



Programme Specification Definitive Document

1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Plymouth Marjon University
1.4 Final Award Title:	BSc (Hons)
1.5 FHEQ Level:	4, 5 & 6
1.6 Programme Title:	Sports Business Management
1.7 Mode and Duration of Study:	Full Time – 3 years Part Time – 6 years
1.8 School:	Sport, Exercise & Rehabilitation
1.9 HECOS Code:	100097
1.10 Collaborative Provision Arrangement:	N/A
1.11 UCAS Code(s):	SBM1
1.12 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.
1.13 Accrediting Professional Body/PSRB:	Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)
1.14 QAA Subject Benchmarking Group(s):	Chartered Management Institute (CMI) Events, Hospitality, Leisure, Sport and Tourism (2019)
1.15 Other External Points of Reference:	<u>Framework for Higher Education Qualifications (FHEQ); UK Professional Standards Framework</u>
1.16 Language of Study (for learning, teaching and assessment):	English
1.17 Work-Based Learning Arrangements:	Work-based learning takes place within modules at Level 5 SBMD52 Engaging in Employability: Sport Business Management and SBMD01 Event Management in Sport and Physical Activity and Level 6 BSNH02 - Business Reality. Work-based learning approaches are embedded throughout the

	programme through University-employer partnerships and collaborations including guest speakers, field trips and events.
1.18 Foundation Degree Progression Routes:	Direct entry to year 3 from appropriate FdA qualifications
1.19 Arrangements for Distance Learning:	N/A
1.20 Original Date of Production:	March 2019
1.21 Date of Commencement:	September 2020
1.22 Review Date:	September 2026

2. Programme Outline

The BSc (Hons) Sports Business Management degree is for those who are passionate about sport and want to develop their knowledge, understanding and experience of management and leadership skills required for career success in this expanding and varied sector. The public, commercial and not-for-profit sports sectors are fast moving, and this course reflects its diversity, focusing on developing skills for employability through a multi-disciplinary and creative approach to complex management and sector challenges. The programme covers the fundamentals of sports business management and gives an understanding of the sector and the application of business principles in sport, covering areas such as operations management, leadership, strategic management, people management, marketing, and finance. The programme explores Sports Business Management as an area of academic and applied study to equip students with a broad understanding of local, national, and international aspects of the business of sport. Students develop critical analysis skills and work towards increasing independence.

Work-based learning opportunities and placement provide valuable professional experience to enhance students applied understanding and to build a network of industry contacts. The university and programme team have well-established partnerships with a diverse range of organisations, including professional and amateur sports clubs, leisure companies, local authorities, charitable organisations. Students are strongly encouraged to use these networks to accrue a range of additional volunteering or work experience. Students can formally record these experiences using Marjon's Volunteering programme. Students are also encouraged to engage with activities and opportunities offered by the Futures employability team to further enhance their experiences and professional networks. Through the integration of the business modules delivered in collaboration with Marjon Business students have the opportunity to develop their entrepreneurial skills and creativity in business start-ups

The impact of globalisations is considered through integration of international examples and case-studies, in particular within strategic management, marketing, and the contemporary business issues modules. Additionally, students have the opportunity to gain international experience through study abroad options and through the University's relationship with Camp America.

The programme aims to develop individuals with a strong theoretical and practical understanding of business management that is applied to the sports industry to enhance 'professionalism' within the sector. The successful completion of the programme will give

the graduate the skills necessary to work within and beyond sports sectors and to continue to study at postgraduate levels.

2.1 Integrating Sustainability into the Curriculum

Defining Sustainability

Although sustainability and sustainable development has various interpretations and definitions, probably the most widely known definition of sustainable development is that from the United Nations Brundtland Report (1987) which defined sustainable development as ‘development that meets the needs of the present without compromising the ability of future generations to meet their own needs.’

Education for Sustainable Development

Education for sustainable development is the process of equipping students with the knowledge, understanding, skills, and attributes that safeguards environmental, social and economic well-being for both the present and for future generations. It includes:

- global citizenship
- environmental stewardship
- social justice, ethics, and wellbeing
- the consequences of actions / future thinking

A systematic approach has been taken to embed sustainability across the programme in a manner that goes beyond simply talking about sustainability. Students will apply learning through opportunities to experience sustainable practice and using skills for sustainable business practice aligned to Sport Business Management and the sector landscape. This will be enhanced by teaching and learning activities such as: Visiting lecturers with subject specific sustainability knowledge, work-based learning with the Corporate Social Responsibility arm of organisations, and reflection on business values. Of significance to the programme and integrating sustainability in Social Enterprise. Staff members with expertise in this area and strong local networks enable real-world approach to sustainability in business to be integrated into the curriculum.

