



UNIVERSITY OF
LINCOLN

BA (Hons)

With exit points at:

BA
Certificate of Higher Education
Diploma of Higher Education

Sports Business Management

Programme Specification

2008/2009

Marketing Summary

The BA (Hons) Sports Business Management: The rationale for this course lies in the fact that the *business* of sport is one of the most dynamic areas of expansion within the sport and recreation industry. Expanding opportunities for participation in sport is high on the political, social and cultural agendas and there is a growing need for professionals who have an understanding of contemporary business processes. Furthermore sport in itself is influenced by a number of related factors such as economic, legal, and media issues. Understanding and being conversant with these factors and how they fit with the political, social and cultural agenda's is the central philosophy of the course.

Set against recent trends of rising participation and viewing of sport, the commercial and media sectors have not been slow to exploit the enormous potential that sport has to generate and regenerate economic wealth. The appearance of commercial sports managers embedded into traditional sports clubs and organisations is the culmination of this trend. In addition to the relatively new stream of funding from media sources, sport and recreation organisations are increasingly recognising the value and need for strategic planning and management to meet new demands and constraints on their resources.

The public sector still plays an important role within the industry providing local sporting opportunities. The regeneration of these opportunities is once again high on the political agenda, especially in areas where sports provision is limited. Effective sports development and management takes place through a greater sense of partnership between the traditions of sports management and those areas that focus on business and economic development of the industry.

Voluntary sector sports provision is also an important entity in the sports industry and represents a significant proportion of sporting opportunities. The value (and management) of volunteers is important to achieving some of the goals set for increasing sports provision and opportunities and represents an area of study and research that is increasingly significant.

The course thus examines the management of the sports industry from a business perspective. In doing so, it examines social, cultural, legal, political and economic issues. In addition emphasis is placed on developing a range of personal and academic skills appropriate within a higher education environment and which befit a progressive economically astute professional sports business manager.

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Section 1: Basic Programme Data

This document describes one of the University of Lincoln's programmes using the protocols required by the UK National Qualifications Framework as defined in the publication *QAA guidelines for preparing programme specifications*

Final award(s)	BA (Hons)
Programme	Sports Business Management
Other exit awards	BA Certificate of Higher Education Diploma of Higher Education
Other awards using modules from this programme	Multiple awards within the faculty of Business and Law
Mode of delivery	Full time, Part time and Sandwich
UCAS code	tbc
Awarding body	University of Lincoln
Teaching institution	University of Lincoln
Owning department	Tourism and Recreation
Programme leader	Howy Wilson
Relevant QAA Subject Benchmark Statements	Hospitality, Leisure, Sport and Tourism
Professional, Statutory or Regulatory Body accreditation	None
Programme start date	September 2008
Introduction of the programme to be phased?	Yes

Document publication date

Date of confirmation of approval by Faculty

Revision 1

Date of confirmation of approval of revision by Faculty

Change affects another programme? Please specify

Revision 2

Date of confirmation of approval of revision by Faculty

Change affects another programme? Please specify

Revision 3

Date of confirmation of approval of revision by Faculty

Change affects another programme? Please specify

Subsequent minor modifications to modules within this programme		
Module(s)	Date	Brief description of change including any affect on other programmes

Section 2: Programme Aims and Objectives

2.1 Educational aims of the programme

The **aims** of the BA (Hons) SportsBusiness Management degree are to:

1. provide a broad based business education with the sports industry as the focus of study;
2. provide an education that explores the policy, planning, impact, management and delivery of sporting opportunities, particularly in a commercial context;
3. develop skills for the critical analysis of sport, sport products, services and operations.

The BA(Hons) Sports Business Management aims to provide students with the knowledge and critical understanding of sport as a social and economic phenomenon and to equip them with the appropriate skills and knowledge for a career in the sports industry.

