

LEEDS BECKETT UNIVERSITY

# Course Specification

PG Dip Sports Events  
Management  
2017-18 (PDSEM)

[www.leedsbeckett.ac.uk](http://www.leedsbeckett.ac.uk)



**Carnegie Faculty  
School of Events, Tourism and Hospitality**

**Award and programme title:** PG Dip Sports Events Management.

**Level of qualification:** Level 7.

**Interim awards available:**

PG Cert Sports Events Management, level 7.

**Length and status of programme and mode of study**

<b>Programme</b>	<b>Length (years) Status (FT/PT/SW)</b>	<b>Mode (campus- based / DL or other)</b>
PG Dip Sports Events Management.	FT -1 year. PT – 2 years.	Leeds Beckett University Headingley Campus.

**Course Specification**

**Overview and Aims**

Despite uncertainties of the UK economy the country's appetite for live sport in the UK is on the rise (Pricewaterhouse Coopers, 2011). With nearly all the tickets for this year's Olympics sold and Premier League attendances stable, live event sport appears to be healthier than ever (Pricewaterhouse Coopers, 2011).

London 2012 has been the starting point for the professionalization of the sports events industry and the sector has already seen a marked change in the skills and knowledge-base. It has also seen the dawning of a new era for exporting our sports event management expertise and skills sets and internationally, mega and major sporting events are looking to the UK market for best practice management.

This course and its component awards will meet the sports events management requirements of organisations within host countries that bid for and deliver major

sporting tournaments and events such as Olympic Games (summer or winter), Commonwealth Games, international and national championships and similar projects. The course also addresses some of the more functional management issues that are vital to the successful implementation of sporting events on a more operational level. Practising event managers are under increasing pressure to meet the demands of governing bodies, attract and manage sponsors, deal with a volunteer workforce, be cognisant with health, safety and risk management legislation and techniques, all within sporting venues that vary considerably in their complexity and design. This course aims to meet all of these needs.

Expertise drawn from event and sporting partnerships worldwide has allowed the course team to address the complex challenges facing the modern sports events manager. The course can also serve as a model for diverse sporting partnership opportunities in the future with the aim of building the hosts' capabilities to deliver complex events and tournaments to the satisfaction of various international sporting governing bodies and stakeholders.

The aim of the award is to allow students in any host country to develop advanced knowledge and practice expertise in this growing subject and to be able to strategically plan and manage not only large and complex landmark events but also the more regular operational aspects of sporting events. Masters graduates of the programme will be able to deploy advanced knowledge of the subject and to apply their skills to providing solutions to sports events problems in a challenging and competitive environment.

The aims of the PGDip Sports Events Management course are to:

- Develop an in-depth critical understanding of the current key political, social, cultural and economic and environmental issues related to international sporting tournaments and associated events.
- Draw on a range of marketing, financial, operational, risk management and Human resources management knowledge and skills in order to deliver a successful and safe sporting event in a local, national or international context;
- Develop a range of complex problem solving skills and abilities to enable students to set, negotiate and meet personal objectives and deadlines to identified standards, which are transferable to a sporting event workplace at a managerial level;
- Equip students to devise and critically evaluate valid and reliable methods and instruments for data and information collection and analysis, and evaluate and critique advances in contemporary theories, strategies and methodologies for the investigation and solution of professionally-oriented research problems;
- Develop diplomates at postgraduate level with holistic and strategic abilities in order that they can make a significant contribution to the sphere of sports events management.

## Course Learning Outcomes

<b>38</b>	<b>Course Learning Outcomes</b>
	On successful completion of this course, students will be able to:

	1	Demonstrate an understanding of the key socio-cultural, political, economic and environmental factors that shape the sports events sector locally, nationally internationally;
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2	Understand and critically evaluate the place, theory, and practice, of Strategic Management within the sports events context;
3	Critically examine the relationship between human resource strategies and performance in international companies;
4	Critically review current theory and practice relating to sports marketing and the consumer and consumption experience;
5	Consider the management and impacts of 'risk' (financial, operational and environmental) in the sports events context;
6	Analyse complex issues, effectively interpret data, and clearly communicate outcomes from an informed position through a range of mediums;
7	Work Independently and demonstrate an ability to plan and manage their own work in a professional sport management context.