The programme is designed to be resource efficient whilst providing a strong academic and industry education for students. The programme is designed to utilise modules from the School of Sport, Health and Wellbeing and Marjon Business so classes are resource efficient and highly effective to enhance the student experience through a cross-pollination of ideas, experiences and opportunities across the programme teams from both schools.

3. Distinctive Features

The programme is distinctive through its collaborative cross-school approach where students benefit from staff expertise from across the School of Sport, Health and Wellbeing and the Marjon Business. Sports lecturers have extensive knowledge of the sports industry in sport management, sport development, coaching, and health and physical activity, and long-standing partnerships with the sports industry and an extensive alumni network. Marjon Business staff have expertise in business and entrepreneurship (including sport businesses) and are Fellows of Enterprise Educators UK. In addition, business staff are extensively networked into the local business community and through the Plymouth Chamber of Commerce. Students have double the opportunities and networks across both

staff and student bodies, industry partnerships, real-world experience, work-based learning (3.1) and business start-ups (3.2). There are opportunities for field trips and off-site visits with local and national sports organisations and event providers (3.3). Finally, the programme is also distinctive through its dual accreditation through separate endorsements with the Charter Institute for the Management of Sport and Physical Activity (CIMSPA) and the Chartered Management Institute (CMI) (3.4 and 10).

3.1 Industry Partnerships

A special feature of the Sport Business Management programme is the strong links with sport managers through our industry partners. Plymouth Marjon University has a strong Alumni network of practitioners, within the public, private and voluntary sector organisations, including, National Governing Bodies, County Sports Partnerships, School Sport Partnerships and Local Authorities, and Professional Sports clubs such as Plymouth Argyle FC, Plymouth Raiders Basketball Club and Plymouth Albion RFC. This approach provides students with the opportunities to develop their employability skills by being actively involved in real-life sports project in partnership with sector organisations which helps them to build their professional confidence, identity and networks. The programme aims to foster a culture of continued personal and professional reflection to support career development planning.

3.2 Real World experience and business start-up

Through the collaborative delivery of the programme with Marjon Business students are exposed to entrepreneurship and intrapreneurship. Students have support from the Marjon Business to explore starting up their own sports business or to engage with Work-based Learning (WBL) at level 5 and 6, encompassing real projects, consultancy and business planning and development, pitches, presentations and business reports.

3.3 Field trips and community engagements and events

Students will have the opportunity to undertake field trips and a range of curriculum enrichment activities via sports and event providers. There are opportunities embedded within modules and through volunteering to assist and lead with the delivery community sports events in collaboration with local partner organisations.

3.4 Accreditation and Endorsement

The programme is designed to achieve dual accreditation. Generic management accreditation is achieved through mapping to the Chartered Management Institute (CMI) and sector specific endorsement is achieved through the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA). This dual accreditation ensures that the programme is aligned to industry best practice and with sector and employer expectations. The university, students and sector employers will recognise the quality of Marjon graduates, and therefore the benefits of endorsement benefits students long after graduation (see section 10 accreditation).

4. Programme Aims

General Programme Aims

- Develop students' critical thought, intellectual reasoning and practical competence

for application to diverse settings.

- Help students from diverse cultural and social backgrounds to fulfil their potential in both intellectual and practical domains.
- Provide a stimulating and caring learning environment in which students feel secure and motivated to learn.
- Prepare students for employment or postgraduate study by equipping them with a diverse range of skills.

Specific Programme Aims

- To develop a critical understanding of the concepts, theories and principles related to Sport Business Management.
- To develop a critical awareness and insight of applied management and processes involved in Sport Business Management across diverse business settings.
- To enhance employability with the development of a range of skills and attributes relevant to the sport sector.
- To provide conditions for vocational learning and applied practice with a range of work-based and voluntary opportunities in real-world business environments.
- To develop the intellectual skills necessary to be able to take full advantage of further study, including progression on to a postgraduate study.

