

## Programme Specification for BA (Hons) Sport Business Management

<b>This document applies to Academic Year 2021/22 onwards</b>
---

*Table 1 programme specification for BA (Hons) Sport Business Management*

<b>1.</b>	<b>Awarding institution/body</b>	University of Worcester
<b>2.</b>	<b>Teaching institution</b>	University of Worcester
<b>3.</b>	<b>Programme accredited by</b>	N/A
<b>4.</b>	<b>Final award or awards</b>	BA (Hons)
<b>5.</b>	<b>Programme title</b>	Sport Business Management
<b>6.</b>	<b>Pathways available</b>	Single Single with sandwich
<b>7.</b>	<b>Mode and/or site of delivery</b>	University of Worcester
<b>8.</b>	<b>Mode of attendance and duration</b>	Full Time (3 years) Full Time and sandwich (4 years) Part Time (6 years)
<b>9.</b>	<b>UCAS Code</b>	CN62 (Single) CN65 (Sandwich)
<b>10.</b>	<b>Subject Benchmark statement and/or professional body statement</b>	<a href="#">Events, Hospitality, Leisure, Sport and Tourism November 2019</a>
<b>11.</b>	<b>Date of Programme Specification preparation/ revision</b>	March 2019 (Re-approval 14.03.19) (Approved ASQEC June 2019) August 2019, AQU amendments to Section 19; August 2020 – AQU amendments to Section 19, benchmark update and corrections July 2021 RP/GR updates August 2021 – AQU amendments.

### **12. Educational aims of the programme**

The overall aim of the BA (Hons) Sport Business Management course is to produce a balanced, broadly based, intellectually challenging and coherent set of modules with a focus on the business of sport. It also aims to create flexibility for students to pursue a variety of management posts in the sport industry. The course includes academic, practical and vocational elements (including a sandwich year option) and seeks to prepare students for a wide range of graduate careers. Whilst a core of key skills and subject knowledge is embedded in the course, the opportunity has also been created to allow students to develop specific business specialisms, which can be applied to the sport industry, such as marketing, event planning and finance.

The course aims to:

develop a depth of integrated knowledge, critical perspectives and skills (including research skills) relevant to managing sport organisations and businesses;

- a. utilise appropriate sport and business concepts, models and practices to meet a range of theoretical and real situations, in order to make appropriate operational and strategic decisions;
- b. recognise the principles of sustainability, social and corporate responsibility and their importance to help guide future management practices and actions for sport organisations and business;
- c. nurture both a risk and entrepreneurial culture which can be used to lead innovation and change, for the public, private and voluntary sectors of sport;

- d. Develop key skills to prepare students for a career in the dynamic global sport industry.

These course aims are embedded in both mandatory and optional modules. It should be noted that these aims are the guiding statements structuring the course and therefore can be both *explicitly* dealt with in modules whilst at other times are more *implicitly* referred to.

In broad terms some of the philosophical underpinnings of the course are:

- An entrepreneurial culture, which can be utilised not only by the commercial sector, but also in the voluntary and public sectors, whereby students' creativity and problem solving skills are encouraged and nurtured, in order to help lead innovation and change. It should be noted that entrepreneurship is used here not just in a narrow sense of creating profit, but also in a broader social sense, whereby students can see/understand changes in the business environment, then develop creative and innovative solutions to ensure a service/organisation is viable in the future, whether this is for public good, or commercial gain.
- An understanding of sport and the sport context from a broad perspective whilst emphasising the core business management streams in the sector (i.e. event management, finance, human resource management, marketing, promotion, sponsorship, and strategy)
- A practical approach to delivery and learning through the use of relevant sport industry examples embedded within all the modules. This element is underscored by a 100 hour professional placement module aimed at developing students' awareness and understanding of relationships between the study of sports business management and the practical environment in which sport operates as well as the opportunity to engage with sandwich year option to study or work abroad or work in the UK.
- A risk paradigm which views risk as both a practical process and as a business culture, with the latter adopting the view that change is inevitable, and with change brings risks which create both opportunities and threats.
- An understanding of corporate/individual responsibility and how to operate in both a sustainable and ethical manner.

