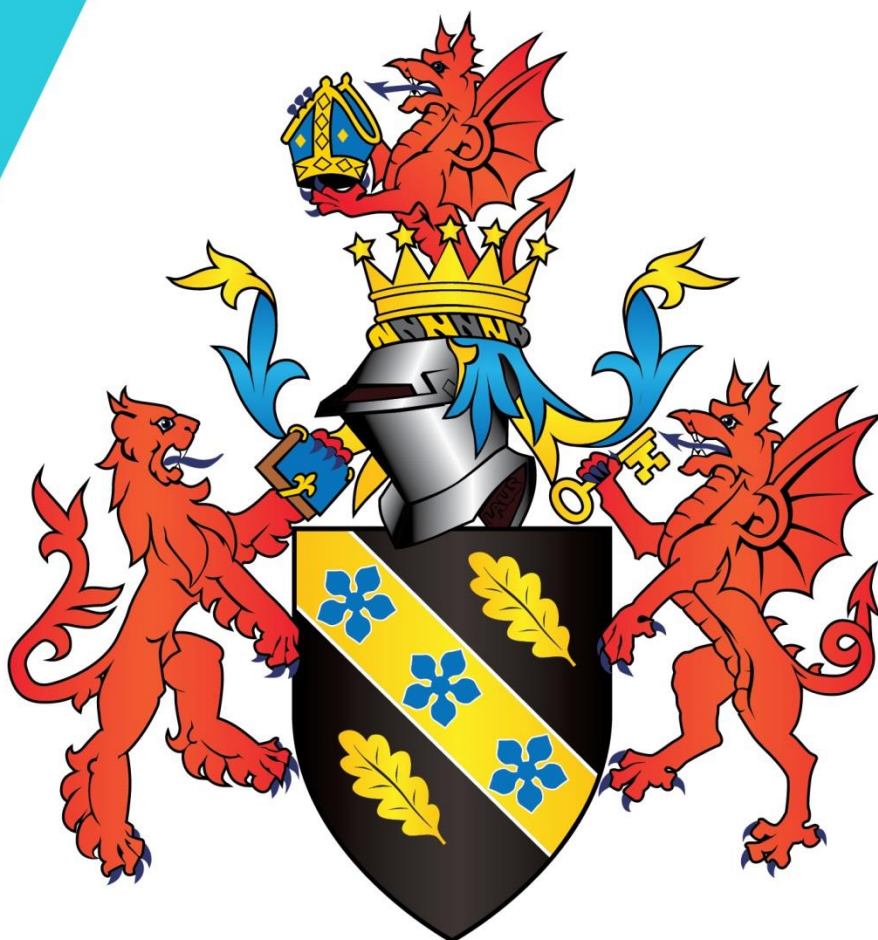




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Y Drindod Dewi Sant
University of Wales
Trinity Saint David



Applied Industrial Placement
(SPORT)
M5X02295
Placement Portfolio Template

Student Name

Name – Danielle Sonia Stevenson

P Number – P1702486

Report

Title – Rockley placement

Word Count – 3453

References (Total) – 13

Job Title – Support

Organisation

Name – Rockley Watersports

Address – 13 Parkstone Road, Poole, Dorset, BH15 2NN

Email – Hello@rockley.org

Telephone Number – +44 (0)1202 677272

Line Manager

Name – Huw Landon

Position – Centre manager

Email – azurivage@rockley.org

Telephone Number – +33 628 54 10 24



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

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

Rockley is a water-based activity centre, where they run activity courses and trips for schools and families to learn the different water sports. This includes sailing, Kayak and windsurfing. The company's aim is why I chose this placement for work experience.

When I was shown Rockley water sports, I saw an opportunity to develop my water sports and challenge myself in a new environment. With this, it challenges my decision-making skills under different pressure, than at university coaching, but also my creative thinking which allows for new strategies to be thought and discussed (Proctor, 2010). As well as this, doing placement in a different country will bring boundaries such as language and costs. Being in France will improve my French language skills but also help me in challenging situations where I can test my French speaking in shops and doctors, overall this will help me in my workplace (Dawson, Madera, Neal, 2014).

