of their overall performance: A (A to E)

Concluding Comments /Overall observations of Student Performance:

Finally, could you please confirm that the student either completed the minimum requirement for placement (200 hours and 8 Weeks) or is in the process of completing this prior to the contractual term?

I confirm that I am the student's nominated supervisor/their nominee and am able to comment knowledgeably on their performance whilst on placement.

Name: David Almeida Castellano

Signed.....

Position: Manager

Date: (Circa 1st August)


45762267H ALMUDENA
SUAREZ (R: J76256957)

Firmado digitalmente por
45762267H ALMUDENA SUAREZ (R:
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TASK C Evidence – Ethics Form – Signed by Organisation and Lecturer

NOTE – You will need to complete additional copies if you have more than one provider.



Sports Ethical Awareness Form

APPLICATION for Sports Placement ETHICAL APPROVAL

This form must be completed and approved prior to undertaking any activity with the organisation. It will need to be signed by the student, placement organisation and a sports lecturer.

SECTION A: About You (Student)

Full Name:	Pablo Elípe		
Faculty/School/Centre:	Sport, Health and Outdoor Education		
Campus:	Swansea Business Campus		
E-mail address:	1702973@student.uwtsd.ac.uk		
Contact Telephone Number:	+34659063854		
Student Number:	1702973	Undergraduate	☒
Programme of Study:	Sports management	Taught Postgraduate	☐
Director of Studies/Supervisor:	Andrew Thomas	Research	☐

SECTION B: Placement Activity Organisation (Employer)

Does the activity involve collaborators outside of the University?	YES	☒	NO	☐
If Yes, please provide the name of the external organisation and name and contact details for the main contact person:				
Organisation	Sportmadness			
Contact person name	David Almeida			
Contact person e-mail address	david@sport-madness.es			
Contact telephone number	+34 693 23 26 48			
Number of agreed contractual hours	200			

Location of activities

Identify all locations where activities will take place.

Calle Cervantes, 3 Moya, Las Palmas de Gran Canaria

Schools:

IES Ramon Menendez, Calle Debussy 1, Palmas de Gran Canaria, Las Palmas.

APADIS, Lugar Hoya Del Parrado 4, Montañeta, Las Palmas.

CEIP Poeta Fernando González, Calle León y Castillo, 94, Teide, Las Palmas.

CEIP Plácido Fleitas, Calle Roque, 2, San Gregorio, Las Palmas.

TRILINGUAL SCHOOL ANITA CONRAD, Camino de los Dolores, 11, 35432 Los Dolores, Las Palmas.



TASK C Evidence – Ethics Form Continued

The placement student will work within the companies ethical framework			
Organization representative name	Sportmadness Canarias – Diverteca Ludoteca SCP		
Signature	45762267H ALMUDENA SUAREZ (R: J762569573)	Firmado digitalmente por 45762267H ALMUDENA SUAREZ (R: J762569573) Fecha: 2019.06.11 11:30:04 +01'00'	Date 11/06/2019

October 2016 2 Ethical Approval Form v5



TASK C Evidence – Ethics Form Continued

SECTION C: Scope of Activity (Student)

Will the activities include:	YES	NO
Use of a questionnaire or similar research instrument?	☐	☒
Use of interviews?	☐	☒
Use of diaries?	☒	☐
Participant observation with their knowledge?	☐	☒
Participant observation without their knowledge?	☐	☒
Use of picture, video or audio recording?	☒	☐
Access to personal or confidential information without the participants' specific consent?	☐	☒
Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
If you have answered yes to any of the above then please explain below:		
In both cases I will be using it to do the assignment regarding to the applied industrial placement module.		

NOTE – PICTURE and VIDEO for assessment - make sure you have approval from organisation

SECTION D: Intended Participants (Student)

Who are the intended participants:	YES	NO
Students or staff at the University?	☐	☒
Adults (over the age of 18 and competent to give consent)?	☐	☒
Vulnerable adults?	☐	☒
Children under 18?	☒	☐
Prisoners?	☐	☒
Young offenders?	☐	☒
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
People engaged in illegal activities?	☐	☒
Others (please identify):	☐	☒
If you have answered yes to any of the above then please explain below: I will be doing Activities in Schools with children under 18.		



TASK C Evidence – Ethics Form Continued

Signature of Student

SECTION E: Anticipated Risks (Student)

Outline any anticipated risks that may adversely affect any of the participants, the student and/or the University, and the steps that will be taken to address them.
Risks to participants For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information Psychological harm As I will be working with functional diversity people, I have to be careful how I act as I do not have much experience, so I will always ask the placement coordinator before taking an action.
Risks to student For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest Participants safety To address it its essential to make sure before starting any activity that material is in good conditions, participants are not harm before starting the activity, all laces are tied up, participants know emergency procedures, etc.
University/institutional risks For example: adverse publicity, financial loss, data protection University control measures about the placement organisation, place, etc. Make sure all papers are signed and prepared before going on placement so that the university is not in risk.
Control measures List measures put in place to limit and manage any of the risks identified above Make sure material is in good conditions, participants are not harm before starting the activity, all laces are tied up, participants know emergency procedures, etc. To address them I could use a paper with all the emergency procedures, norms and conditions.