5. Programme Learning Outcomes

Knowledge & understanding:

By the end of this programme students should be able to demonstrate:

1. A comprehensive understanding of the concepts, theories, and applied issues related to sport business management;
2. A critical understanding of the core business management principles applied to sport management contexts; leadership, operational and strategic management, human resources, financial management, sales and marketing;
3. An ability to critically plan, deliver, and evaluate applied practice pertinent to sport management. Use innovative and entrepreneurial approaches taking account of client, stakeholder and customer perspectives;
4. A critical understanding of good practice, taking account of moral, ethical, and governance issues to manage risk, which underpin professional practice in sport business management.

Intellectual skills:

By the end of this programme students should be able to demonstrate:

5. The ability to review, synthesise and critically evaluate relevant and appropriate academic and industry literature in the context of Sports Business Management;
6. An ability to critically assess and evaluate evidence to develop reasoned and informed argument;
7. An ability to use and interpret knowledge and information to solve problems in theoretical, operational, and practical contexts to Sports Business Management;
8. An ability to apply research methodologies and interpret the findings of research to Sports Business Management

Practical skills:

By the end of this programme students should be able to demonstrate:

9. The ability to formulate plans and consider business opportunities within the sports sector taking account of the diverse needs of customers, clients and stakeholder across diverse sport sector settings;
10. The ability to utilise effective listening, negotiation, persuasion and networking skills for an effective career as an employee or entrepreneur;
11. The ability to select and use appropriate quantitative and qualitative techniques for data collection, presentation, analysis and problem solving;
12. The ability to lead and manage real-world sport projects and events

Transferable / key skills:

By the end of this programme students should be able to demonstrate:

13. The ability to articulate and explain information through verbal and non-verbal formats appropriate to a sport business environment;
14. The ability to communicate and collaborate effectively as a member of a team and take responsibility for leadership where appropriate;
15. The ability to work independently, to reflect and evaluate personal strengths and weaknesses in knowledge, skills and experience related to the Sport Business environment and take responsibility for continuous professional development;
16. The ability to select and manage information using appropriate digital resources, including the internet, word processing, spreadsheets and other software packages
17. The ability to organise and communicate information, using established criteria evidencing appropriate proficiency in English language, to audiences in familiar contexts both verbally and in writing (level 4).
18. The ability to organise and communicate information, using a range of relevant criteria evidencing appropriate proficiency in English language, to a variety of audiences in unfamiliar contexts of increasing complexity (level 5).
19. The ability to organise and communicate specialist and inter-related information evidencing appropriate proficiency in English language, using selected criteria, to audiences in complex contexts. (level 6).

6. Learning and Teaching Methods

Method	Description
Blended Learning	The delivery of learning opportunities using a range of methods such as attendance at lectures in University, flexible and distributed learning including <i>VLEs</i> , self-directed study etc.
Business Start-up	Students will have the option to set up and run a business in their final year.
Critical Reflection	Students engage in critical reflective practice and activities to highlight areas of academic, personal and professional strength and weakness.
Field Trip	Students engage with an off-site visit and experience for observation or an pre-planned learning activity.

Field Work	Students engage with and off-site activity in which they are likely directly involved, this may involve a simulated activity or an activity with real clients or industry practitioners.
Formal coach/leader education	There may be an opportunity to engage with an externally accredited learning experiences embedded with modules (subject to annual module planning).
Guest Lectures / Guest speakers/	<p>Using specialists from the sports/business sectors to present information to students. Typically refers to when a guest speaker explains or shows some content to a specific learning audience.</p> <p>Academics will draw upon their strong links with the regional business community to provide guest lectures from entrepreneurs and enable students to network with leading business people in the area thereby strengthening their knowledge and understanding of business alongside their practical and transferable skills.</p>
Guided Independent Study/Independent Study	Activities where an individual learner conducts research or carries out a learning activity on their own. Students work independently drawing upon resources provided by the teaching staff such as reading lists and the virtual learning environment materials. A virtual forum on the virtual learning environment, accessible to all students and the tutors, will be used to stimulate discussion and debate outside of scheduled teaching time.
Hack-a-thon	Half and full day long workshops that includes students, tutors and local entrepreneurs will provide an intensive learning environment for students to network and test the viability of their business and research ideas.
Industry Simulation	Industry simulation may be employed if real-world projects are curtailed due to un-foreseen circumstances that may prohibit direct industry contact. Simulation may include internal industry projects for the university.
Lectures/Lead Lectures	Subject introduced and delivered by the lecturer in a specific time which transmits information. Online, or face-to-face.
Off-site visits	Students go off-site from the university campus into the community or industry to observe practice.
Practical sessions	Student activity e.g. learning a skill or group work. This can also project delivery in the local community or with local sports organisations.
Real project work with external organisations.	Students on the Sport Marketing module work with industry practitioners to contribute to marketing projects.
Seminar	A larger group of people (e.g. 12-20) following up something that has already been introduced on the course. Often involves relevant reading followed by discussion/group tasks. Online or face-to-face.