### 13. **Intended learning outcomes and learning, teaching and assessment methods**

The course provides opportunities for students to develop and demonstrate knowledge, understanding, skills, qualities and other relevant attributes. The following learning outcomes have been informed by benchmark statements and adapted according to the needs of this particular course. Students are initially introduced to key concepts and theory at level 4, given more focus on operational, research and application at level 5, then focusing more on complex decision making, resource management and strategic planning at level 6. The levelness of the outcomes is also developed in relation to the amount of independence given to students to manage assessments, vocational practices and independent research or event projects.

The learning outcomes for the Sport Business Management degree course are:

*Table 2 knowledge and understanding outcomes for module code/s*

<b>Knowledge and Understanding</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
1.	Identify and explain the past, present and future developments of sport organisations at a national, regional and global level	SPRT3054 SPRT3006 SPRT3008

2.	Define the nature of sport services and goods and analyse how they meet individual wants, economic goals and social objectives	SPRT3028 SPRT3008 SPRT3006
3.	Explain how political, economic, social, technological, legal and ecological forces have created and shaped the provision and consumption of sport at a local, national and global level	SPRT3028 SPRT3008 SPRT3006
4.	Recognise and apply the key business management disciplines and their underpinning concepts	SPRT2053 SPRT2068 SPRT3006
5.	Critically evaluate how the changing internal/external business environment impacts upon and creates change for sport organisations and businesses	SPRT3006 SPRT3008 SPRT3054

Table 3 cognitive and intellectual skills outcomes for module code/s

<b>Cognitive and Intellectual skills</b>		
<b>LO no.</b>	<b>On successful completion of the named award, students will be able to:</b>	<b>Module Code/s</b>
6.	Identify, demonstrate, develop and critically evaluate data, facts, theories, paradigms, principles and concepts to selected contexts.	SPRT3006 SPRT3008 SPRT2066
7.	Present reasoned arguments, problem solving, decision making and strategic planning	SPRT3008 SPRT3006 SPRT3054
8.	Demonstrate an independent approach to learning	SPRT3061* SPRT3054 SPRT2053

Table 4 skills and capabilities related to employment outcomes for module code/s

<b>Skills and capabilities related to employability</b>		
<b>LO no.</b>	<b>On successful completion of the named award, students will be able to:</b>	<b>Module Code/s</b>
9.	Identify and evaluate the changing social attitudes and values towards business and organisational practices in order to make appropriate, realistic decisions and plans.	SPRT2053 SPRT3006 SPRT3008
10.	Recognise and assess the economic, moral and environmental benefits for sport organisations to operate in sustainable ways	SPRT3006 SPRT3008 SPRT3054
11.	Recognise the central role risk paradigms play in operational and strategic decision making and planning	SPRT3054 SPRT3006 SPRT3008
12.	Display the ability to develop innovative solutions to problems, or develop new services/goods to meeting changing market segments/target group's needs, for either commercial gain or social good	SPRT2053 SPRT2071 SPRT3006

Table 5 transferable/key skills outcomes for module code/s

<b>Transferable/key skills</b>		
<b>LO no.</b>	<b>On successful completion of the named award, students will be able to:</b>	<b>Module Code/s</b>

13.	Evidence the ability to communicate and present information effectively in a variety of forms	SPRT2053 SPRT2068 SPRT3054
14.	Apply numeracy and ICT skills to a range of situations.	SPRT3006 SPRT3008 SPRT2066
15.	Demonstrate the ability to self-appraise and reflect	SPRT2053 SPRT3061 SPRT3054