More specifically the programme aims to develop students' knowledge and skills in two complementary areas. Firstly, it develops students' knowledge and understanding of the sports industry – its structure and complexities, and the challenges and issues involved in reconciling government objectives with personal and community aspirations. Secondly it equips students with more general business and transferable skills necessary to become effective practitioners within the enabling businesses and infrastructures that make up the sports industry.

Students have the opportunity to specialise in one of three areas at Levels 2 & 3 and take an appropriate route through optional units. The three specialist areas are Marketing, Public Relations and Human Resource Management – see the structure of the Degree in Section 5.

The opportunity to undertake an optional 12-month work placement between Levels 2 and 3 allows students to further develop their business / management knowledge and transferable skills within a real work environment, whilst significantly enhancing their employability on completion of the programme.

The BA (Hons) Sports Business Management is distinctive in that the Lincoln Business School aims to provide courses in the management of various and distinct sectors of the leisure industry. They are characterised by the application of management principles and techniques to those sectors.

A number of existing courses try to achieve the above aims by combining sports science degrees with business studies degrees in joint programmes of study. The bespoke nature of this course, which sets out from the start to deliver a programme that focuses on the business and management of the sports industry is both innovative and distinctive.

2.2 QAA Subject Benchmark Statement(s)

The BA (Hons) Sports Business Management responds to the United Kingdom QAA benchmark statements for the subject of **Hospitality, Leisure, Sport and Tourism**. *Appendix III - Benchmarking Analysis* provides a detailed specification of the relationship between this programme's curriculum and the relevant **QAA** benchmark(s).

The programme outcomes have been derived from this and other documents, (notably the Quality Assurance Agency (QAA) Codes of Practice for H.E.), and are designed to be broad and rigorous with the aim of differentiating student abilities.

Excerpts from the Hospitality, Leisure, Sport and Tourism benchmark:

*The breadth of coverage within sport is substantial and there are considerable differences of emphasis in content and approach to reflect, for example, science-based or **management-based** programmes of study. It is anticipated there will be a significant degree of flexibility and interpretation when institutions develop their programmes of study within this benchmark framework.*

cont.....

Sports degree programmes will typically involve the study of one or more of the following:

- *human responses and adaptations to and exercise*
- *the performance of sport and exercise and its enhancement, monitoring and analysis*
- *historical, social, political, economic and cultural diffusion, distribution and impact of sport*
- ***policy, planning, management and delivery of sporting opportunities.***

cont.....

Olympic studies, sport economics, sport politics, sport history, sport philosophy, social and cultural issues, sport for special needs, sport law, sport ethics, sport development, sport management, and sport marketing.

cont.....

Where the programme title contains the word 'Management' then it should inter alia enable students to:

- *demonstrate vocationally relevant managerial skills and knowledge by exposure to professional practice*
- *evaluate and apply vocationally relevant concepts associated with the operational and strategic management of financial, human and physical resources and/or understand and apply concepts associated with the allocation of resources in the community.*

2.3 Internal contexts

The BA (Hons) Sports Business Management is a degree constructed with modules that are each derived from a standard 15 credit model. It replaces a BA of the same topic and in the same subject group, constructed with units of 12 credits.

The course that is being replaced has been run successfully at the Riseholme Campus since 1996, firstly under the auspices of De Montfort University, and then, in 2002, the programme team responsible for delivering the course became part of a new University of Lincoln.

The structure and aims of the BA(Hons) Sports Business Management programme reflect its location within Lincoln Business School and contribute to the School's strategy of providing academically rigorous, coherent and distinctive undergraduate programmes that focus explicitly on the development of business and management knowledge and skills within specialist subject areas. The programme also provides a platform for progression onto Masters level study in Recreation, contributing to the School's postgraduate programme development.

At the same time, the BA(Hons) Sports Business Management seeks to implement the University mission and strategy through providing students with an education and learning experience that will equip them with a range of skills, knowledge and abilities that will enable them to build upon their University experience as lifelong learners. It does this by operating within the framework set by University policies and practices and by building on innovative initiatives in teaching and learning.

