

**Programme Specification for BA (Hons) Sport Business Management
C13 (2013-2014 and 2014-15 entry)**

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award	BA Hons
5.	Programme title	Sport Business Management
6.	Pathways available	Single
7.	Mode and/or site of delivery	University of Worcester
8.	Mode of attendance	Full Time / Part Time
9.	UCAS Code	CN62
10.	Subject Benchmark statement and/or professional body statement	Hospitality, Leisure, Sport & Tourism 2008
11.	Date of Programme Specification preparation/ revision	January 2013 ; September 2013 ; July 2014 ; August 2014 and October 2014 (regulations); July 2015 (PAT); 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. 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 in marketing or accountancy.

The educational aims provide the over-arching structure to the course, establish its key philosophical underpinnings and also include qualities and transferable skills necessary for employment as recommended by FHEQ.

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) recognise and develop both key and vocational relevant skills, which help prepare students for a career in the dynamic, global sport industry.

These course aims are embedded in both mandatory and optional modules.

These aims can be both *explicitly* dealt with in modules whilst at other times they are often *implicitly* referred to in the modules, particularly in relation to the many optional modules which can be selected.

The development of the course has evolved in the context of changes taking place in Higher Education, the University of Worcester (UW) and within the subject area itself. In addition to these market trends, students should also note how the introduction of the national qualifications framework, subject benchmarking, changes in approaches to learning and teaching and the significance of student qualities profiles, have continued to inform the development of this course. The CIHE Guide on Student Employability (2006), in the specific section on sport employability further emphasize the importance of integrating certain key skills in the course which can be easily identified and mapped out, particularly if portfolios of evidence need to be collected.

In terms of some of the broad philosophical underpinnings, three important strands can be emphasised, which are:

- A new 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 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 corporate/individual responsibility and how to operate in both a sustainable and ethical manner.

An underpinning assumption made in this course is that the changing business environment is such that it is leading to a 'collapsing' of the traditional three sector model. This means organisations in voluntary, public or commercial sectors need to use efficient and effective management practices to ensure their future viability, whether this is for commercial gain or to achieve social objectives.

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 outcomes are developed throughout the different levels, whereby 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.

There are twenty three outcomes, organised around four categories. These outcomes and categories are outlined as follows.

<p><i>Knowledge and understanding</i></p> <p>On successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify and explain the past, present and future developments of key sport organisations at a national, regional and global level. 2. Define the nature of sport services and goods and analyse how they meet individual wants, economic goals and social objectives. 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. 4. Recognise the key business management disciplines (e.g. HRM, Marketing and Financial management) and their key underpinning concepts 5. Apply the key business management disciplines to gain insights into the nature and culture of sport businesses and organisations. 6. Critically evaluate how the changing internal/external business environment impacts upon and creates change for sport organisations and businesses 	<p><i>Examples of learning, teaching and assessment methods used:</i></p> <ul style="list-style-type: none"> • Structured lectures, seminars and live projects, with reading/research to inform the sessions. Formative assessment on independent research. • Use of scenario and case study approach in a number of key modules (e.g. SPRT 1010, SPRT1028, SPRT 2038) to contextualise theory and practice. • Key business skills developed in BUSM 1039 and other BUSM module selections, through interactive lecture and seminar sessions and summative assessment. • Use of guest speakers to help add depth and 'real' world insights. Visits to sports organisations to appreciate operational and strategic processes. • SPRT 3006, SPRT 3008 and SPRT 3020 are particularly important in relation to giving students a deeper insight into the nature of the sport business environment and how it creates changes which can be both threatening and opportunistic.
<p><i>Cognitive and intellectual skills</i></p> <p>On successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> 7. Demonstrate the ability to research or collect a range of data, facts, theories, paradigms, principles and concepts. 8. Demonstrate the ability to critically analyse, assess and evaluate a range of evidence for the construction of reasoned arguments, problem solving, decision making and strategic planning. 9. Present persuasive and logical arguments that display 	<p><i>Examples of learning, teaching and assessment methods used:</i></p> <ul style="list-style-type: none"> • As students' progress through the levels, the range of materials required to complete assignments will vary, from using journal databases (e.g. SPRT 1010), data on populations, markets and segments (e.g. SPRT 2038, SPRT 2016, SPRT 3006, SPRT 3008) to collecting their own primary data (e.g. SPRT 3001/2, SPRT 3020). • Most assignments will require the presentation of a logical, linked argument or discussion, whether this is for an essay, report or presentation.

