



## **Student Transitions: Example of transitions practice: Glasgow Caledonian University**

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**Title:** Postgraduate transition towards employment in college lecturing: A European Snow sports internship mentoring collaboration

#### **Transition(s) the practice supports:**

Post Graduate students within the Sport Event Tourism subject area, Specifically, Students from the MSc. International Sports Management.

#### **Abstract:**

To reflect the skills desired by industry, Post graduate Sport students at Glasgow Caledonian University can apply for a well-established internship opportunity in a sports career mentoring programme; this offers in-situ career opportunities with partners through a community of practice within sport and education. Mentoring is carried out by GCU academic staff with student aspirations matched to outputs. This mentoring model is characterised by learning agreements that are exclusive to the sports portfolio at GCU and as such represent sector leading practice and innovation. Examples include professional football clubs, further education colleges and the commercial fitness sector and this signposting of industry experience in-situ results in students being well positioned in a very competitive environment.

#### **Description:**

Whilst the concept of internships for students seeking industry experience is not new, there is a paucity of research regarding formal guidelines for those organisations hoping to recruit in the sporting domain and this is surprising given the accepted value attached to this concept. Research themes in this area have included the following: the development of the professional self and of professional relationships; growth during an internship: appropriateness of work, degree of respect; degree of exploitation. Stratta (2004); Williams (2004); Jowdy et al (2004)



enhancement  
themes

This is also reinforced by other studies that have put support structure, empowerment; and the needs of interns at the forefront Jowdy et al (2004) BASES (2013) and the Gateway to the Professions Collaborative Forum have also offered the following consensus of six principles of best practice in sports: preparation; recruitment; induction; treatment; supervision and mentoring; and certification, reference and feedback.

This specific case study was characterised by a collaborative agreement between the sports departments of both GCU and City of Glasgow College to recruit and mentor one of the GCU post graduate students who was part of the GCU industry mentoring programme. This process was carried out during a European Snow sports Trip which was attended by 35 students from both institutions. The mentoring involved the student assuming responsibility under supervision to lead and direct the social programme for the group and the format included formal lectures, social dance, supervising student presentations and tourism visit to culturally important historical sites. The social programme was constructed in such a way to allow optimum mixed group work to be carried out during events, which it was hoped would build relationships between students from the differing educational levels. In effect this was a strategy aimed at promoting knowledge transfer of the academic process from further to higher education and directly related to the GCU direct entry targets for the sports management portfolio in September 2016.

With these objectives in mind, the student was formally introduced to the skills needed to become a college lecturer in the exercise and sport subject group all of which formed part of the collaborative outlook prior to the trip. Examples of the mentoring process included the design of lesson plans, the utilization of different teaching styles to suit each occasion and the facilitation of student centred learning tasks. The GCU student has now commenced a long term lecturing placement in this college health and fitness department involving the teaching of contextualised fitness and sport modules with those HND students who wish to apply for future university entry.

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**All examples provided will be posted to the Enhancement Themes website with the intention of including them in the National Transitions map.**