The BA(Hons) Sports Business Management is offered as either a three-year full time course of study or, with the optional work-placement, as a four year sandwich version. The work-placement element conforms with University policy on placements, and students undertaking a work placement are required to fulfill certain assessment requirements in order to progress onto the final year of study.

The programme structure is detailed in Section 5 below.

2.4 External contexts

The BA(Hons) Sports Business Management programme is designed to respond to an increasingly dynamic, challenging and competitive external environment. From a supply perspective, undergraduate provision nationally in the Sport subject area has, over the last decade, been characterised by a dramatic increase in both the number of institutions offering sport or sport-related programmes and the overall number of named Sports courses. Currently, UCAS lists 146 institutions in the UK offering a total of 1750 courses that include "Sport" in the title. This large number of courses reflects the extent to which, in some institutions, sport is offered as a Major / Joint / Minor subject within modular programme schemes. It is also a reflection of the wide spectrum of subject areas within the category of sport – from sport science and sports coaching courses to sports business and sport tourism courses. However, courses that are specifically business oriented are less prevalent (85 courses at 35 institutions)

This indicates that whilst there are well established courses (and institutions) offering traditional sports science/sports coaching courses, there are less operatives in the sports business and management field. This perhaps reflects the relatively new phenomenon of "sport as business" which has been a growing field of the industry since the mid-nineties.

From a demand perspective, it can be perceived that sports courses with a management focus and an emphasis on developing students' business knowledge and potential for employment, both generally and within the sports sector in particular are likely to be popular in the run up to the Olympics and beyond. Indeed, the aim of developing or preparing students that have an interest beyond sporting performance, for a career within sport or related sectors can be perceived as an untapped market.

Moreover, anecdotal evidence suggests that students applying for sports courses, whilst interested in the performance side of the industry are attracted by the potential to develop business knowledge and skills relevant to careers in sport and, in particular, the opportunity to gain practical experience through study visits and work experience.

The BA(Hons) Sports Business Management programme is, therefore, designed to meet the business knowledge/skills expectations of students whilst retaining an interest in and study of sport – from leisure sports to the performance athlete.

Section 3: Programme Outcomes

Programme-level learning outcomes are identified below.

Refer to *Appendix I - Curriculum Map* for details of how outcomes are deployed across the programme.

3.1 Knowledge and understanding

On successful completion of the BA Sports Business Management a student will be able to:

- A1 identify and critically evaluate the structures, roles, products and services of sports businesses, organisations, enterprises and providers.
- A2 critically appraise the dynamic contexts and environments within which sports businesses, organisations, enterprises and providers operate and their operational and strategic interactions
- A3 demonstrate knowledge and understanding of the sporting needs and behaviours of participating individuals and communities and the cultures, economies and environments within which sport takes place
- A4 critically appraise the inter-relationship between sports participating individuals and communities and evaluate the policy and planning processes that exist to provide sporting opportunities.
- A5 demonstrate vocationally relevant managerial skills and knowledge by exposure to professional practice

3.2 Subject specific skills and attributes

On successful completion of the BA Sports Business Management a student will be able to:

- B1 apply appropriate business and management concepts, knowledge and skills to the specific context of sport.
- B2 collate, describe and analyse sports business - related data
- B3 apply appropriate theories and paradigms to the understanding and solution of empirical/contemporary sports management issues and problems.
- B4 critically assess and evaluate evidence in a range of forms, including published papers, reports, statistics, policy documents and other sports management - related materials.
- B5 evaluate and apply vocationally relevant concepts associated with the operational and strategic management of financial, human and physical resources and/or understand and apply concepts associated with the allocation of resources in the community.