<p>independence of thought, synthesis, originality and critical reflection.</p> <p>10. Take responsibility for own learning and continuing professional development (CPD).</p> <p>11. Utilise problem solving and decision making skills to design/formulate and justify solutions to environmental / organisational change and challenges.</p> <p>12. Demonstrate emotional intelligence and sensitivity to diverse people, cultures and key client groups and staff.</p>	<ul style="list-style-type: none"> • All modules encourage student discussion and engagement and appropriate CPD opportunities are publicised widely e.g. 'Earn As You Learn'. In addition, students develop capabilities in: <ul style="list-style-type: none"> - meeting assignment deadlines; - self-assessment; - preparation for lectures/seminars. • Case studies based on real operational/strategic scenarios (e.g. SPRT 2038 or SPRT 3008) which encourage the development of solutions based on the collection, analysis and evaluation of data. • Group work and the requirement to reflect on the experience and results (e.g. in SPRT 1010, SPRT 2038 and SPRT3006) are used to support the development of emotional intelligence.
<p><i>Practical skills relevant to employment</i></p> <p>On successful completion of the course, students will be able to:</p> <p>13. Demonstrate safety and ethical awareness in the performance, supervision and development of sport services and goods.</p> <p>14. Evaluate the risks of changing social attitudes and values towards business and organisational practices in order to make appropriate, realistic decisions and plans.</p> <p>15. To recognise and assess the economic, moral and environmental benefits for sport organisations to operate in sustainable ways.</p> <p>16. Recognise the central role new risk paradigms play in operational and strategic decision making and planning.</p> <p>17. Display a critical insight into the changing nature of sport businesses and organisations both domestically and internationally.</p> <p>18. 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</p>	<p><i>Examples of learning, teaching and assessment methods used:</i></p> <ul style="list-style-type: none"> • Many assignments have a 'live' element to them and are grounded in real communities (e.g. SPRT 2016, SPRT 2038 or SPRT 3020). This helps students to understand the specific needs of a variety of community and business groups. • Practical teaching sessions and work experience modules. Reading/research which includes contemporary industry data which students can then interpret to assess change. • Research/issue based modules encourage examination of particular subject areas in more depth, which help students gain the skills for examining other areas, particularly in relation to sport markets and the external business environment. SPRT 3008 is also very relevant to this area, as students need to select and research an appropriate topic.

<p>good.</p> <p>19. Select modules, which meet individual, educational needs, vocational aspirations and career development within the framework of modules available for the programme.</p>	
<p>Transferable/key skills</p> <p>On successful completion of the course, students will be able to:</p> <p>20. Engage effectively in team based activities/projects and exhibit leadership qualities in the achievement of specified outcomes.</p> <p>21. Communicate information effectively utilising oral, written and visual forms</p> <p>22. Develop numeracy, quantitative and ICT skills</p> <p>23. Develop self – reflection through engagement with PDP and core modules.</p>	<p>Examples of learning, teaching and assessment methods used:</p> <ul style="list-style-type: none"> • The assessments vary in their range of communications methods, which can include formal/informal presentations, reports, essays, exams, seminar led discussions and poster presentations. • A variety of software is utilised as a matter of course, which can range, for example, from the use of Word, Excel to the more complex SPSS, Project Management and the basic Endnotes referencing/search software. • The development of their skills portfolios. • The use of logs and reflective diaries to help make it more explicit the variety of skills which have been developed both within the actual studied programme, work placements and extra-curricula activities (e.g. SPRT 2016). • Requirement for a variety of source materials to be used in data collection (e.g. SPRT 2047).

14. Assessment Strategy

An integral part of the teaching and assessment strategy is the use of case studies, 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 examining management case studies in order to explain and apply a range of concepts to better understand the nature of the problems or issues. 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 nature of the cases and problems become more complex and strategic in their focus, with an emphasis on developing medium to long term strategic actions. The use of cases in both teaching and assessment also has a strong formative element, whereby they are utilised in lectures and seminar discussions, or preliminary assessments, which can give feedback to a final, summative assignment at the end.

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.

