

**Programme Specification for BA (Hons) Sport Business Management  
(2015/16 entry)**

1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	University of Worcester
3.	<b>Programme accredited by</b>	N/A
4.	<b>Final award</b>	BA Hons
5.	<b>Programme title</b>	Sport Business Management
6.	<b>Pathways available</b>	Single
7.	<b>Mode and/or site of delivery</b>	University of Worcester
8.	<b>Mode of attendance</b>	Full Time / Part Time
9.	<b>UCAS Code</b>	CN62
10.	<b>Subject Benchmark statement and/or professional body statement</b>	Hospitality, Leisure, Sport & Tourism 2008
11.	<b>Date of Programme Specification preparation/ revision</b>	January 2013 ; September 2013 ; July 2014 ; August 2014 (regulations) March 2015 (revisions to course through re-approval for 2015/16 entry) / July 2015 (PAT) August 2015 (amend error in regulations, Section 20) / May 2016 (Award Map)

**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 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 accountancy.

The course aims to:

- a) develop a depth of integrated knowledge, critical perspectives and skills (including research skills) relevant to managing sport organisations and businesses;
- b) 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;
- c) 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;
- d) 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;
- e) 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.
- 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 issues 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 projects.

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

<b><i>Knowledge and understanding</i></b>	<b><i>Examples of learning, teaching and assessment methods used:</i></b>
<p>On successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify and explain the past, present and future developments of</li> </ol>	<ul style="list-style-type: none"> <li>• Structured lectures, seminars and live projects, with reading/research to inform the sessions. Formative assessment on independent research.</li> </ul>

<p>sport organisations at a national, regional and global level.</p> <ol style="list-style-type: none"> <li>2. Define the nature of sport services and goods and analyse how they meet individual wants, economic goals and social objectives.</li> <li>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.</li> <li>4. Recognise and apply the key business management disciplines and their underpinning concepts</li> <li>5. Critically evaluate how the changing internal/external business environment impacts upon and creates change for sport organisations and businesses</li> </ol>	<ul style="list-style-type: none"> <li>• Use of scenario and case study approach in numerous modules to contextualise theory and practice.</li> <li>• Key business skills developed through interactive lecture and seminar sessions and summative assessment.</li> <li>• Use of guest speakers to help add depth and 'real' world insights. Visits to sports organisations to appreciate operational and strategic processes.</li> <li>• 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.</li> </ul>
<p><b><i>Cognitive and intellectual skills</i></b></p> <p>On successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>6. Identify, demonstrate and critically evaluate data, facts, theories, paradigms, principles and concepts to selected contexts.</li> <li>7. Present reasoned arguments, problem solving, decision making and strategic planning.</li> <li>8. Develop an independent approach to learning.</li> </ol>	<p><b><i>Examples of learning, teaching and assessment methods used:</i></b></p> <ul style="list-style-type: none"> <li>• As students' progress through the levels, the range of materials required to complete assignments will vary, from using journal databases, data on populations, markets and segments, to collecting their own primary data.</li> <li>• Most assignments will require the presentation of a logical, linked argument or discussion, whether this is for an essay, report or presentation.</li> <li>• All modules encourage student engagement through discussion and seminar delivery.</li> <li>• Case studies based on real operational/strategic scenarios which encourage the development of solutions based on the collection, analysis and evaluation of data.</li> </ul>
<p><b><i>Practical skills relevant to employment</i></b></p> <p>On successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>9. Identify and evaluate the changing social attitudes and values towards business and organisational</li> </ol>	<p><b><i>Examples of learning, teaching and assessment methods used:</i></b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

<p>practices in order to make appropriate, realistic decisions and plans.</p> <p><b>10.</b> Recognise and assess the economic, moral and environmental benefits for sport organisations to operate in sustainable ways.</p> <p><b>11.</b> Recognise the central role risk paradigms play in operational and strategic decision making and planning.</p> <p><b>12.</b> 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.</p>	<ul style="list-style-type: none"> <li>• Practical teaching sessions and work experience modules. Reading/research which includes contemporary industry data which students can then interpret to assess change.</li> <li>• 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 sport markets and the external business environment.</li> <li>• Teaching sessions structured around ongoing communication with regional sport businesses, organisations, and events.</li> </ul>
<p><b><i>Transferable/key skills</i></b></p> <p>On successful completion of the course, students will be able to:</p> <p><b>13.</b> Develop the ability to communicate and present information effectively in a variety of forms.</p> <p><b>14.</b> Develop numeracy and ICT skills.</p> <p><b>15.</b> Develop the ability to self-appraise and reflect.</p>	<p><b><i>Examples of learning, teaching and assessment methods used:</i></b></p> <ul style="list-style-type: none"> <li>• 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 presentations.</li> <li>• A variety of technology enhanced software is utilised as a matter of course.</li> </ul>

#### **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 maps are designed to show students which modules must be taken in order to gain different awards. It is likely that students will have to take certain modules as pre-requisites for further study in any given area and the Course Leader or members of the course team will advise students on these choices. The award map for this course is outlined in the matrix below.