## Course Structure

<b>Course Structure – PGT</b>	
	Level 7
	<p>Students who join the course in September (Semester 1) will undertake Sports Events: Impacts, Issues and Policy which introduces students to the key issues and debates within the sports events sector and examines them through the lens of cutting edge multi-disciplinary research. Students form a critical engagement with Events Operations Management which examines in depth the operations, projects and risks associated with running international events. Strategic and Financial Management for Event Organisations ensures that students are conversant with strategic management as a process and are able to engage with key financial processes and tools-and to consider the place of financial risk within events organisations. This provides a sound basis for progression to semester 2.</p> <p>In Semester 2 students develop an in-depth evaluative understanding of marketing and its creative practices and processes for sports events in the Sports Marketing and PR module. They also study Human Resource Management and Volunteering for Events to ensure that students understand the key challenges in managing paid staff and volunteers for events. In this semester students may choose (numbers permitting) an option; at present three are offered but as numbers expand, it is intended to extend the range of options.</p> <p>It is therefore demonstrable that the course meets the learning outcome outlined in section 38, fulfils the aims articulated in section 36, and fulfils the HLST Subject Benchmarks as outlined in section 29.</p> <p><b><i>Note that September starters commence with Semester 1 modules and January starters commence with Semester 2 modules (see University Calendar for semester dates).</i></b></p>

	Semester 1	Core Y/N	Semester 2	Core Y/N
	Sports Events: Impacts, Issues and Policy.	Y	Human Resources Management and Volunteering for Events.	Y
	Event Operations Management.	Y	Sports Marketing and PR.	Y
	Strategic and Financial Management for Events Organisations.	Y		
			Optional modules:	
			Crowd and Emergency Management.	
			Fundraising and Sponsorship in Events.	
			Sports Society, Culture and Media.	
			Professional Practice.	

## Learning and Teaching

Details relating to contact hours and other key information sets (KIS) are available on the course page of our Online Prospectus on our website.

## Learning and Teaching Approaches

The course has been designed in accordance with the University Learning and Teaching Strategy:

[http://www.leedsbeckett.ac.uk/staff/files/Learning\\_and\\_Teaching\\_Strategy.pdf](http://www.leedsbeckett.ac.uk/staff/files/Learning_and_Teaching_Strategy.pdf)

The learning and teaching on the PGDip Sports Events Management degree places the student at the centre of the experience by fostering an inclusive, supportive and challenging environment. Through a curriculum which is informed by research and professional practice students will develop the required skills, knowledge and experience. The course will focus on developing sound knowledge of the subject (content) ample opportunities to apply their learning whilst enhancing learning through problem solving approaches. The learning approaches will develop students' independent learning capability and critical thinking skills as well as prepare them for employment.

Learning and teaching approaches will be continually improved using feedback from mid and end of module evaluations, peer review, focus groups, enhancement and development days and module development days. This will ensure that the students' learning experience is continually enhanced by supporting the professional development needs of the academic members of staff who will facilitate the learning experience.

Students will be engaged through a variety of teaching and learning approaches whilst studying the course. Challenging and authentic tasks will be used to stretch the student's capabilities in real world learning and assessment resulting in a deeper approach to learning.

The teaching methods deployed are chosen to match the aims and learning outcomes of each module, and so will vary between them. Knowledge and understanding, intellectual skills, practical skills and key skills are dispersed throughout the modules where they can be suitably contextualised towards events, and are clearly articulated to students in the module handbooks and through online learning materials.

The course aims to provide an inclusive environment not only to enable all students, of whatever ability or background, to benefit from learning but in addition to provide positive models of business and professional behaviour that they will take forward into future employment and enterprise. Case studies and examples are chosen and prepared to avoid gender and other stereotypes and to provide an inclusive range of cultural references. The diverse nature of academic staff and students that choose to study on the course bring their own world-wide experiences to the classroom to facilitate this as does our use of international sources, case studies and research outputs.