Course Title: BA Sport Business Management	Date of preparation September 2013 /Revision July 2014 Level 5&6 only – correction typo – May 2016 (BUSM change)
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Level 4					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
			SH		
SPRT1028	Sport Management Foundation and the Sport Experience	30	M	None	Exclusion SPRT1029
SPRT1004	Introduction to Socio-Cultural Issues in Sport	15	M	None	Exclusion SPRT1026
SPRT1010	Sport Risk Management	15	M	None	None
BUSM1039	Marketing & Management Perspectives	30	M	None	
SPRT1024	Principles of Sports Coaching	30	O	None	None
SPRT1014	Personal Growth and Team Building Through Outdoor Adventurous Activities	15	O	None	None
SPRT1032	Sport Tourism and Event Management	15	O	None	None
BUSM1029	Business Viability: Financial & Economic Perspectives	30	O	None	
BUSM1619	Creative Communications: Ideas & Impacts	30	O	None	
BUSM1814	Web and E-	30	O	None	None

	Business				
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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 Sport Management Foundation and the Sport Experience, SPRT1004 Introduction to Socio-Cultural Issues in Sport, SPRT1010 Risk Management and BUSM1039 Marketing & Management Perspectives.

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.

Sport Business Management students who wish to pursue later economic or financial BUSM modules at level 5 or 6 must do BUSM1029 Business Viability: Financial & Economic Perspectives instead of an elective.

Level 5					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
			SH		
SPRT2038	Sport Operational Management	30	M	None	Exclusions SPRT2039, BUSM2819 & BUSM2319
SPRT2035	The Research Process	15	M	None	Exclusion BUSM2029
SPRT2016	Sport Business: Work-Based Learning	15	M	None	Exclusion BUSM2069
BUSM2119	Leadership Principles and Practice	30	O*	BUSM1039	
BUSM2419	Customer Behaviour and Decision Making	30	O*	BUSM1039	
BUSM2429	Contemporary Marketing Communications	30	O*	BUSM1039	
BUSM2619	Advertising: Influence and Persuasion	30	O*	BUSM1039	
BUSM2919	Managing HR and Performance	30	O*	BUSM1039	
SPRT2013	Sport Event Operations	15	O	None	None
SPRT2015	Sponsorship and Fundraising	15	O	None	None
BUSM2519	Financial &	30	O	BUSM1029	

	Management Accounting				
BUSM2439	Selling & Sales Management	15	O	BUSM1039	

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, SPRT2035 The Research Process and SPRT2016 Sport Business: Work-Based Learning and they must choose a 30 credit BUSM module from the following choice*: BUSM2619 Advertising: Influence and Persuasion, BUSM2919 Managing HR and Performance, BUSM2119 Leadership Principles & Practice, BUSM2429 Contemporary Marketing Communications and BUSM2419 Customer Behaviour & Decision Making.

If students have done BUSM1029 at level 4 as part of their elective choice, then they could as an alternative choose BUSM 2519 Financial & Management Accounting.

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 BUSM or SPRT modules.

Level 6					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
			SH		
SPRT3001 /3002	Independent Study	30	M	SPRT2035 or SPRT2030	Exclusions OALM3001/3002; SPRT3029
SPRT3004	Contemporary Issues in Sport	15	M	None	None
SPRT3006	The Sports Entrepreneur	15	M	None	None
SPRT3008	Sport Strategy in Action	15	M	None	
SPRT3020	Strategic Planning for Sport Events and Facilities	15	M	None	None
SPRT3028	International Sport Development and Volunteering	15	O	None	None
SPRT3036	Sport Event Marketing	15	O	SPRT2013	Exclusion BUSM3619
BUSM3419	Strategic Marketing	30	O	BUSM1039 or BUSM2812	Exclusion SPRT3036
BUSM3509	Strategic Financial Management	30	O	BUSM1029 Or BUSM1549	

BUSM3619	Contemporary Advertising: Apps, Guerrilla, Viral and More	30	O	BUSM1039 or BUSM2812	None
BUSM3439	Brand Management	15	O	BUSM1039 or BUSM2812	

Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include SPRT3001/3002 Independent Study, SPRT3006 The Sports Entrepreneur, SPRT3008 Sport Strategy in Action, SPRT3020 Strategic Planning for Sport Events and Facilities and SPRT3004 Contemporary Issues in Sport.