3.3 Transferable skills and attributes

On successful completion of the BA Sports Business Management a student will be able to:

- C1 develop reasoned argument to support or refute a case
- C2 take responsibility for their own learning and personal professional development
- C3 apply ethical approaches to issues and decision making
- C4 apply appropriate IT skills
- C5 demonstrate teamwork and group skills
- C6 demonstrate skills in various kinds of interpersonal and public presentation

Section 4: Learning, Teaching and Assessment Strategies

4.1 Learning and Teaching strategy

The Business School's mission for teaching and learning is to offer a range of programmes that:

- seek continuous improvement in content and delivery
- equip students with academic skills, subject knowledge, and life skills so that they can maximise their future employment, personal, and educational opportunities;
- encourage students to develop an independent and critical approach to learning
- are informed by research and scholarship
- reflect the current state of business knowledge and practice
- are delivered by knowledgeable subject specialists
- are accessible to students from a diverse range of educational and cultural backgrounds
- serve the needs of the economy

These are informed by the following values which underpin the School's approach:

- a commitment to continuous improvement
- the belief that staff and students are collaborators in the educational process
- the belief that education goes beyond training
- the conviction that research is fundamental
- the belief that business education should be relevant to business practice
- the belief that difference is to be celebrated
- the belief that staff and students work best in a supportive environment

The practical implications of this approach are described below.

Students are encouraged to develop independence in their thinking and managing their own time within a framework of direction and support offered by teaching staff.

Many modules include some lectures. These are designed to inspire and motivate students, introduce them to particular topics and give an overview of current issues and debates within the discipline. Some are given by visiting practitioners who provide 'live' case material and offer students industry contacts and careers advice.

Our approach is one of collaboration between staff and students. A lot of emphasis is put on using the student group as a resource for learning. In seminars, which typically involve numbers of fewer than 20, students are able to articulate their own thoughts and clarify ideas through discussion with others. A variety of learning methods are introduced at Level C including in-class group exercises, discussions, presentations, evaluation of sample material, and case study analysis. Student participation is encouraged from the start and set as the norm for the rest of the course. Students are expected to prepare prescribed material for seminars as well as generally keep abreast of current developments in their discipline.

Throughout the course, students are sensitised to issues of codes of professional conduct and ethical behaviour.

In addition to tutor-directed seminars, students are encouraged to form their own learning and support groupings.

Face-to face teaching and learning is also augmented by the use of emails, electronic discussion groups, learning support packages like Inspiration, and web-based guides on topics such as referencing systems and information searching, and it is expected that these and other media will take an increasingly important role in the future.

The University virtual learning environment is due to be enhanced during 2007/8 by the introduction of Blackboard. Staff and students will use the resource as, among other things, a depository for programme materials, a forum for exchanging information and ideas, and a programme management tool.

There is a significant research agenda in the Business School with expertise in the areas of marketing, critical management, information and knowledge management, entrepreneurship, management and community and economic development. New professorships have been created which continue to develop this work and all senior staff contribute to course development and delivery.

The learning and teaching strategies adopted within the BA (Hons) Sports Business Management have been derived from, and are a response to, the requirements of the programme learning outcomes and are based upon four elements:

- a focus on student centred learning
- transparency and clarity of intentions
- flexibility and innovation in teaching
- continuing professional development for staff

In the early stages of the course, emphasis is placed upon managed approaches to knowledge acquisition and the development of core understanding. The primary delivery modes at this stage are lectures, supported by seminars to consolidate learning. Directed reading examples will form the main focus of learning at such seminars. These devices attempt to establish important conceptual frameworks, to instil an appropriate value set and provide foundational understanding of the breadth of the discipline for future study. See table below.

At Level 1, the emphasis is on attaining knowledge, skills and understanding; use of conventions in the field of study; use of communication skills and selection and organisation of information.

At Level 2, the emphasis is on application and analysis of contrasting ideas, principles, theories and practices, greater specialisation in the field of study; and an increasing independence in systematic enquiry and analysis.

Level 3 learning emphasises the student as independent learner, harmonising previous knowledge, skills and understanding to study the units with a critical and evaluative approach.