### **Learning, teaching and assessment**

- Structured lectures, seminars and live projects, with reading/research to inform the sessions. Formative assessment on independent research.
- Use of scenario and case study approach in numerous modules to contextualise theory and practice.
- Key business skills developed through interactive lecture and seminar sessions and summative assessments.
- Use of guest speakers to help add depth and 'real' world insights. Visits to sports organisations and events to appreciate operational and strategic processes.
- Students are provided with a deeper insight into the nature of the sport business environment and how it creates changes which can be both threatening and opportunistic.
- As students' progress through the levels, the range of materials required to complete assignments will vary, from using journal portfolio, data on populations, markets and segments, to collecting their own primary data.
- Most assignments will require the presentation of a logical, linked argument or discussion, whether this is for a written, oral or creative assessment.
- All modules encourage student engagement through discussion and seminar delivery.
- Case studies based on real operational/ strategic scenarios which encourage the development of solutions based on the collection, analysis and evaluation of data
- Many assignments have a 'live' element to them and are grounded in real communities. This helps students to understand the specific needs of a variety of community and business groups.
- Practical teaching sessions and professional placement and the opportunity of a sandwich year.
- Reading/research which includes contemporary industry data which students can then interpret to assess change.
- Research/issue based modules encourage examination of particular subject areas in more depth, which help students gain the skills for examining other areas, particularly in relation to changing sport markets and the external business environment.
- Teaching sessions structured around ongoing communication with regional sport businesses, organisations and events.
- The assessments vary in their range of communications methods, which can include formal/informal presentations, reports, essays, exams, seminar led discussions, critical self-reflection and poster and infographic presentations.
- A variety of technology enhanced software is utilised.

### **Teaching**

The University places emphasis on enabling students to develop the independent learning capabilities that will equip students for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support through the personal academic tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will enable students to flourish and be successful. Students are taught through a combination of seminars, interactive lectures, tutorial groups and learning sets alongside various digital technologies such as Blackboard, Twitter and You Tube

In addition, meetings with personal academic tutors (PATs) are scheduled on at least 4 occasions in the first year and three occasions in each of the other years of a course. The Sport Business Management course supports student PAT sessions with a personal academic journal which students receive within induction week and can also access other supportive and helpful resources within their respective year group Blackboard page.

Students have an opportunity to engage in a number of modules where scenario and case study approach are utilised to contextualise theory and practice and students are encouraged to engage through discussion and group work. This interactive approach encourages an applied approach from theory to practical 'real-world' application which enhance academic and employability skills.

### **Contact time**

For 2021/22, the majority of teaching sessions are face to face on campus. Lectures or lecture workshops for some modules will be delivered online either 'live' or pre-recorded. Individual and small group tutorials will be arranged online as this has proven to be convenient and popular with students.

In a typical week students will have around 12 – 16 contact hours of teaching. The precise contact hours will depend on the optional modules selected and in the second and third year students will normally have slightly less contact time in order to do more independent study or work within students' professional placement.

Typically class contact time will be structured around 3-4 hours of interactive lecture/seminar or practical sessions dependent on module and year of study.

### **Independent self-study**

In addition to the contact time, students are expected to undertake around 24-48 hours of personal self-study per week. Typically, this will involve:

- Completing specific module related directed study tasks
- Engaging with online activities (e.g. twitter)
- Topic reading and research
- Working on individual and group projects
- Preparing for assignments and learning experiences
- Reflection and evaluation
- Revision of class notes and engaging with blackboard

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment (Blackboard), and extensive electronic learning resources.

### **Teaching staff**

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes academics and practitioners as well as guest speakers from the sport industry.

Teaching is informed by the research and consultancy, and the majority of course lecturers have a Higher Education teaching qualification or are Fellows of the Higher Education Academy. Students can learn more about the staff by visiting staff profiles. <https://www.worcester.ac.uk/discover/sport-meet-our-experts.html>.

### **Assessment**

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more

formal or 'summative' assessments which are graded and count towards the overall module grade.

Assessment methods include:

- Exams and Essays
- Formal Group, Paired or Individual Presentations
- Project work
- Student led seminar discussions
- Reports
- Infographics and marketing campaigns
- Research Proposals

The precise assessment requirements for an individual student in an academic year will vary according to the mandatory and optional modules taken, but a typical formal summative assessment pattern for each year of the course is:

Year 1

- Written work (eg. essay, report, portfolio)
- Exams or In-class tests
- Presentations (eg. groups, pairs)
- Seminar discussion

Year 2

- Written work (eg. essay, report, portfolio)
- In-class test
- Presentations (eg. group & individual)
- Data collection and research proposal

#### **Sandwich Year Placement**

- Reflective Portfolio

Year 3

- Written work (eg. report, business plan, journal article)
- Student led seminar
- Presentation (eg. individual)
- Independent research project

#### **14. Assessment strategy**

An integral part of the teaching and assessment strategy is problem solving and formative assessments. The nature of the case studies and problem solving exercises will vary over the different levels of study. At level 4 the approach primarily focuses on explaining and applying a range of concepts to better understand the nature of foundational characteristics of sport business management. At level 5 these themes continue, but there is a much stronger focus on developing practical operational decisions and solutions. Finally, at level 6, the focus is more complex, with an emphasis on developing medium to long term strategic actions. The use of case studies has a strong formative element utilised in lectures and seminar discussions, or preliminary assessments, which can feed forward to a final summative assignment.