### Award map template for Single Honours

<b>Course Title: BA (hons) Sport Business Management</b>	<b>24.03.15 (Course Re-approval) – September 2015+ Entry – May 2015 correction – May 2016 (BUSM change)</b>
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<b>Level 4</b>					
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status (Mandatory (M) or Optional (O))</b>	<b>Pre-requisites (Code of Module required)</b>	<b>Co-requisites/ exclusions and other notes*</b>
SPRT1028	Foundations of Sport Management	30	M	No	Exclusion SPRT1029
BUSM1029	Business Viability: Financial and Economic Perspectives	30	M	No	(Exclusions BUSM1021 and BUSM1201 and BUSM1111 and BUSM1051 and BUSM1501 and BUSM1112)
SPRT1010	Sport Risk Management	15	M	No	No
SPRT1035	PR and Promotion in Sport	15	M	No	(Exclusions BUSM 1039 and BUSM1031 and BUSM1301 and BUSM1112 and BUSM1041 and BUSM1401 and BUSM1111)
SPRT1032	Sport Tourism and Event Management	15	O	No	No
SPRT1019	Foundations of Cricket Development	15	O	No	No
SPRT1004	Introduction to Socio-Cultural Issues in Sport	15	O	No	Exclusion SPRT1026
SPRT1014	Personal Growth and Team Building Through Outdoor Adventurous Activities	15	O	No	No

\*indicate if a module is 'non-standard' delivery (eg 30 credit module delivered in 1 semester)

#### **Single Honours Requirements at Level 4**

Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above to include SPRT1028 Foundations of Sport Management, BUSM1029 Business Viability: Financial and Economic Perspectives, SPRT1010 Sport Risk Management and SPRT1035 PR and Promotion in Sport

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional modules from the table above to the value of 30 credits.

<b>Level 5</b>					
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status (Mandatory (M) or Optional (O))</b>	<b>Pre-requisites (Code of Module required)</b>	<b>Co-requisites/ exclusions and other notes*</b>
SPRT2038	Sport Operational Management	30	M	None	Exclusions SPRT2039, BUSM2819 and BUSM2319
SPRT2053	Sport Business Professional Placement	30	M	None	Exclusion BUSM2069
SPRT2035	The Research Process	15	M	None	Exclusion BUSM2029
SPRT2054	Sport Consumers	15	M	SPRT1035	Exclusions BUSM2419, BUSM2429, BUSM2619, BUSM2439
SPRT2013	Sport Event Operations	15	O	None	None
SPRT2015	Sponsorship and Fundraising	15	O	None	None
BUSM2519	Financial and Management Accounting	30	O	BUSM1029 or BUSM1051 or BUSM1501	Exclusions BUSM2051 and BUSM2501 and BUSM2052 and BUSM2502

### **Single Honours Requirements at Level 5**

Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above to include SPRT2038 Sport Operational Management, SPRT2053 Sport Business Professional Placement, SPRT2035 The Research Process and SPRT2054 Sport Consumers

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional modules from the table above to the value of 30 credits.

<b>Level 6</b>					
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status (Mandatory (M) or Optional (O))</b>	<b>Pre-requisites (Code of Module required)</b>	<b>Co-requisites/ exclusions and other notes*</b>
SPRT3001/2	Independent Study	30	M	SPRT2035 or SPRT2030	Exclusions SPRT3029
SPRT3006	The Sports Entrepreneur	15	M	None	None
SPRT3008	Sport Strategy in Action	15	M	None	None
SPRT3048	Management and Leadership in Sport	15	M	None	None
SPRT3049	Strategic Sport Marketing	15	M	SPRT2054	Exclusions BUSM 3419, BUSM 3619, BUSM 3439
SPRT3020	Strategic Event Management	15	O	None	None
SPRT3021	Socio-cultural critique of Global and Olympic Sport	15	O	None	None
SPRT3004	Contemporary Issues in Sport	15	O	None	Exclusion SPRT3035 & OALM3055
SPRT3028	International Sport Development and Volunteering	15	O	None	None
BUSM3509	Strategic Financial Management	30	O	BUSM1029 or BUSM1549	Exclusions BUSM3051, BUSM3052, BUSM3070, BUSM3519

**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 SPRT 3001/3002 Independent Study, SPRT3006 The Sports Entrepreneur, SPRT3008 Sport Strategy in Action, SPRT3048 Management and Leadership in Sport and SPRT3049 Strategic Sport Marketing.