My job at Rockley water sports is a supporting role. I will be doing a lot of cleaning, maintenance and step in on the sessions when needed. I will also be driver for site which will cover a few different things such as airport runs, running staff and equipment to other sites as well as possibly hospital and doctor runs. Before my arrival to France I had to have psychological preparation, as going to France for a long period of time can have a huge affect on mental health and as someone who struggles with this I had to make sure that this was the right situation for me so that I can get its purpose, safety and enjoyment out of the travel even though the social structures, customs and languages are different (Locke, Feinsod, 1982)

My first week at Rockley, I was located at the north centre called La Rive which is our smallest camp on a five-star camp site. During the time I was there I was doing montage, which is setting up the site ready for when the schools arrive which was a mixture of putting up the tents, setting and fixing boats and the set up of the facilities such as kitchen and bathrooms.

Afterwards, I arrived at my main centre – to which I would spend my summer at – Azu'rivage in Soustons which is our south camp. When I arrived, we started our school groups, to which we help empty the buses, allocate tents and greet the teachers. Depending on the time that they arrive we go straight into breakfast and sessions. I was based in the kitchen for the first two weeks helping prepare food, serving and washing the dishes, this allowed me to have an insight of how the kitchen work on season.



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

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

For the first part of our mid-season, we still have our school groups coming which change from high schools to private school. We get a mixture of races, religion and gender types, to which we accommodate for.

For working abroad, there are many advantages and disadvantages to which are different to each person with their likes and dislikes. These are some benefits to working abroad which all good for adventurous people who want to experience a different way of life.

- Learning or developing a new language
- Cultural exploration
- Excitement of living in a new country
- Building you character
- Cost of living is lower
- Opportunity for good money
- Learning or developing new skills and techniques (Reddy, 2019)

There are a few downsides to working abroad such as no stability if moving from summer to winter season work, learning a new language with a short space of time and it can cost a bit of money upfront with getting their and accommodation if it is not provided (Reddy, 2019)

As a student the cost of living and what is provided is important. For season work, working in France is cheaper than living at home. Cost of living in Paris is 17% cheaper than London (Expatica, 2019). With working for Rockley my accommodation and travel to and from the country is covered and I only have to pay for two packages, one being food (€145) and the leisure package (€150) which covers use of equipment, mini bus, insurance and washing machine facilities to which I opted out.

But being in France is great for seasonal work because you have the benefit from going summer to winter in the alps. This allows easier transport and you adjust the culture a lot more easily for having to spend more time

The most rewarding part of this job is teaching the children who have never sailed or kayaked before, to see them grow and develop (SYN, 2019) To get to teach them these amazing sports that they would have trouble doing at home is rewarding and you see them experience something that not many other can give them. The most rewarding and fulfilling moment was when we taught a blind child how to ride a bike (Boll, 2014) which now has a positive affect in his life in different areas such as school who had assistant with him 24/7 and did everything for him. With him coming to Rockley he had no assistant. He had to learn and grow as a person where he could see what was possible for him to achieve by himself. His teachers took videos and photos to show everyone



~~Willy, Saint David~~
back home that he can do what ever he puts his mind to and that he can achieve to ride a bike, to sail and paddle.



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

At the beginning of July, we received our French contracts. This meant we became more aware of the costs involved with living in a foreign country which is useful for planning future seasons abroad. Although Rockley is an English company all staff employed in their French sites are employed under the French system. This has meant a difference in working laws and the signing of contracts. Rockley use French lawyers to write these contracts and so Rockley as a company is working closely with French businesses thus is bringing money into the country. All our contracts had to be signed at the bottom of the French translation, whereas the English translation did not.