Student event management	Students engage in the planning, delivery and evaluation of real-life sports events working collaboratively together and with sports industry professionals.
Tutorials	One-to-one teaching usually for counselling purposes based on the learners' work.
Virtual learning environment	A software system designed to support learning and personal and professional development in an educational setting. A variety of innovative reusable and blended learning materials can be utilised through this medium. Software platforms include Microsoft Teams, Edublogs and Mahara (known as Marjon Futures).
Work placement/work based learning	A work-based learning placement in a sport management related organisation, where students engage with industry professionals in a professional operational environment. W-B Learning events take place within a working environment, enabling learners to develop and apply 'real' skills and practices within a sports industry operational setting.
Workshops	A group of people engaged in intensive study or work in a creative or practical field.

6.1 Learning Enhancement

6.2 e-Learning

The subject team utilises the Marjon Virtual Learning Environment (VLE) as a mechanism to provide a variety of e-learning opportunities to students. This includes, online-team through Microsoft Teams, lecture capture, lecture and seminar materials, e-journals, e-books, online class tests, and news forums. Teaching examples include the use of Microsoft Teams, edublogs to review placement experiences, on-line assessments, and the provision of podcasts, discussion forums and reusable learning objects. The use and deployment of e-resources in delivery of the Sport Business Management programme is crucial to maintain professional standards and allow the dissemination of information between students, academics and guest practitioners whose material can be stored and distributed on the VLE repository. Students within the Sport Business Management programme will be encouraged to produce, share and utilise a range of e-learning resources as part of their learning experience in order to develop applied skills and to communicate their experiences to future employers via appropriate social media platforms.

7. Modes of Assessment

The assessment strategy of the programme uses a range of assessment methods that incorporate the formative and summative achievement of learning outcomes. Achievement of learning outcomes is formative through responses to assessment orientated activities in lectures, seminars and applied/operational/practical activities. Students are required to draw on these experiences to inform summative assessments, thus providing the opportunity for cumulative learning and reflection and to demonstrate the whole of their learning. Module learning outcomes are explicitly stated on the VLE. Students are provided with assignment guidance and Marking Frameworks are made available so there is transparency in the marking criteria in order that students have a clear understanding how

to achieve higher grades, why they achieved the grade they did, and how they can aim to improve current and future assignments.

A broad range of assessment strategies are used in the programme to support the development of knowledge and understanding, professional, practical skills and transferable skills. Students are encouraged to reflect on their own practice within assignments and take responsibility for continuous improvement in their learning journey through HE and onto professional practice. The university uses Turnitin electronic assessment submission, this allows students to submit assignments electronically without the need to be physically present on campus. Turnitin deters plagiarism and supports staff identifying poor practice and malpractice. The typed feedback via Turnitin allows students to be able to read feedback clearly, which was not always achieved via handwritten assessment forms.

Method	Description
Business Plan	Business plans produced, both traditional in report form and visual using the Business Model Canvas template. Formative feedback will be provided when Business Plans are in draft stages. Business plans are used for both group and individual assessments.
Case Study	A detailed investigation into a specific issue or organisation that allows for deeper understanding of contextual and specific knowledge. Cases can be considered in line with academic and theoretical knowledge or industry practice to identify good practice and areas for development.
Coursework (Honours Project)	An in-depth independent study of 7000 words, or equivalent, chosen by the student. This may include a variety of approaches such as a traditional research dissertation or applied work such as business consultancy or project work.
Essay	A written response to a sport business management question based on synthesis and analysis.
Event Delivery	Group practical, with professional assessment of execution of event. Through group work, students will work in partnership to produce develop and deliver a sport or physical activity event in collaboration with an industry partner.
Event Reflection	Students are also assessed on their ability to reflect on their learning experience through the event planning, delivery and evaluation stages of the event management cycle.
Job Application Pack (Letter, CV, Interview and Presentation)	An assessment whereby students go through the process of applying for a job and demonstrating how they apply appropriate sport business management skills and professional experiences to an applied role. Students are apply for a specific industry role and interviewed and assessed by subject academics and sports industry partners.
Online in class test (multiple choice)	Students are examined on a topic related to Sport Business Management under exam conditions through an in-class test