The programme ensures compliance with the Framework for Higher Education Qualifications in the following ways:

Method	Observations on strategy
Lectures and seminars	Lectures are used primarily in discipline-bound areas, and where the expertise of multiple staff members can contribute to a single module. If practicable, lecture materials can be enhanced by audiovisual material. Seminars offer opportunities for student-centred learning and a range of face-to-face, tutor-supported formats
Workshops	These are used particularly in task-based study -especially in IT-related areas and for group activity
Tutorials	These are used to aid equal opportunity for assignments, feedback, and for independent study supervision
Study visits	Study visits offer a range of objectives for learning within the School and offer the opportunities for Case Study research and "live" learning situations.
Visiting speakers	Visiting speakers provide specialist expertise and current application knowledge in a range of modules and cross-modular areas
Projects	These provide both for experiential learning (often in a group context) and for exposure to "live" conditions in the sport sector
Blackboard and computer-based self-paced learning	The use of this resource includes provision of course materials, notices, study guides, email centre and conferencing, off-campus learning and supportive learning packages

To support teaching and learning, students are provided with module handbooks for every module studied. These handbooks provide information on module content, learning outcomes, the lecture / seminar / workshop programme, modes of assessment with deadlines where appropriate, assessment guidelines, the reading list and transferable skills. The module handbooks thus provide the framework of an informal learning contract between students and the module tutor, with expectations of performance delivery and outcomes. In particular, through the module handbooks the assessment schedule and the marking criteria are made explicit and transparent to students and colleagues.

4.2 Assessment strategy

Assessments are designed to address the intended learning outcomes of individual modules, and reflect progression through the various levels of the programme. A range of assessment methods are used to give students a variety of opportunities to demonstrate their abilities.

Assessments become increasingly demanding in their content and complexity as the programme progress.

Examinations are included in some modules to test students' ability to work under time-constrained conditions, to test knowledge of basic principles, and to guard against potential plagiarism. Students are familiarised with exam techniques in seminars and progress through a less complex short answer format at Level C to a case study and essay-style format at Level H.

Assignments are used to allow students to manage their own time, develop their

research and analytical skills, and explore subjects in greater depth. They take a range of forms including essays, reports, and oral presentations prepared individually and in groups.

All modules include the opportunity for formative feedback to aid learning and prepare students for submission of summative assessments.

Appendix II - Assessment Map gives a top-level indication of the scheduling and distribution of assessment modes within the programme. Details of module assessment strategy are included with each module specification.

Section 5: Programme Structure

The BA (Hons) Sports Business Management adopts the University's standard model for a 360 credit points, 3/4 year undergraduate programme. Each level must consist of 120 credit points.

Table 1 Programme structure

Level C Cert. HE	Foundations of Sports Management	Sports Studies: Techniques and Applications	Business Planning and Forecasting	Principles of Marketing
		Investigating Tourism and Sport	Financial Communications	Introduction to Human Resource Management
Level I Dip HE	Sport, Society and Cultural Values	Sports Event Organisation and Management	Research Methods for Tourism and Sport	M: Marketing in Practice HRM: People Management and Development PR: Theory and Practice of Public Relations Communications
	Sponsorship and Corporate Hospitality in Sport	Commercial Sports Club Management	Tourism and Sports Enterprise Project	
Optional 12-month Work Placement				
Level H	Dissertation	Policies and Planning for Sport	Strategic Management for Tourism and Sport	M: Marketing Communications HRM: Human Resource Management PR: Strategic Corporate Public Relations
		Tourism, Sports and Regeneration		

Table 1 Programme structure illustrates the module composition of the BA (Hons) Sports Business Management.

For details of each module contributing to the programme, please consult the individual module specifications.

Section 6: Regulatory Framework

The BA (Hons) Sports Business Management is operated under the policy and regulatory frameworks of the University of Lincoln. The latest versions of all regulations and policies can be found on the Secretariat area of the Portal.

6.1 Admissions

University Regulations (University of Lincoln, current edition)
Admissions Policy (University of Lincoln, current edition)
Accreditation of Prior Learning Policy (University of Lincoln, current edition)

The University shall consider for admission to programmes of study all applicants irrespective of age, disability or alternative need, ethnic origin, sex, marital status, nationality, political or religious belief, or sexual orientation. The University may adopt admissions criteria for a programme of studies that reflect the University's policies on access and widening participation.