The classifications of the role of an employee, and the job level within that role, are also important steps that must be taken before drafting a French employment contract. Employee experience, age, qualifications and responsibilities will all need to be carefully assessed and confirmed and detailed in the contract. Collectively, these factors will determine the working time and overtime rules the employee will be subject to and will shape the relevant clauses in the contract. (Bassage, 2016). Throughout this season steps have been put in place to allow us to understand our job roles more clearly and review the tasks we complete with more discernment.

We each received an English translation of our French contracts. Under French law we are contracted to work only 35 hours a week. This has been a change for the company as a whole. In the past working weeks were much longer and the pay was much less. Now the difference between instructor jobs and land supporting roles are more separate. Although throughout my placement I have been able to work on sessions and complete my land duties within that time.

French law states that all pay needs to be given to the employee before any deductions take place. Within our contracts we are given our accommodation but after we need to pay back the money for our food. We are also given the option of opting out of the use of equipment, insurance and use of the staff car. This has increased the pay I've received throughout the season but also has not limited my enjoyment as I still have the full use of my own personal car.

At the end of each month our payslips show the amount paid before French tax. This is around 30%. Unlike in the UK, where we are able to be exempt from taxes if we earn under a certain threshold of £12,500 (GOV.UK, 2019), we are unable to reclaim this tax back. As non-French residents we are unable to claim the tax back; which French residents have up to €9,964 of tax-free income available.

Rockley employs their staff under three branches, Rockley Adventure, Rockley Watersports and Rockley Academy. As land support staff, I am employed under Rockley Watersports Ltd along with the other instructors. Only management and kitchen staff are employed by Rockley Adventure Ltd.



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

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

For the final section of the season, we change from school groups over to families. This means that all our tents have to be striped down to the canvas and frame, so that we can put in new inners, ground sheets and outer sheets. We also put in new shelving with cooker, cutlery, plates and bowls, serving equipment in, we also connect electricity into the tent with a fridge, table and chairs with a parasol. When we have families here, the atmosphere in the site is a lot more relaxed and clam compared to when we have schools as the children are running around and screaming.

Coming towards the end of the season we will start what we call 'demontage', which is pack up of the sites. Le rive will be the first site to be packed up, then Azur, and finally Le lac. The demontage consist of collapsing the tents and putting all the inners and ground sheets into the lorry to be cleans stored away ready for next year. Everything else such as benches and equipment will be packed sorted in the marquee which will stay on site. All the boats will be brought onto land near the water and the paddle boards and windsurf boards will be packed into storage on site, all the equipment will be safe on the land as no one is on site apart from the camp sites cleaners and maintenance.

Working for Rockley water sports gives me a different prospective with jobs and ways of life. It allows me to challenge my skills and learn new ones within the water sport industry and transfer my coaching skills to other sports and how to interact with children. Having transferable skills is in high demand with in companies, and want people to have experience in the subject/ line of work (Bennett, 2006). With this I am able to go any other seasonal work – winter or summer- but not only that it has set me up for future jobs with in my home land. I would have the experience to coach in schools and team groups.

Doing work experience allows me to try out different careers and see which one is fit for me. By doing this it shows me what skills I need and what I have to develop to be successful in that career (FTF, 2019). With Rockley, I know that I need to get my paddle instructor qualification to become an instructor and teach kayaking and stand up paddle board, I would also focus on getting my D1 licence (GOV, 2019) so that I am able to drive the bigger buses to help out the site



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

As a support staff here at Rockley, I don't get to go out on water much to coach as there is enough instructors. I have been out on water but only when people have days off and when people have fallen ill. So, for next year I would like to be an instructor, so for the next following months I will work towards my Paddle qualification with Swansea water sports and I will also work towards my next powerboat course which is the intermediate (Swansea, 2019). By January I will then have my paddle and intermediate powerboat qualification which will allow me to take lead on sessions as well.

The reason I would like these is because they open up more opportunities for me in other seasonal work such as working in PGL and Acorn, with this it helps develop my session plans and learn new teaching ways and techniques which will only make me a better instructor.