## 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 (2008), 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 award is located at level 6 of the Framework for Higher Education Qualifications (FHEQ). Further details of quality and academic standards can be found here:

<http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

This course makes reference to the QAA (2008) Hospitality, Leisure, Sport and Tourism Network (HLSTN) subject benchmark statements. Full copies of the above documents can be found by visiting the [AQU website](#) or use the direct link to the QAA website: <http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Hospitality-leisure-sport-tourism-2008.pdf>

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 policy;
5. the study of 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.

## 17. Support for students

### Personal Academic Tutor System

Each student will be allocated a personal academic tutor (whenever possible from within the Course Team). 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 [Disability and Dyslexia Service](#) within Student Services provides specialist support on a one to one basis. The University has an Equal Opportunities Policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity Committee.

## 18. Admissions

### **Admissions Policy for the Course**

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 University's standard entry requirements apply: 4 GCSEs at Grade C or above, of which two must be Maths and English, plus a minimum of 2 and maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus.

### **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).

### **Admissions procedures**

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

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. All successful applicants will be required to attend an interview at the University. 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. Methods for evaluating and improving the quality and standards of teaching and learning

A number of mechanisms are in place to evaluate the quality and standards of teaching and learning opportunities provided. Semesterly Course Management Committees will be held at which the active teaching team and two Student Academic Representatives StARS will discuss issues influencing student achievement and satisfaction. Module teaching teams will also gather feedback from students within the first three weeks of teaching, and at the end of the module, and this is used to further enhance the quality of provision. All responses to student are communicated via the Student Information Bank on Blackboard, and in the module booklets at the start of the next occurrence.

After subject exam boards, one module is selected for the process of post exam board moderation, and the findings of the course team are shared across the Institute as a whole via Institute Quality Committees, and with the External Examiner.

## 20. Regulation of assessment

The course operates under the University's Undergraduate 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.
- Some modules have attendance requirements.
- 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 5 days 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 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see [Undergraduate Regulatory Framework](#).

### Retrieval of failure

- Students are entitled to re-sit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded 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).

### Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

### Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher
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
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

### 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 [Undergraduate Regulatory Framework](#).

## **21. Indicators of quality and standards**

Each course receives an annual external examiner's report and these reports serve as confirmation that academic standards are being upheld and appropriate actions are put in place to enhance student learning and raise student levels of achievement.

Final year students report high levels of satisfaction with their courses through the National Student Survey (NSS). Students rated their own personal development at Worcester very highly, (4.2 out of 5). A score of 4.1 was recorded for quality of teaching and 4.0 for overall satisfaction.

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

## **22. Graduate destinations, employability and links with employers**

The Institute of Sport and Exercise Science (ISES) approach to developing employability is aligned to the University 'Student Employability Supporting Statement for the Learning, Teaching and Assessment Strategy'. The University of Worcester has adopted the following definition of employability as:

*"A set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupation, which benefits themselves, the workforce, the community and the economy", (Yorke, 2006)*

Student graduating from the Sport Business Management course are very employable with 84% of students from 2013/14 achieving full employment within 3 months of graduation. (72.7% in graduate positions and 27.3% in other employment) This suggests that a 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**

The Institute has a number of initiatives in place in order to develop the employability of the ISES students:

1. Institute 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 Institute of Sport & Exercise Science. A designated EAYL coordinator has the responsibility of managing this activity and publicising using a variety of social media (Facebook - Earn As You Learn in Sport at UW; Twitter - #EarnAsYouLearn1; LinkedIn - Earn As You Learn in Sport at the University of Worcester; Website: <http://www.worc.ac.uk/discover/sportemployability.html>). The development of a central database has ensured that students are able to input their various industry relevant qualifications/experience and subsequently benefit from the various opportunities afforded.
2. The Institute hosts an 'Annual Careers in Sport & Exercise & Employability' conference.

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 cases used for teaching and assessment in the modules SPRT1010, SPRT2013, SPRT2015, SPRT2038, SPRT3008 and SPRT3020 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 Institute, particularly with the arrangement of discipline specific 'Sport Employers Advice Panels' (2012). Here careful consideration is given to how the Institute can improve the programmes in the future and better serve ISES 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 the module outlines and the course handbook provided to all students at the start of the course. The accuracy of the information contained in this document is reviewed by the University and may be checked by the [Quality Assurance Agency for Higher Education](#).