Disclosure and Barring Service			
If the activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate may be obtained before any contact with such participants.			
	YES	NO	N/A
Do you need a DBS certificate for this role?	☐	☒	☐
Has a DBS certificate been obtained?	☐	☒	☐
If yes, add picture copy below			



TASK C Evidence – Ethics Form Continued

SECTION F: Declaration (Student and Staff)

For Students:

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 employment activity.

Name of applicant: Pablo
Elpe

Signature of student: *P. Elpe*

Date:
11/06/2019

For Staff:

Placement Coordinator:

Signature:

Date:

Amel Thomas
[Signature]
14/6/19

Staff Checklist: The students completed/ submitted the following:

☐	Completed all sections of the form in full.
☒	Attached a copy of the DBS (where appropriate)
☒	I can confirm that the activities has been approved providing they stay within the scope specified by the student.



TASK C Evidence – Post Placement Review and Feedback

Dear Participant

Many thanks for your involvement in the work placement. I hope that you had a positive experience. The University of Wales Trinity Saint David reviews the provision annually for enhancement purposes and so we would be pleased to hear your feedback on any aspect of the placement.

Yours sincerely

Andrew Thomas, Placement Coordinator Sports Management Portfolio

Name of provider's organisation:	Sportmadness		
Name of student:	Pablo Elipe		
What were the positive aspects?			
The company has welcomed me wonderfully and have transmitted me great working values which will be beneficial facing my future.			
Were there any problems?			
At the beginning of the placement I was a bit lost with so much information in my mind, but during the second week I adapted in a perfect way.			
Do you have any recommendations for enhancement for the future?			
For the next years I recommend students coming to this company because the environment was like a family. But to improve as a company, they could offer courses inside the placement, such as first aid courses.			
Signed:	<i>P. Elipe</i>		
Name in block capitals:	PABLO ELIPE		
Position (please tick one):	☐ Placement Provider ☒ Student ☐ Placement Tutor	Date:	24/07/2019



STUDENT PLACEMENT INDUCTION CHECKLIST

Student Name:	PABLO ELIPE
Name of Placement Provider organisation:	Sportmadness Canarias – Diverteca Ludoteca SCP
Placement Site Address:	Calle Cervantes, 3 Moya, Las Palmas de Gran Canaria

As a minimum, the topics listed below should be included within the induction that you provide for the student on placement, preferably on their first day. Please check off the subjects as they are covered.

Health & Safety Issues	No	Yes	Date
1. Introduction to key staff members and their roles explained		✓	26/04/2019
2. Location of welfare facilities (e.g. toilets, kitchen, rest room, showers, etc.)		✓	26/04/2019
3. Emergency procedures		✓	26/04/2019
4. Copy of safety policy received or location known		✓	26/04/2019
5. Location of first aid facilities and contact for first aiders		✓	26/04/2019
6. Fire procedures and location of fire-fighting equipment		✓	26/04/2019
7. Accident/incident reporting and location of accident book	✓		
8. Use/control measures for hazardous substances in the workplace (e.g. COSHH) – if applicable	✓		
9. Display Screen Equipment Regulations and associated procedures – if applicable	✓		
10. Manual handling procedures – if applicable	✓		
11. Protective clothing/equipment arrangements – if applicable	✓		
12. Instruction on equipment you will be using (list equipment)		✓	26/04/2019
13. Specific training for tasks to be undertaken	✓		
14. Specific information relating to risk assessments covering tasks to be undertaken		✓	26/04/2019
15. Location of health and safety information and advice		✓	26/04/2019
16. Specific disability related induction issues		✓	26/04/2019
17. Other issues covered/to be covered please state:	✓		

PLACEMENT PROVIDER CONFIRMATION

I confirm that the student has been provided with the induction specified above:

Signed:			
Print Name:			
Position:	ALMUDENA SUAREZ TARAJANO	Date:	13/05/2019



STUDENT CONFIRMATION

I confirm that I have been provided with an appropriate induction as specified above:

Signed:	<i>P. Elipe</i>		
Print Name:	PABLO ELIPE		
Position:	Student on placement	Date:	13/05/2019

NOTE – If this is not completed please ask your supervisor on the placement to complete ASAP. However, please inform the placement coordinator at the earliest possible opportunity if this procedure does not take place.



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Y Drindod Dewi Sant
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Trinity Saint David

UWTSD SPORT Placement