In my pre-placement module, I planned to get my kayaking instructor but I did not achieve this because I was focused on other areas of my life and I had left it to late to get the course. For this has now prevented me from being an instructor this season but next year I will make it happen so that I can go out on to the water and teach the children.

References from TASK A (10+ references)

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- Boll M, (2014) The joys of working with special needs children (Online) Available at: <https://www.csnlg.com/joys-working-special-needs-children-2/> [Accessed on 15/07/2019]
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- Locke S, Feinson F (1982) Psychological preparation for young adults traveling abroad (Journal) (17),68
- Proctor T (2010) creative problem solving for managers (Online) Available at: <https://www.taylorfrancis.com/books/9780203859827> [Accessed on 15/07/2019].
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- Swansea, (2019) Swansea Water sports (Online) Available at: <https://www.swanseawatersports.com/courses/> [Accessed on 27/07/2019]



NOTE – Make sure the link works correctly

Website Link –

Link Password –

Video Duration –

Device used to create video –

Software used to create video –

Production contributors

Name	Position	Organisation

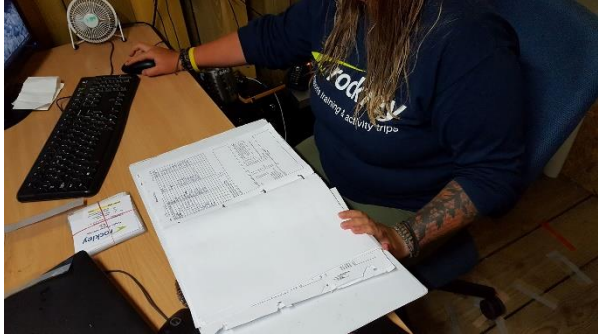


TASK B – (Picture Board – 5 pics (40MB upload limit to Turnitin) (Experience, Roles, Improvements)

Picture	Text (Paragraph)
	These collections of photos show the main part of my job where we do a lot of cleaning for the site. We clean the toilet blocks twice a day and make sure the toilet roll is stocked throughout the day. Refilling soap bottles and making sure the sinks and mirrors are shiny. We will also squidgy out the toilet floors and the showers.
	This is the end photo of our change over day ready for families. The family change over consist of pulling out the inners and ground sheets and re-laying new ones and re putting in new inners. We also put and outer sheet down with table and chairs with a parasol. Inside the tent we put a new fridge, shelving and small side table. We will also clean up our beaches and do any maintenance the boats need.



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

Picture	Text (Paragraph)
	In rotation with the other support team workers, we spend a week doing night duties which consist of making log of the children in our book of when they need the bathroom or have any problems during the night so that we know where all the children are. We also do rounds during the night making sure the site is okay and no children are changing tents and that they are all in bed.
	Here I am sweeping out the tents and cleaning them out ready for our next set of children to arrive the day after, with this we also mop and put fresh bedding down.



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: Danielle Stamp Dates of Employment: 17/4 - 16/09

Interest in Work

- ☒ 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.

Initiative

- ☒ 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.

Organisation and Planning

- ☒ 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.

Ability to Learn

- ☐ Exceptionally quick. ☒ Quick to learn. ☐ Average. ☐ Slow to learn. ☐ Very slow to learn.

Quality of Work

- ☐ 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.

Quantity of Work

- ☒ 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.

Judgement

- ☐ 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.

Dependability

- ☒ 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	✓				
Managing Tasks		✓			
Communication skills	✓				
Working with & relating to others		✓			
Applying knowledge	✓				
Applying initiative in work problems	✓				

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:

Always on time and ready to work, and got involved
in everything needed, Good Job!

