

Session: 2023/24

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Title of Module: Sport Business Operations			
Code: SPOR10028	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Ross Walker		
Summary of Module			
<p>Delivery of this L10 module will combine service operations management theory with industry best practice in examining key areas that will contribute to enhancing student's employability within the sport environment. "The number of people employed in small businesses or self-employed has grown. Public services and not-for-profit companies are now among the largest employers in the UK" (UK DES, 2010).</p> <p>Students will study key areas of the four management functions: planning, organising, leading, and controlling; this will be further broken down into a range of issues in the contexts of sport and health-fitness provision: the sport industry; supervision and management within the sport environment. Planning – problem solving and decision making, strategic (objective setting and business strategy) and operational planning/project management. Organising – organisational design (job design), managing change and quality. Leading – team development (structure/process and leadership styles), communication, and motivational theory in the workplace. Controlling – control strategy and systems within fitness and sport facilities, events marketing.</p> <p>This module will also examine the components required to set up a SBE (small business enterprise) via guest speakers who have experience in the setup of a sport related business. Students will be required to engage with the concepts and theories indicated as they will be required to produce a personal business plan including aspects such as business grant application, lottery funding for sport business, local authority and governing bodies.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				
<p>Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p>Blended A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p> <p>Fully Online Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p> <p>Work-based Learning Learning activities where the main location for the learning experience is in the workplace.</p>					

Campus(es) for Module Delivery						
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
			✓			
Term(s) for Module Delivery						
(Provided viable student numbers permit).						
Term 1		Term 2	✓	Term 3		

Learning Outcomes: (maximum of 5 statements)	
On successful completion of this module the student will be able to: L1. Evaluate the role of management pertaining to the sport and health fitness industry. L2. Communicate a critical understanding of Planning, Organising, Leading and Controlling contextualised to the sport industry environment L3. Critically identify the key components of a business plan L4. Synthesise and justify a business plan in relation to a specific sport business focus.	
Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 10. Detailed knowledge and understanding in one or more specialisms some of which is informed by or at the forefront of a subject/discipline
Practice: Applied Knowledge and Understanding	SCQF Level 10. Use a range of the principal skills, practices and/or materials associated with a subject/discipline.
Generic Cognitive skills	SCQF Level 10. Offer professional level insights, interpretations and solutions to problems and issues
Communication, ICT and Numeracy Skills	SCQF Level 10. Make formal presentations about specialised topics to informed audiences. • Communicate with professional level peers, senior colleagues and specialists. • Use a range of software to support and enhance work at this level and specify refinements/improvements to software to increase effectiveness.

Autonomy, Accountability and Working with others	SCQF Level 10. Practise in ways which show a clear awareness of own and others' roles and responsibilities.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching	
Formal tutor lead lectures and student led tutorials and seminars will be the main form of learning and teaching of this module; also the opportunity exists to use industry practitioners in sport and fitness management to enhance perspective and share expertise via theory and practice.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	18
Tutorial/Synchronous Support Activity	18
Independent Study	164
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:	
Essential Texts Lussier, Robert N. (2013) Applied Sport Management Skills. Human Kinetics	
Additional Texts Ammon, R. Southall, M and Nagel, M (2010) Sport Facility Management: Organizing Events and Mitigating Risks - 2nd editions. Fitness Information Technology Beech, J and Chadwick, S (2004) The Business of Sport Management. FT: Prentice Hall. Covell D and Walker, S (2013) Managing Sport Organisations. Routledge, London Chelladurai, P. (2009), Managing Organizations for Sport and Physical - 3rd edition, Holcombe Hathaway.	

Byers T, Slack, T and Parent, M. (2012) Key Concepts in Sport Management Sage London

Chadwick, S International Cases in Business of Sport (2008) Butterworth Heinemann London

Hoye, R and Nicholson, M et al (2010) Sport Management: Principles and applications 3rd ed. Routledge, London

Masteralexis, L. (2011). Principles and Practice of Sport Management - 4th edition Jones and Bartlett

Pedersen, P et al (2011) Contemporary Sport Management With Web Study Guide-4th Edition Human Kinetics.

Stutley, R, (2010) The Definitive Business Plan: The Fast Track to Intelligent Business Planning for Executives and Entrepreneur 2nd edition. Financial Times Series, London

Torkildsen, G (2013) Leisure and Recreation Management (6thed.). Routledge

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Supplemental Information

Programme Board	Sport and Exercise
Assessment Results (Pass/Fail)	No
Subject Panel	Sport & Exercise L7-11
Moderator	Raleigh Gowrie
External Examiner	S Robson
Accreditation Details	
Version Number	1.10

Assessment: (also refer to Assessment Outcomes Grids below)

Assessment 1. Individual management report. (Weighting 60%, LO 1 and 2)

Assessment 2. Group project and presentation. (Weighting 40%, LO 3 and 4)

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.
(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Report of practical/ field/ clinical work	✓	✓			60	0	
Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Presentation			✓	✓	40	2	
Combined Total For All Components					100%	2 hours	

Footnotes

- A. Referred to within Assessment Section above
- B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical learning or assessment, alternative formats and/or roles will be provided for students with physical disabilities which impact participation.

Please refer to the UWS Equality and Diversity Policy at the following link:

[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)