For students who have selected the appropriate pre-requisite modules, they can select from the following choice of: BUSM3439 Brand Management, BUSM3619 Contemporary Advertising: Apps, Guerillas, Viral and More, BUSM3509 Strategic Financial Management and BUSM3419 Strategic 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. 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/Publications/InformationAndGuidance/Documents/HLST08.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 (SPRT 1028);
2. performance of sport and exercise and its enhancement, monitoring and analysis (SPRT 1028);
3. health-related and disease management aspects of exercise and physical activity (SPRT 1029, 2028 or specialism developed through option selection);
4. historical, social, political, economic and cultural diffusion, distribution and impact of sport policy (SPRT 1028, 2038, 3008 and 3020);
5. the study of planning, management and delivery of sporting opportunities SPRT 1029, 2015, 2038, 3008, 3035 and 3020).

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 1, 2 and 4.

17. Support for students

Personal Academic Tutor System

Each student, where possible, will be allocated a personal academic tutor 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 Personal Academic tutor will encourage the student to take responsibility for their own personal and professional development planning. Structured face-to-face and on-line support typically covers the following:

- Awareness of strengths and weaknesses
- A clear vision of what the student wants to achieve through HE study
- Greater understanding of how study in the discipline area at the University can help towards student goals
- Responsibility for student choices in modules, work and social life
- A reflective approach to all the feedback students receive on their work
- A sense and a record of progression and achievement of student development of subject and generic skills and attributes (qualities)
- An ability to use this greater awareness to articulate the benefits of the HE experience to others including employers

The personal academic tutor will also:

- Respond to the student's requests for support and help with problems which affect academic work either at subject level or by referral to other University facilities
- Provide information for and assist in the drafting of the University reference.

How often should a student and Personal Academic Tutor meet?

Students should meet their Personal Academic Tutor four times a year for first year tutees and three times for other years, although occasionally students may also need to contact their tutor at other times, particularly if the student is experiencing problems.

Study Skills

Effective study skills are a vital element in achieving academic success on the course. During the students time at the University they will be judged on performance in coursework and exams, and will need to develop successful study, revision and exam techniques in order to do well.

The Study Skills Advice Sheets (available from the link below) have been developed in order to help students to plan and carry out their coursework and assessments, making the most of the time available and helping students to achieve their potential.

<http://www.worcester.ac.uk/studyskills/>

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.

Mature Students

UW values diversity in its student body and students over the age of 21 are very welcome. If you fulfil the standard entry requirements as detailed above, please apply through UCAS.

Students with few or no formal qualifications should contact the Registry Admissions Office (01905 855111) with details of their age, any work undertaken, including caring or organised voluntary work, and any other relevant experience gained since leaving school.

19. Methods for evaluating and improving the quality and standards of teaching and learning

Semesterly Course Management Committees will be constituted by all active teaching team and 2 Course Representatives (StARs) from each year.

The UW External Examiner and post Exam Board module investigation system (through Course Management Committees) will apply to this course.

The team will seek feedback from students each time a module is run. The feedback, and module team response will be included in the quality management file for that module, thus enabling scrutiny by the UW Institute of Sport & Exercise Science Principal Lecturer for Quality, Learning & Teaching and any subsequent amendments/major actions should be reported to IQC and included in the annual evaluation report.

The Institute has a dedicated Learning and Teaching Sub-Committee which adopts an evaluative, evidence based approach to the implementation of new, innovative learning and teaching methods.

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 resit 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.

In relation to the more specific indicators of quality the course has been performing well. In 2012 99% of the cohort completed the course and achieved an award. The retention rate is excellent with only 5% withdrawing from the course in 2012.

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)

Graduate destinations

At the University of Worcester (in 2010/11) our overall level of employment for graduates has increased from 67% to 72%. This course has an employment level of 71%.

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.

This is a broad based sport management degree which creates flexibility for students to enter a variety of management posts in the sport industry. This is evidenced from the varied positions that graduates have gained, ranging from facility managers, sponsorship and fundraising managers for charities, working for a sport governing body and even setting up their own entrepreneurial enterprise.

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. SPRT2016 is the 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, SPRT2014, SPRT2015, 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 interdisciplinary 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.

A variety of employers have played a role in terms of shaping the curriculum and advising on industry updates. There are links with the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA), in order to help students to do additional vocational qualifications and gain course recognition as to the vocational relevancy of the programme.

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](#).