	and are given multiple-choices of answers to set questions to test knowledge and understanding.
Pitch	Students will work individually and in groups to construct a business pitch to deliver to a panel of local business people. Formative feedback will be provided through practice pitch sessions.
Presentation(Individual or Group)	A talk illustrated/supported by a variety of audio-visual aids, which demonstrates knowledge and understanding of a selected topic in sport business management either as an individual or in small groups.
Reflective Portfolio/Reflective Business Portfolio	Students produce a Business Portfolio that outlines individual business knowledge, skills and experience. They critically reflect upon current knowledge, skills and experience and applicability for operating as an employee or entrepreneur engaging with both academic and applied experiences.
Research proposal	A brief written plan which indicates clearly and succinctly how the student wishes to proceed in a piece of sport management research.
Sponsorship Proposal (Marketing)	Students prepare a sponsorship proposal on behalf of a local professional/amateur sports club. Students are required to identify an appropriate company and write an attractive proposal to them to sponsor the sport organisation.
Portfolio	A portfolio of engagement with class related tasks and independent tasks related to the applied practice of Sport Business Management principles and practices.
Portfolio (Practical)	A resource folder containing a collection of evidence of practice associated to the specific discipline or experience in sport business management. This is completed online via an edublog project work, feedback from organisation, a weekly blog, hours sheets/logs, their checklist of tasks against their placement learning objectives.
Portfolio (Reflective)	Portfolios enable students to capture practical and industry related experience and practices and to reflect upon and evaluate their current and future learning in relation to these. Students complete a reflective essay based on their placement experience, engaging in reflection and critique their application of business management experiences in relation to their own personal journeys and graduateness/employability.
Portfolio (Report)	A report of evidence and reflection of employability related tasks, engagement with industry professionals, and employment related research into sports organisations to provide support information for the job application process.
Report(Individual /Group)	Students will work individually and in groups to produce business reports. A Report is a written response structured in an agreed format, based on individual research of a

	selected topic or case study. This may include practical research.
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8. Exemptions to University Regulations

N/A

9. Work-Based Learning/Placement Learning

Work-based learning takes place within modules at Level 5 (40 credits, Work-based Learning: Sport Business Management, and Sport Event Management) and Level 6 (up to 20 credits, Business Reality).

WBL approaches are embedded throughout the programme through university-employer partnerships and collaborations including guest speakers, field trips, and events. Through the Honours Project (SHSP1) students may undertake a traditional research dissertation, or complete an applied project, such as sports industry consultancy project, or project evaluation, to fulfil the requirements the honours project with support from staff from the School of Sport, Health and Wellbeing and Marjon Business.

Students may also select SDEH54 Graduate Employability in Sport, where they engage with employers through guest workshops. The module is assessed through a job application scenario in collaboration with sport industry partners.

10. Programme Structure

Full Time

Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
SBMC01	Introduction to the Management of Sport	20	60% Coursework 40% Exam	Semester A	Compulsory	Condonable
SBMC02	Introduction to Sport Business Management (<i>Immersive module</i>)	20	100% Coursework	Semester A	Compulsory	Condonable
SDEC52	Foundations in Sport Development	20	100% Coursework	Semester A	Compulsory	Condonable
BSNC04	Introduction to Accounting and Finance	20	100% Coursework	Semester B	Compulsory	Condonable

BSNC05	Introduction to People Management	20	100% Coursework	Semester B	Compulsory	Condonable
SDEC53	Organisations in Sport and Physical Activity and Physical Education	20	50% Coursework 50 % Exam	Semester B	Compulsory	Condonable

Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
SBMD01	Event Management in Sport and Physical Activity	20	70% Coursework 30% Practical	Semester X	Compulsory	Condonable
SBMD02	Engaging in Employability: Sport Business Management	20	50% Coursework 50% Practical	Semester X	Compulsory	Condonable
BSND03	Accounting and Finance for Enterprise	20	100% Coursework	Semester A	Compulsory	Condonable
BSND02	Advertising and Promotion	20	100% Coursework	Semester A	Compulsory	Condonable
SDED54	Research and Critical Inquiry in Sport	20	100% Coursework	Semester B	Compulsory	Condonable
BSND04	People Management for Enterprise	20	100% Coursework	Semester B	Compulsory	Condonable