Students with a disability will be positively welcome to apply. All applicants will be considered on academic grounds. The programme team will endeavour to provide applicants with sufficient information to enable them to make an informed decision as to the appropriateness of this institution for their particular needs.

6.2 Assessment

Undergraduate Progression Regulations (University of Lincoln, current edition)

6.3 Progression

Undergraduate Progression Regulations (University of Lincoln, current edition)

6.4 Placement

Students on the BA(Hons) Sports Business Management may elect to undertake a 12-month (48-week) work placement, between Levels 2 and 3 or a 12-week period of work experience. The policies and processes for this follow the University of Lincoln's Placement Policy (University of Lincoln: current edition) and the QAA's Code for placement learning. See Lincoln Business School placement documentation for details of procedures and assessments. Placement will be co-ordinated by the Business School placement team, and advice to students and to this team will be provided by a member of Tourism and Sports Business Management staff.

6.5 Study abroad

International Cooperation Policy (University of Lincoln, current edition)

There are no formal arrangements that facilitate overseas study for students on this course.

A UK and an overseas study visit is offered to all BA(Hons) Sports Business Management students, normally during Level 2 and Level 3 respectively. Though not compulsory, all students are encouraged to attend these visits and, therefore, destinations will be carefully selected to reflect students' financial resources. It is expected that students attending the study visit will draw on the experience in the completion of assignments during level 3

6.6 Student support and guidance

Student Support and Tutoring Policy (University of Lincoln, current edition)

BA(Hons) Sports Business Management students benefit in particular from a strong academic guidance system developed within the Lincoln Business School.

The teaching team seek to ensure that the academic subject librarian for tourism and recreation is fully involved in the course. The librarian's skills are exploited in the promotion of relevant and effective learning, from the acquisition and broadcasting of data sources and research materials to direct involvement in student skills' development and assistance in developing methods such as e-learning.

The University's current total book stock comprises 296,000 volumes and approximately 924 journal titles in print, and access to the full text of approx 15,800 electronic journals.

The stock in the University Library at the Brayford Campus is multi-disciplinary and includes books, journals, videos and a range of electronic information sources. There is a wide range of material to support the teaching, learning and research of sport, business and management, including many thousands of academic books and over 40 specialist journals. A number of electronic databases of relevance to sport are subscribed to by Library and Learning Resources and can be accessed on and off campus. These include: CABI Abstracts, EBSCO, ASSIA, BIDS, Web of Science and Zetoc. Some of these databases provide the electronic full text of journal articles.

6.7 Off-campus delivery

Academic Partnerships Policy (University of Lincoln, current edition)

6.8 Ethical Issues

Ethical Guidelines (University of Lincoln, current edition)

6.9 Equal Opportunities

Equality and Diversity Policy (University of Lincoln, current edition)

Appendix II - Assessment Map: This table indicates the modality of unit assessment within BA Sports Business Management. Percentages indicate assessment weighting. Shading indicates examination (as opposed to in-course assessment). Where assessment is group based, the entry is decorated with the letter 'G'. Those in italics are where the assessment may be spread across a number of weeks, such as presentations. For the purpose of illustration, a temporal dimension is included which gives an indication of assessment distribution and loading for a typical, full-time, student. (Figures in brackets equal percentage weighting)

Level	Semester	Study unit	Week															
			1	2	3	4	5	6	7	8	9	10	11	12	13	14		
1	A	Foundations of Sports Mgt (30)											30			20		
1	A	Sports Studies: Techniques and Applications							60							40		
1	A	Principles of Marketing								50								50G
1	A	Business Planning and Forecasting						33				34					33	
1	B	Foundations of Sports Mgt (30)											30				20	
1	B	Investigating Tourism and Sport									75G			25G				
1	B	Financial Communications				--	--	--	--		100G	--	--	--	--			
1	B	Introduction to Human Resource Management																