## 15. Programme structures and requirements

### Award map

Table 6 heading for course title

<b>Course Title: BA Sport Business Management</b>
---

#### Level 4

Table 7 award map for level 4 BA Sport Business Management

#### Single Honours Requirements at Level 4

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/exclusions and other notes*
SPRT1038	Introduction to the Sport Industry	30	M	None	None
SPRT1040	Fundamentals of Sport Marketing	30	M	None	None
SPRT1047	Sport Management Intrapersonal Skills	15	M	None	None
BMGT1111	Financial Management	15	M	None	None
SPRT1013	Physical Activity, Exercise & Health	15	O	None	None
SPRT1010	Sport Risk Management	15	O	None	None
LANG xxxx	Optional modules offered by the Language Centre	15/30	O	N/A	N/A

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules SPRT1038 Introduction to the Sport Industry, SPRT1040 Fundamentals of Sport Marketing, SPRT1047 Sport Management Intrapersonal Skills, BMGT1111 Financial Management and optional modules of which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website:

<https://www.worcester.ac.uk/life/help-and-support/language-centre/language-centre-module-options.aspx>.

#### Level 5

Table 8 award map for level 5 BA Sport Business Management

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/exclusions and other notes*
SPRT2053	Sport Business Professional Placement	30	M	None	None
SPRT2066	Creating Successful Research to Inform practice	30	M	None	None
SPRT2071	Sport Tourism and Event Management	15	M	None	None
SPRT2068	Management and Leadership in Sport	15	M	None	None

SPRT2015	Sponsorship and Fundraising	15	O	None	None
JOUR2005	Sports Journalism	15	O	None	None
BMGT2223	Responsible Business	30	O	None	None
LANG xxxx	Optional modules offered by the Language Centre	15/30	O	N/A	N/A

### Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory SPRT2053 Sport Business Professional Placement, SPRT2066 Creating Successful Research to Inform practice, SPRT2071 Sport Tourism & Event Management, SPRT2068 Management & Leadership in Sport and optional modules - which can include up to 15/30 credits drawn from SPRT2015, JOURN2005 or from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: <http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

### Optional Work Placement or Year Abroad

Single Honours students may take an optional work placement or third year abroad year between Levels 5 and 6.

*Table 9 award map for optional work placement or third year abroad year between Levels 5 and 6.*

*BA Sport Business Management*

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/exclusions and other notes*
WORC3000	Study year or work year abroad	N/A	O	None	Exclusion: SPRT3055 Work Placement Year in the UK
SPRT3055	Work Placement Year in the UK	N/A	O	None	Exclusion: WORC3000

Please Note: Students on Tier 4 visas must ensure that they remain compliant with UKVI regulations on attendance and engagement if they take up an opportunity to study abroad. They should also be aware that taking up such an opportunity may compromise their immigration status in the UK so should take advice from the International Student Advisor before applying

### Level 6

*Table 10 award map for level 6 BA Sport Business Management*

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/exclusions and other notes*
SPRT3061	Independent Research Project in Sport Business Management	30	M	SPRT2066	None
SPRT3006	The Sports Entrepreneur	15	M	None	None
SPRT3008	Sport Strategy in Action	15	M	None	None
SPRT3054	Event Project Management	30	M	None	None
SPRT3028	International Sport Development and Volunteering	15	O	None	None



SPRT3009	Group Dynamics in Sport	15	O	None	None
BMGT3201	Dark Side of Management	15	O	None	None

### Single Honours Requirements at Level 6

Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above to include SPRT3061 Independent Research Project in Sport Business Management, SPRT3006 The Sports Entrepreneur, SPRT3008 Sport Strategy in Action, SPRT3054 Event Project Management.