Level 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
SHSHP1	Honours Project	40	100% Coursework	Semester X	Compulsory	Condonable
SBMH01	Strategic Sport Management	20	100% Coursework	Semester B	Compulsory	Condonable
BSNH02	Business Reality	20	70% Coursework 30% Practical	Semester A	Compulsory	Condonable
SDEH53	Leadership, Management and	20	100% Coursework	Semester A	Compulsory	Condonable

	Mentoring in Sport					
SDEH54	Graduate Employability in Sport	20	50% Coursework 50% Practical	Semester B	Optional	Condonable
BSNH04	Reflective Business Portfolio	20	100% Coursework	Semester B	Optional	Condonable

Key: Semester X = A & B

Part Time

Level 4 – Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
SBMC02	Introduction to Sport Business Management (<i>Immersive module</i>)	20	100% Coursework	Semester A	Compulsory	Condonable
SBMC01	Introduction to the Management of Sport	20	60% Coursework 40% Exam	Semester A	Compulsory	Condonable
BSNC05	Introduction to People Management	20	100% Coursework	Semester B	Compulsory	Condonable

Level 4 – Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
SDEC52	Foundations in Sport Development	20	100% Coursework	Semester A	Compulsory	Condonable
BSNC04	Introduction to Accounting and Finance	20	100% Coursework	Semester B	Compulsory	Condonable
SDEC53	Organisations in Sport and Physical Activity and Physical Education	20	50% Coursework 50% Exam	Semester B	Compulsory	Condonable

Level 5 – Year 3

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
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SBMD01	Event Management in Sport and Physical Activity	20	70% Coursework 30% Practical	Semester X	Compulsory	Condonable
BSND03	Accounting and Finance for Enterprise	20	100% Coursework	Semester A	Compulsory	Condonable
BSND04	People Management for Enterprise	20	100% Coursework	Semester B	Compulsory	Condonable

Level 5 – Year 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
SBMD02	Engaging in Employability: Sport Business Management	20	50% Coursework 50% Practical	Semester X	Compulsory	Condonable
BSND02	Advertising and Promotion	20	100% Coursework	Semester A	Compulsory	Condonable
SDED54	Research and Critical Inquiry in Sport	20	100% Coursework	Semester B	Compulsory	Condonable

Level 6 – Year 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
SBMH01	Strategic Sport Management	20	100% Coursework	Semester B	Compulsory	Condonable
SDEH53	Leadership, Management and Mentoring in Sport	20	100% Coursework	Semester A	Compulsory	Condonable
BSNH02	Business Reality	20	70% Coursework 30% Practical	Semester A	Compulsory	Condonable

Level 6 – Year 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
SHSSP1	Honours Project	40	100% Coursework	Semester X	Compulsory	Condonable

SDEH54	Graduate Employability in Sport	20	50% Coursework 50% Practical	Semester B	Optional	Condonable
BSNH04	Reflective Business Portfolio	20	100% Coursework	Semester B	Optional	Condonable

Key: Semester X = A & B

- A definitive module descriptor is required for each module

The table below shows the various 'threads' through the programme. These 'threads' provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The 'threads' act as a mechanism for students to see how the learning links together in meaningful way and will be made explicit to students throughout the programme.

Threads Level 4

Module Code	Module Title	Thread
SBMC01	Introduction to the Management of Sport	1
SBMC02	Introduction to Sport Business Management	2 & 3
SDEC52	Foundations in Sport Development	4
BSNC04	Introduction to Accounting and Finance	1
BSNC05	Introduction to People Management	1
SDEC53	Organisations in Sport and Physical Activity and Physical Education	5

Threads Level 5

Module Code	Module Title	Thread
SBMD01	Event Management in Sport and Physical Activity	1,4 & 5
SBMD02	Engaging in Employability: Sport Business Management	3 & 5
BSND03	Accounting and Finance for Enterprise	1
BSND02	Advertising and Promotion	1
SDED54	Research and Critical Inquiry in Sport	2
BSND04	People Management for Enterprise	1

Threads Level 6

Module Code	Module Title	Thread
SHSSP1	Honours Project	1, 2 & 3
SBMH01	Strategic Sport Management	1 & 4
BSNH02	Business Reality	1 & 2
SDEH53	Leadership, Management and Mentoring in Sport	1 & 4
SDEH54	Graduate Employability in Sport	3 & 4
BSNH04	Reflective Business Portfolio	1 & 5