Level	Semester	Study unit	Week															
			1	2	3	4	5	6	7	8	9	10	11	12	13	14		
2	A	Research Methods for Tourism and Sport									40					60G		
2	A	Sport, Society and Cultural Values									30						70	
2	A	Sports Event Organisation and Management																100
2	A	Marketing in Practice (30 – Option)											40G					
2	A	People Mgt and Development (30 - Option)											50					
2	A	Theory and Practice of PR Comms (30 - Option)											30G					40
2	B	Commercial Sports Club Management							30								70	
2	B	Sponsorship & Corporate Hospitality in Sport													100			
2	B	Marketing in Practice (30 – Option)																60
2	B	People Mgt and Development (30 - Option)							25G					25G				
2	B	Theory and Practice of PR Comms (30 - Option)														30		
2	B	Tourism and Sports Enterprise Project										60G		20G		20		

Level	Semester	Study unit	Week														
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	
3	A	Dissertation (30)													15		
3	A	Policies and Planning for Sport													30G		70
3	B	Tourism, Sports and Regeneration														100	
3	A	Strategic Mgt for Tourism and Sports (30)												30			
3	A	Marketing Communications (30- Option)												40 Viva			
3	A	Personnel Management (30 – Option)															
3	A	Strategic Corporate P. R. (30 - Option)													35		
3	A	Strategic Mgt for Tourism and Sports (30)	20G		10										40		
3	B	Dissertation (30)												85			
3	B	Marketing Communications (30- Option)															60
3	B	Human Resource Management (30 – Option)															
3	B	Strategic Corporate P. R. (30 - Option)															65

Appendix III - Benchmarking Analysis

This table summarises the key features of *BA Sports Business Management*, with the particular aim of demonstrating the mapping between programme learning outcomes and QAA benchmark 25: Hospitality, Leisure, Sport and Tourism .

Programme outcome	Aspect of the subject benchmark statement addressed
A1. identify and critically evaluate the structures, roles, products and services of sports businesses, organisations, enterprises and providers.	Knowledge: a critical understanding of the development of knowledge in their particular subject domain Knowledge: understand the subject through both academic and professional reflective practice Knowledge: an understanding of the need for both a multi-disciplinary and inter-disciplinary approach to study, drawing, as appropriate, from service, research and professional contexts
A2. critically appraise the dynamic contexts and environments within which sports businesses, organisations, enterprises and providers operate and their operational and strategic interactions	Knowledge: an understanding and critical awareness of, the moral, ethical, environmental and legal issues which underpin best practice Knowledge: an understanding of the need for both a multi-disciplinary and inter-disciplinary approach to study, drawing, as appropriate, from service, research and professional contexts
A3. demonstrate knowledge and understanding of the sporting needs and behaviours of participating individuals and communities and the cultures, economies and environments within which sport takes place	Knowledge: an understanding of the need for both a multi-disciplinary and inter-disciplinary approach to study, drawing, as appropriate, from service, research and professional contexts Knowledge: an understanding and critical awareness of, the moral, ethical, environmental and legal issues which underpin best practice Knowledge: a critical understanding of the development of knowledge in their particular subject domain Subject specific skill: <u>plan, design and execute practical activities using appropriate techniques and procedures</u>
A4. critically appraise the inter-relationship between sports participating individuals and communities and evaluate the policy and planning processes that exist to provide sporting opportunities.	Knowledge: an understanding of the need for both a multi-disciplinary and inter-disciplinary approach to study, drawing, as appropriate, from service, research and professional contexts Knowledge: an understanding of the need for both a multi-disciplinary and inter-disciplinary approach to study, drawing, as appropriate, from service, research and professional contexts
A5. demonstrate vocationally relevant managerial skills and knowledge by exposure to professional practice	Knowledge: an understanding of the need for both a multi-disciplinary and inter-disciplinary approach to study, drawing, as appropriate, from service, research and professional contexts Knowledge: demonstrate vocationally relevant managerial skills and knowledge by exposure to professional practice Subject specific skill: <u>undertake fieldwork with due regard for safety and risk assessment</u>