### 16. QAA and professional academic standards and quality

Like all Higher Education courses in the UK, this award is designed with reference to the UK Quality Code and Framework for HE Qualifications (2016), a means of describing academic standards in terms of the academic level students are expected to achieve and, in broader terms, the content that will be covered.

This course makes reference to the [Events, Hospitality, Leisure, Sport and Tourism November 2019](#) subject benchmark statements.

The Sport Benchmark statements include five subject areas which are stated as being 'broadly concerned with sport'. These areas relate to the:

1. human responses and adaptations to sport and exercise;
2. performance of sport and exercise and its enhancement, monitoring and analysis;
3. health-related and disease management aspects of exercise and physical activity;
4. historical, social, political, economic and cultural diffusion, distribution and impact of sport;
5. the policy, planning, management and delivery of sporting opportunities.

These five sport benchmark areas vary in relation to their relevancy to three key types of sport related degrees, which are *sport science*, *sport studies* and *sport management*. These diverse degree pathways should "normally" embrace at least one or two of the previously noted sport benchmark subject areas.

While, to some extent, students could be exposed to all areas during the completion of their studies, in the context of the Sport Business Management course the primary focus is given to the subject benchmark areas of 4 and 5.

This award is located at level 6 of the FHEQ.

### 17. Support for students

Each student will be allocated a Personal Academic Tutor (from within the Course Team wherever possible). Students will be given an opportunity to meet with their Personal Academic Tutor during the induction sessions. The intention behind the system is that the student and tutor will develop a close working relationship, so a clear picture of the student's progress is developed throughout the course. The Personal Academic Tutor will be able to offer both academic and pastoral advice and should be the main contact throughout the course.

The Personal Academic Tutor will encourage the student to take responsibility for their own personal and professional development planning. Structured face-to-face and on-line support typically covers the following:

- Awareness of personal strengths and weaknesses;
- A clear vision of what the student wants to achieve through HE study; G
- Greater understanding of how study in the discipline area at the University can help towards student goals;
- Responsibility for personal choices in modules, work and social life;
- A reflective approach to all the feedback received on work;

- A sense and a record of progression and achievement in the development of subject and generic skills and attributes (qualities);
- An ability to use this greater awareness to articulate the benefits of the HE experience to others including employers.

The Personal Academic Tutor will also:

- Respond to the student's requests for support and help with problems which affect academic work either at subject level or by referral to other University support services;
- Provide information for and assist in the drafting of the University reference.
- Students should meet their Personal Academic Tutor four times a year for first year tutees and three times for other years, although students may also need to contact their tutor at other times, particularly if the student is experiencing problems.

The following guidance and support structure is in place for students to answer all queries related to student life, including the Disability and Dyslexia Service:-

<https://www2.worc.ac.uk/firstpoint/>

<https://www.worcester.ac.uk/life/help-and-support/services-for-students/home.aspx>

<https://www2.worc.ac.uk/disabilityanddyslexia/>

## 18. Admissions

### Admissions policy

Our policy is to offer a place to any student that we deem to be capable of success and who is likely to substantially benefit from the programme. We support the University's mission statement of *increasing access, widening participation and assisting students to achieve their potential*.

### Entry requirements

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above to include Maths and English) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>

See [Admissions Policy](#) for other acceptable qualifications.

International students may apply for this course through the University of Worcester International College (UWIC) programme. Students who successfully complete UWIC Stage 1 will progress to UWIC Stage 2 Integrated Level 4 Programme which involves completing 120 credits of University of Worcester modules as set out in the award map in section 15, plus a year-long study skills programme with UWIC. Students will be required to successfully complete the UWIC study skills programme in addition to meeting the University requirements for progression to Level 5.

### Disclosure and Barring Service (DBS) requirements

Enhanced disclosure will be required for some aspects of the course, and for the work-based module.

### Recognition of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

### **Admissions procedures**

Full-time applicants apply through UCAS (course code CN62)

Full Time applicants with sandwich year apply through UCAS (CN65)

Part-time applicants apply directly to University of Worcester (UW)

### **Admissions/selection criteria**

Prospective students should apply through UCAS and all applications will be considered by the Course Leader/Admissions tutor. The decision to offer a place will be based on a candidate's ability to demonstrate enthusiasm for the subject, commitment to study and the academic capability to succeed on the Course.