The blend of learning approaches will involve a combination of face-to-face facilitated learning, online learning and self-study which will differ by module and across levels.

### **Learning and Teaching Activities**

Within the 200 hours of activity per 20 credit point module, students will attend lectures, participate in small-group tutorials, and execute challenging and authentic events-related tasks, individually and in groups, in seminars and workshop sessions. Each module will normally involve a total of 36 hours of contact with staff. In support of their studies, students will also conduct their own research on the topics in question, consult digital and other information resources and complete directed readings and other tasks. Teaching activities have been selected to represent a challenging and stimulating diet of activities for the student. The following learning and teaching activities will be used across the modules:

- Students will attend interactive lectures where they will be expected to contribute having done some preparatory reading in advance;
- Students will participate in tutorials where they will work in small groups to engage with learning activities;
- Students will work independently to research the relevant literature predominantly using electronic databases and search engines;
- Students will complete directed activities and formative assessments which will inform the content of scheduled sessions, providing opportunities for feedback.

These activities are all laid out in a module handbook and on the VLE but individual and group learning contracts may be used within the course, where appropriate, as a method of

planning student work. The module learning activities are detailed in each Module Approval Template.

### **Use of the Virtual Learning Environment**

The course uses the VLE and wider online community to support, enhance and link face-to-face with online materials and to provide a space for students to communicate with each other and the course team. Modules will use the VLE and online delivery in a variety of ways which may include:

- A repository for teaching materials to support face-to-face delivery which may include module handbooks, lecture slides, work books, multimedia elements, reusable learning objects, digitised readings, work sheets and past exam papers;
- Electronic submission of assignments using the VLE via formative Turn-It-In drafts and summative submissions;
- Synchronous and asynchronous interactions online such as FAQ's, discussion boards and chat rooms to support student learning outside of the classroom and to enable students to support each other and establish a course 'community';
- Communicating with students using a selection of electronic media via consistent channels;
- Requesting submissions from students in a range of formats such as properly-formatted essays/reports, presentations, posters, blogs and other forms;
- Conducting online formative assessments;
- Monitoring student engagement through level of engagement in online activities and usage statistics;
- Providing formative and summative feedback to students on an individual or group level in a selection of formats including electronic and audio feedback;
- Encouraging students to identify and evaluate other electronic resources from a range of sources internally and externally that may support their studies further;
- Encouraging staff and students to engage in subject- specific professional networks and professional debate on and offline.

### **Use of Blended-Learning**

N/A.



## **Assessment Strategy**

The course assessment strategy involves the use of formative assessment activities either in the classroom or via the VLE to provide regular and interesting challenges to test and develop the students' understanding and provide feedback within the module on their progress.

Then a variety of summative assessment methods is used which includes: reports, presentations, essays, seen, unseen and open book examinations, case studies and many other industry-focused and research-based activities. For example, the Carnegie Stadium case study where students will research into the strategic position of the venue.

Overall, the assessment methods employed aim to promote learning and assess learning and achievement, both formatively and summatively, across the programme. Details of assessment are considered at module level as part of the school's Planning Day process. Tasks are also balanced across the academic year to ensure a manageable student workload; details of timings etc. are provided in the Module Approval Templates (and these are mapped in Appendix 1). Module Tutors provide written specifications for assignments and briefing sessions for coursework and examinations as specified in module handbooks. Student meetings for group work and surgeries to assist students are provided where appropriate.

Normally, coursework assignments are submitted on-line through TurnItIn on the VLE. Turnitin is a text-matching service which performs an originality check as part of the strategy to guard against unfair practice. Students are coached at induction on how to avoid plagiarism or collusion and can access TurnItIn in advance of their deadlines to check the status of their work. Moderation and standardisation are undertaken for each module assessment prior to publication of grades.