- 1: Core Business Management, customer service, marketing, finance, human resources, strategic management, leadership and management.
- 2: Study skills, research skills and reflective practice
3. Career development and employability
4. Organisation and Management of Sport
5. Applied experience and reflective practice

11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

The programme has CIMSPA industry accreditation. The Sport Business Management programme is mapped to CIMSPA's Professional Standard - 'Entry Manager' and 'General Manager' and has achieved professional endorsement status. 'Entry Manager' professional standard is achieved upon completion of Levels 4 & 5 and 'General Manager' professional standard is achieved by level 6. Both the Entry and General Manager mapping is extended to include the 'Sport Development Management' specialist content which has also achieved CIMSPA endorsement.

Modules BSNC04 Introduction to Accounting and Finance, BSND02 Advertising and Promotion, SHSSP1 Honours Project, SBMH01 Strategic Sport Management and SDEH53 Leadership, Management and Mentoring in Sport are mapped and accredited with the Chartered Management Institute (CMI) to the CMI L5 Diploma in Management and Leadership.

12. Professional Advisory Group

The team is working with key industry partners who act in the capacity of a formal Professional Advisory Group. Industry practitioners are key players in the programme and contribute through module delivery and therefore there is an ongoing dialogue with professionals across the sector. The Sport Professional Advisory Group operates according to the terms of reference which outlines the role and function of the group. Essentially the Sport Professional Advisory Group acts as local consultants to support the quality of the degree programme and to enhance student learning and assessment in both academic and applied contexts.

13. Academic Progression Opportunities

Students can progress to Postgraduate Research through master's study through the MRes framework, MBA and/or PhD level study. There are alternative professional development opportunities internally through a Coaching and Mentoring PGCert and teacher training (PGCE). Students may also pursue continued study outside of the university through other HEIs.

14. Employability and Career Progression Opportunities

As a highly transferable degree, graduates will have the option to move into a variety of careers opportunities across the sports landscape in the commercial, public and voluntary sector organisations. All organisations require business management and leadership skills, whether in the sporting industry or as part of the wider business community.

The programme is mapped to CIMSPA and CMI industry endorsement where specific criteria is mapped as part of the endorsement process to specific modules. These mapping documents are available upon request and CIMSPA and CMI complete an annual check of the programme.

Specific Sport Management career options include:

- Sports Management
- Sport Event Management
- Sport Development Management
- Sport Marketing
- Sport Sales
- Sport Facility Management
- Sports Administration

The programme aligns with Plymouth Marjon University's Strategic Plan 2014-2024 and Marjon's 'The Edge' – the Enterprise and Employability hub which aim for higher levels of employable and enterprising graduates. Student will receive support if they are entrepreneurial and wish to run their own and run their own businesses or sports franchises.

The School of Sport Health and Wellbeing have a distinguished number of Alumni who we continue to work in partnership with. Our Alumni provide inspiration, support and guidance and placement and employment opportunities for students and graduates. Alumni for part of the Sport Professional Advisory Group who work with the programme team and who contribute to the programme through guest lectures, applied events, work-based learning, and honours programme research.

The core employability themes are from the programme are expanded specifically below.

- **Analytical thinking and innovation** – students are able to identify and define problems in Sport Business Management, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified. Students achieve this through developing critical thinking skills, research skills to understand and balance evidence and test these in applied settings and develop solutions to improve the management and delivery of sport.
- **Active learning and reflective practice** – students are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance. This is achieved through the discussion engagement in academic and applied reflective practice through module experiences which are supported through the Personal Development Tutor.
- **Creativity, originality and initiative** – students are able to perceive the world in new ways, to find hidden patterns and to generate new solutions. Students develop the ability to assess situations and initiate solutions independently.
- **Critical thinking and analysis** - students have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to

reach an answer or conclusion. Students develop these skills throughout the programme, as part of the very nature of higher education. This is introduced through SBMC02 Introduction to Sport Business Management, developed through understanding the research process (SDED54 Research and Critical Inquiry in Sport) and applying this in practice and through BSNH02 Business Reality, BSNH04 Reflective Business Portfolio, and in the SHSSP1 Honours Project.