## **19. Regulation of assessment**

### **The course operates under the University's Taught Courses Regulatory Framework**

#### **Requirements to pass modules**

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

#### **Submission of assessment items**

- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

#### **Retrieval of failure**

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

#### **Requirements for Progression**

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.

- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.
- For students following the UWIC pathway see section 18 above.

### Requirements for Awards

Award	Requirement
Certificate of Higher Education Cert HE Sport Business Management	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for Level 4 of the award as specified on the award map.
Diploma of Higher Education DipHE Sport Business Management	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for Level 4 and Level 5 of the award as specified on the award map.
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and Level 6 of the award (not the Independent Research Project module) as specified on the award map.
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6 including the independent research project, as specified on the award map

### Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification.

- Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.
- Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#).

### 20. Graduate destinations, employability and links with employers

Students graduating from the Sport Business Management course are very employable with 100% of students from the last 4 academic years achieving full employment within 3 months of graduation and over 80% of those graduates are in highly skilled

employment. This suggests that there is a very strong market for the skills set offered by the Sport Business Management graduate.

### **Graduate destinations**

The sport industry is diverse, large and has continued to grow both nationally and globally. The many sporting events staged around the world are perhaps the most visible examples of the vocational opportunities available in the sport industry, but it should also be appreciated that there are numerous sport services delivered on a daily basis. The opportunities for work in all of these areas can be based around particular business functions, such as working in marketing, public relations, human resource management or finance. Alternatively, there are opportunities for a more generalist manager, who needs to combine all of these disciplines to manage a sport facility, project manage a sport event, or even sport teams.

It should also be appreciated that sport is a composite product or service, which involves numerous businesses which are not directly sport related. These can range from transport, catering, hospitality, manufacturing, agents and consultancy enterprises which all form vital cogs in making the sport industry work, but which means that the employment opportunities for graduates can go far beyond the more visible aspects of the sport industry.

### **Student employability**

School of Sport & Exercise Science 'Earn As You Learn (EAYL)' & 'Learn As You Volunteer (LAYV)' schemes - opportunities for sport students to engage in meaningful employment during their time of study at the University of Worcester is promoted, marketed and coordinated by the School of Sport & Exercise Science. A designated EAYL coordinator has the responsibility of managing this activity and publicising using a variety of social media (Twitter: @EAYLatUW; Facebook: EAYL at UW; Instagram: uw\_eayl)

The course has many vocational strands, which are developed through a mixture of work placements and the use of a practitioner based case studies. SPRT2053 is the 100 hour placement module which takes place at level 5, which allows students to gain work experience and to develop a network of contacts. In addition, students can also participate in a variety of additional opportunities created by the University, or those requested by the community, to do additional volunteering work.

The course also offers the opportunity to take sandwich year option between Level 5 and Level 6 where students have the choice to either work in the UK or to work or study abroad. Opportunities that have been taken by previous Sport Business management student include organisation such as Valencia Basketball Club and Liverpool Football club.

The cases used for teaching and assessment in the modules SPRT1038, SPRT1040, SPRT2071, SPRT2015, SPRT2068, SPRT3006, SPRT3008 and SPRT3054 are all ground in real management situations. They are designed for students to develop their problem solving skills, utilising a variety of theories, concepts and disciplines in an inter-disciplinary way. They involve both they critical analysis of situations and the development of practical solutions.

An important part of the course the emphasis on entrepreneurship, which is taught as a discrete module (SPRT3006) and in a more general, philosophical sense across modules, whereby students are encouraged to utilise entrepreneurial approaches for both commercial and social ends. Students are encouraged to explore and develop any entrepreneurial ideas which they have via the module and through a variety of entrepreneurial competitions which can be entered.

### **Links with employers**

Links with employers have been further developed and strengthened by the School, particularly with the arrangement of discipline specific 'Sport Employers Advice Panels' that are held once a Semester. Here careful consideration is given to how the School can improve the programmes in the future and better serve SSES graduates and the industry that many of them aspire to join. The meetings are also excellent opportunities to improve connections and ensure mutually beneficial working practices.

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.