## **Feedback on Assessed Coursework**

The course feedback strategy requires that feedback on formative and summative assessments will be provided as soon as possible but no later than four weeks after the published submission deadline. Details of feedback will be included in the module handbook. This will include generic feedback published on the VLE, individual feedback (written or online) on students' coursework assignments, and verbal feedback on request for examinations, presentations and other forms of assessment.

Personal Tutors will also provide feedback to students on their overall progress at key times so that issues of re- assessment and option choice can be resolved with respect to the student's overall profile. Such episodes of Personal Tutor feedback will include in the middle of the student's first semester, on publication of semester 1 results and where reassessment is required but also as required for welfare purposes such as advising on extenuating circumstances affecting the student's performance.

Where students undertake formative activities individually or in groups within tutorials and workshop sessions, verbal feedback will be given at the completion of the activity to reinforce students' learning and understanding.

## **Employability and Professional Context**

Successful diplomates have the opportunity to achieve in a wide range of stimulating and fulfilling careers within the sports events industry at several levels.

Candidates to the Diploma course will have an opportunity to:

- try out learning at masters level;
- gain knowledge and insight into the wider industry;
- benefit from opportunities for promotion and career fulfilment;
- enhance their professionalization to the benefit of themselves and potentially their employers.

Many students who have taken the corresponding Diploma course in the past have often been professional sports men and women seeking to further their education alongside their coaching and playing commitments. Such students are also more likely to enter from employment (or wishing to continue in employment) so candidates will generally:

- have had a gap in their education of some years;
- will need to relearn academic skills;
- often seek part-time study.

On successful completion of the Diploma student will have further opportunities for study to Masters level, or to progress to a PhD.

### **Added Value Opportunities**

Throughout the course there are opportunities to gain additional qualifications, which are recognised by the events industry and will enhance employability. These qualifications include:

- CIEH Foundation Certificate in Food Hygiene;
- BII National Licensee's Certificate;
- A range of BII Advanced Qualifications;
- Emergency First Aid Course;
- IOSH Managing Safely Certificate.

In addition the University provides substantial opportunities for students to learn a range of foreign languages and language courses can be taken at several levels from beginner to advanced classes. For overseas students who do not have English as their first language there is the opportunity to engage with a range of language support classes.

Several qualifications are offered through our Students' Events Society (but there may be additional costs for registration, examination and certification). The Events Society itself also provides added value – not only through its accredited courses but through the opportunity for students to engage with a range of networking and social events designed to enhance their experiences.

A range of one-off opportunities to work at high-profile events are provided through our team's extensive industry contacts. Examples of student participation include: Live at Leeds, Olympic Heroes Parade in London, V- Festival at Weston Park, Leeds Festival, London 2012, Future Leaders' Forum, International Confex, Corporate Hospitality Show, Rugby Super League Impact Assessment, Event Production Show, plus many others in the UK and overseas.

Students may also take advantage of a range of local volunteer opportunities within the charities and not-for-profit sector such as the Comic Relief Mile or fundraising runs organised by the Jane Tomlinson Charity.

### **Reference Points used in course design and delivery**

All our courses leading to Leeds Beckett University awards have been designed and approved in accordance with UK and European quality standards. Our courses utilise the Frameworks for Higher Education Qualifications (FHEQ) and relevant subject benchmarks (where these are available) and professional, statutory and regulatory body requirements (for professionally accredited courses).

We review our courses annually and periodically, responding to student feedback and a range of information to enhance our courses. Our University is also subject to external review by the Quality Assurance Agency. Our latest report can be found on the QAA website at <http://www.qaa.ac.uk/reviews-and-reports>

We appoint External Examiners to verify that our University sets and maintains standards for awards which adhere to relevant national subject benchmark statements and the FHEQ (UK), ensure standards and student achievements are comparable with other Higher Education Institutions in the UK, with which they are familiar, and ensure that assessments measure achievement of course and module learning outcomes and reach the required standard. External Examiners may also provide feedback on areas of good practice or potential enhancement.