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 Daniel Potts Signed D. Potts

Position Assistant Manager Date 30/7/19 (Circa 1st August)



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:	Danielle Sonia Stevenson		
Faculty/School/Centre:	Sport, Health and Outdoor Education		
Campus:	Swansea Business Campus		
E-mail address:	1702486@student.uwtsd.ac.uk		
Contact Telephone Number:	07472727711		
Student Number:	1702486	Undergraduate	☒
Programme of Study:	Sport 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	Rockley Watersports			
Contact person name	Kat Sargent			
Contact person e-mail address	Katsargent@Rockley.org			
Contact telephone number	01202 677272			
Number of agreed contractual hours	35 hours P/W			

Location of activities

Identify all locations where activities will take place.

Azur, France

The placement student will work within the companies ethical framework

Organization representative name	Daniel Potts		
Signature		Date	27/5/19



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:
 The participants will participate in observing how to do some of the activities such as rigging a sail boat. The use of photos will be used for an assignment but will not include any of the customers but me as the student.

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:
 Adults and children under 18 will be included in all sports that rowing cover



TASK C Evidence – Ethics Form Continued

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 Risks to participants could be physical harm such as slips, trips and falling over but to address this would be to wear appropriate footwear.
Risks to student For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest Possible risks could be emotional distress due to being away from home, or physical harm due to falling over etc.
University/institutional risks For example: adverse publicity, financial loss, data protection
Control measures List measures put in place to limit and manage any of the risks identified above To put control measures in place would be wear appropriate footwear. Keep in contact with people at home and speak to people at work.

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: *Danielle Sonia Stevenson*

Signature of student: *[Signature]*

Date: *27/5/19*

For Staff:

Placement Coordinator:

Signature:

Date:

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:	Rockley Water sports		
Name of student:	Danielle Stevenson		
What were the positive aspects?			
Meeting new people, Having the chance to learn and develop my outdoor sports at my own pace. Making new memories and seeing some children's lives change for the better.			
Were there any problems?			
There was some confusion with the new contract coming into play half way through the season. I also had some personal problems which had no effect on my job.			
Do you have any recommendations for enhancement for the future?			
Seeing if the whole class does their placement internationally if possible as if give them new experiences that they would never get back in Swansea.			
Signed:	D.Stevenson		
Name in block capitals:	DANIELLE STEVENSON		
Position (please tick one):	☐ Placement Provider ☒ Student ☐ Placement Tutor	Date:	29/07/2019



TASK C Evidence – Student Placement Induction Checklist

Student Name:	Danielle Stevenson
Name of Placement Provider organisation:	Rockley Water sports
Placement Site Address:	720 route des camping's Azur 40140

Health & Safety Issues	No	Yes	Date
1. Introduction to key staff members and their roles explained		/	27/05
2. Location of welfare facilities (e.g. toilets, kitchen, rest room, showers, etc.)		/	27/05
3. Emergency procedures		/	27/05
4. Copy of safety policy received or location known		/	27/05
5. Location of first aid facilities and contact for first aiders		/	27/05
6. Fire procedures and location of fire-fighting equipment		/	27/05
7. Accident/incident reporting and location of accident book		/	27/05
8. Use/control measures for hazardous substances in the workplace (e.g. COSHH) – if applicable		/	27/05
9. Display Screen Equipment Regulations and associated procedures – if applicable			27/05
10. Manual handling procedures – if applicable		/	27/05
11. Protective clothing/equipment arrangements – if applicable		/	27/05
12. Instruction on equipment you will be using (list equipment)		/	27/05
13. Specific training for tasks to be undertaken		/	27/05
14. Specific information relating to risk assessments covering tasks to be undertaken			27/05
15. Location of health and safety information and advice		/	27/05
16. Specific disability related induction issues		/	27/05
17. Other issues covered/to be covered please state:			27/05



As a minimum, the topics listed above 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.

PLACEMENT PROVIDER CONFIRMATION

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

Signed:	D.Potts		
Print Name:	Daniel Potts		
Position:	Assistant Manager	Date:	27/05/19

STUDENT CONFIRMATION

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

Signed:	D.Stevenson		
Print Name:	Danielle Stevenson		
Position:	Support staff	Date:	27/05/19

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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