<p>B1. apply appropriate sports business and management concepts, knowledge and skills to the specific context of sport.</p>	<p>Knowledge: a critical understanding of the development of knowledge in their particular subject domain Knowledge: an understanding and critical awareness of, the moral, ethical, environmental and legal issues which underpin best practice</p>
<p>B2. collate, describe and analyse sports business - related data</p>	<p>Knowledge: research and problem-solving abilities by critically understanding methods of acquiring, interpreting and analysing information appropriate to their context of study Intellectual skill: research and assess subject specific facts, theories, paradigms, principles and concepts Intellectual skill: describe and analyse information Subject specific skill: plan, design, execute and communicate a sustained piece of independent intellectual work using appropriate media</p>
<p>B3. apply appropriate theories and paradigms to the understanding and solution of empirical/contemporary sports management issues and problems.</p>	<p>Knowledge: a critical understanding of the development of knowledge in their particular subject domain Intellectual skill: research and assess subject specific facts, theories, paradigms, principles and concepts Intellectual skill: apply knowledge to the solution of familiar and unfamiliar problems Subject specific skill: plan, design, execute and communicate a sustained piece of independent intellectual work using appropriate media</p>
<p>B4. critically assess and evaluate evidence in a range of forms, including published papers, reports, statistics, policy documents and other sports management - related materials.</p>	<p>Knowledge: a critical understanding of the development of knowledge in their particular subject domain Knowledge: research and problem-solving abilities by critically understanding methods of acquiring, interpreting and analysing information appropriate to their context of study Intellectual skill: research and assess subject specific facts, theories, paradigms, principles and concepts Intellectual skill: critically assess and evaluate evidence Intellectual skill: critically interpret data and text Subject specific skill: plan, design, execute and communicate a sustained piece of independent intellectual work using appropriate media</p>
<p>B5. evaluate and apply vocationally relevant concepts associated with the operational and strategic management of financial, human and physical resources and/or understand and apply concepts associated with the allocation of resources in the community.</p>	<p>Knowledge: a critical understanding of the development of knowledge in their particular subject domain Knowledge: an understanding and critical awareness of, the moral, ethical, environmental and legal issues which underpin best practice Intellectual skill: apply knowledge to the solution of familiar and unfamiliar problems Subject specific skill: evaluate and apply vocationally relevant concepts associated with the operational and strategic management of financial, human and physical resources and/or understand and apply concepts associated with the allocation of resources in the community.</p>

<p>C1. develop reasoned argument to support or refute a case</p>	<p>Intellectual skills: develop a reasoned argument and challenge assumptions Intellectual skill: critically assess and evaluate evidence Subject specific skill: plan, design, execute and communicate a sustained piece of independent intellectual work using appropriate media Key skill: problem solving skills</p>
<p>C2. take responsibility for their own learning and personal professional development</p>	<p>Intellectual skill: take responsibility for their own learning and continuing professional development Key skill: ability to plan and manage learning. Key skill: ability to self-appraise and reflect on practice</p>
<p>C3. apply ethical approaches to issues and decision making</p>	<p>Subject specific skill: recognise and respond to moral,ethical and safety issues directly pertaining to the subject Intellectual skill: apply knowledge to the solution of familiar and unfamiliar problems Key skill: problem solving skills</p>
<p>C4. apply appropriate IT skills</p>	<p>Key skill: numeracy and C & IT skills Key skill: communication and presentation skills</p>
<p>C5. demonstrate teamwork and group skills</p>	<p>Subject specific skill: plan, design and execute practical activities using appropriate techniques and procedures Key skill: intercatave and group skills</p>
<p>C6. demonstrate skills in various kinds of interpersonal and public presentation</p>	<p>Key skills: communication and presentation skills</p>