- **Complex problem-solving** – students are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings through applied practice in SBMD01 Event Management in Sport and Physical Activity, work-based learning (SBMD02 Engaging in Employability: Sport Business Management) and BSNH04 Reflective Business Portfolio
- **Leadership and social influence** - students are able to motivate others to act towards achieving a common goal. Students demonstrate applied leadership through SBMD01 Event Management in Sport and Physical Activity, work-based learning (SBMD02 Engaging in Employability: Sport Business Management) and BSNH04 Reflective Business Portfolio. They are supported to understand leadership and social influence in applied academic contexts through SDEH53 Leadership, Management and Mentoring in Sport
- **Emotional intelligence** – students are able to recognise and manage their emotions, and the emotions of others, both individually and in groups. This is achieved through considering the customer experience and customer service in SBMC01 Introduction to the Management of Sport and in their consideration of clients through SDEH54 Graduate Employability in Sport.
- **Systems analysis and evaluation** – students are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way. Students develop core business skills in SBMC01 Introduction to Sport Business Management and develop specific understanding in BSNC04 Introduction to Accounting and Finance, BSNC05 Introduction to People Management, BSND03 Accounting and Finance for Enterprise, BSND02 Advertising and Promotion, BSND04 People Management for Enterprise, SBMH01 Strategic Sport Management to enable them to analyse specific or general issues with business systems and consider area of improvement.

Digital Skills:

- **ICT Proficiency and Productivity** – students are able to use devices (such as laptops, smartphones and touch screens), and identify and use applications, software and systems that are relevant and most suited to different tasks (e.g. text editing, presentations, spreadsheets and basic screen recording software)
- **Digital Collaboration, Participation, Communication** – students are able to communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email, blog posts and social media. They can also participate in digital teams and collaborate with others in digital spaces (e.g. Microsoft 365 and Teams, using Google docs, group forums, social media, file sharing applications, Hub).
- **Finding Digital Information and Data Management** – students have an understanding of different data storage systems and file types (e.g. using network drives, cloud

storage and external storage devices). They are able to identify and use appropriate digital productivity tools to find information (e.g. using Marjon Mobile app, advanced online searches, Mendeley, Discovery). They are also able to manage, organise and analyse data or information (e.g. folder and file organisation, use of analytical tools within Spreadsheets and Databases).

- **Digital Learning and Teaching** – students are able to identify and use digital learning resources, apps and services (e.g. the virtual learning environment, Panopto Replay, podcasts, online tutorials). They are also able to participate in digital assessment such as online quizzes and exams and receive and reflect on digital feedback (e.g. Turnitin).
- **Digital Problem Solving, Creation & Development** – students are able to identify and use digital tools to solve problems and answer questions (e.g. Microsoft Office help, Digital Skills Help, online surveys). They are also able to create new digital artefacts and materials such as digital writing, digital imaging, audio and video and creating and modifying webpages (e.g., Poster creation, use of digital cameras and scanners, creating recorded presentations, creating an Edublog).
- **Digital Security, Well-being and Identity** – students understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g. security settings on social media, netiquette, keeping personal data secure). They are able to look after their personal health, safety, relationships and work-life balance in digital settings and are able to develop and project a positive digital identity across a range of platforms (e.g. LinkedIn, Twitter).

15. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus Nursery provision

*Each student has a Personal Development Tutor (PDT) who takes a pastoral, academic and career development support role. They work with students on continuous academic and professional development and sign-post to additional student support opportunities as outlined above.

16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with students through on going and continuous dialogue and regular communication.

Students will be invited to participate in the National Student Survey (NSS). In addition feedback at programme level will be achieved through programme and module evaluation surveys.

17. Other Stakeholder Feedback

Local partners are supportive of the development of this programme that seeks to more explicitly development business acumen for sports graduates. Sports partners have acknowledged the growth in applied programmes in coaching where students have developed strong practical skills but lack a firm basis of understanding core aspects of running sports organisations.

Sport England's workforce strategy is orientated sports participants as consumers and customers and there is a strong need to focus on providing high quality customer focussed experiences in order as part of good customer service, sound business practice and to support the population to take part in sport and physical activity.

Plymouth Marjon University are in formal partnership with the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA). The programme leader represents Marjon at the HE CIMSPA HE meetings and has contributed to the development of endorsement criteria alongside representatives from the sports sector. The sports sector employers are integral to CIMSPA and have shaped the endorsement processes which are signed-off by CIMSPA's Professional Development Board.

Sport students were consulted on the development of this provision through SSLC meetings.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.