

## MODULE DESCRIPTOR

<b>TITLE</b>	Leisure and Sport Industry Sector
<b>SI MODULE CODE</b>	44-4936-00L
<b>CREDITS</b>	20
<b>LEVEL</b>	4
<b>JACS CODE</b>	N870
<b>SUBJECT GROUP</b>	Events Management
<b>DEPARTMENT</b>	Service Sector Management
<b>MODULE LEADER</b>	James Bostock

<b>MODULE STUDY HOURS (based on 10 hours per credit)*</b>			
<b>Scheduled Learning and Teaching Activities</b>	<b>Placement (if applicable)</b>	<b>Independent Guided Study</b>	<b>Total Number of Study Hours</b>
<b>36</b>		<b>164</b>	<b>200</b>

### **MODULE AIM**

- Investigate the size, scope and employment opportunities of the UK sport and leisure sector through the application of key academic theory and management practices

### **MODULE LEARNING OUTCOMES**

By engaging successfully with this module a student will be able to

- Show an understanding and an ability to apply academic theories to practical sport and leisure situations
- Research, describe and analyse the depth and breadth of employment opportunities within the sport and leisure sector
- Identify, assess and explain the structure of the sport and leisure sector and the role and functions of the key providers
- Demonstrate how to select and apply relevant management practices appropriate to successfully deliver sport and leisure services
- Identify and show knowledge of the key benefits of the sport and leisure sector to meet contemporary issues within the UK.

### **INDICATIVE CONTENT**

- Key leisure and sport concepts and theories
- Sport and leisure providers, their services, products and goods
- Public, private and voluntary provision in the sport and leisure sector
- Skills, techniques and abilities needed for managing sport and leisure facilities and events
- Working and finding employment in the sport and leisure sector
- Key current and future trends within the sport and leisure sector

## **LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS**

Students will be supported in their learning, to achieve the above outcomes, in the following ways

The contact hours will be used in a flexible manner to provide a contextualised and practical learning experience for the students. Each week may include a lecture, group discussions, small group exercises, workshops, individual research exercises, field trips or guest speakers. Seminars will be designed to reinforce the indicative content of the module by applying the theory delivered, to practical case study situations. Key to the seminar will be the opportunities the sessions will give to examine the indicative content more closely, and to allow students to reflect on their learning.

The students will be directed to a range of learning materials in a variety of forms – journal articles, book chapters, websites, on-line materials, and blackboard. A more detailed list of directed readings will be provided within the module documents.

## **ASSESSMENT TASK INFORMATION**

<b>Task No.*</b>	<b>Short Description of Task</b>	<b>SI Code EX/CW/PR</b>	<b>Task Weighting %</b>	<b>Word Count or Exam Duration**</b>	<b>In-module retrieval available</b>
1	Group presentation	PR	25%	15mins	Y
2	Individual portfolio	CW	75%	3000 words	Y

Assessment will focus on practical application of the indicative content of the module. This will take the form of a group exercise and an individual portfolio.

The group presentation will see the students work in groups of 3-5 to deliver a solution that is based on a management issue within the sport and leisure sector. For example they might be faced with a programming clash in a sport facility and then asked to present on how they would manage this.

The portfolio will be an individually assessed piece of work that is designed primarily to get the students to research contemporary issues within the sector and leisure sector. The tasks that build the portfolio will look at key trends within the sector and examine how key theories can be applied to these changes. Students will also be asked to research the developments, trends and changes within employment within the sector – this research will also be linked to the key theories and practices developed within the module.

## **FEEDBACK**

Students on this module will receive feedback from summative and formative assessment that will occur throughout the module. The portfolio for example, will be designed around an on-going assessment strategy that will contain certain assessment points. The tutor will provide individual and group support for the portfolio that will clarify 'good performance' and provide feedback on completed work – this is so students can make adjustments to their work for future elements of the portfolio. Feedback will be continuous – before, during and immediately after each assessment point so that students and the tutor can monitor performance and make required adjustments to learning

The presentation will make use of group tutorials to provide feedback on the presentation and to give direction for improvements before the delivery of the formal assessment. Several group tasks (will not receive a formal mark) will be set before the formal assessment, so that the tutor can give support and guidance to the groups. Verbal feedback on the summative assessment will occur immediately after the presentation, while the written feedback will be provided within three weeks – in-line with University regulations.

## **LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)**

Coakley, J. & Pike, E. (2009) Sports in Society: Issues and Controversies – UK edition. McGraw-Hill Higher Education

Coalter, F. (2007) A Wider Social Role for Sport. Who's Keeping the Score? Routledge

Hoye, R. Smith, A. Nicholson, M, Stewart, B. & Westerbeek, H. (2008) Sport Management: Principles and Applications. Butterworth-Heinemann

Torkildsen, G. (2011) Sport and Leisure Management (6<sup>th</sup> Ed.) Routledge

Trenberth, L. & Hassan, D. (2011) Managing Sport Business: An Introduction. Routledge

Trimble, L. Buraimo, B. Godfrey, C. Grecic, D. & Minten, S. (2010) Sport in the UK (Active Learning in Sport). Learning Matters

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

[www.imspa.co.uk](http://www.imspa.co.uk)

[www.sportengland.org](http://www.sportengland.org)

[www.uksport.gov.uk](http://www.uksport.gov.uk)

[www.culture.gov.uk](http://www.culture.gov.uk)

The materials will be available via the learning resource centre. It is hoped that the books will be available as hard copies in the learning resource centre and in eBook format via the library gateway

## SECTION 2 MODULE INFORMATION FOR STAFF ONLY

### MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

#### MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

NEW MODULE	Y
EXISTING MODULE - NO CHANGE	N
Title Change	N
Level Change	N
Credit Change	N
Assessment Pattern Change	N
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	09/2013

**MODULE DELIVERY PATTERN** - Give details of the start and end dates for each module. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.

	Module Begins	Module Ends
Course Intake 1	September 2013	May 2014
Course Intake 2	DD/MM/YYYY	DD/MM/YYYY
Course Intake 3	DD/MM/YYYY	DD/MM/YYYY

Is timetabled contact time required for this module?	Y
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Are any staff teaching on this module non-SHU employees?	N
If yes, please give details of the employer institution(s) below	

What proportion of the module is taught by these non-SHU staff, expressed as a percentage?	
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#### MODULE ASSESSMENT INFORMATION

Indicate how the module will be marked	
*Overall PERCENTAGE Mark of 40%	Y
*Overall PASS / FAIL Grade	N

\*Choose one only – module cannot include both percentage mark and pass/fail graded tasks

#### SUB-TASKS

Will any sub-tasks (activities) be used as part of the assessment strategy for this module?	N
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If sub-tasks / activities are to be used this must be approved within the Faculty prior to approval. Sub-task / activity marks will be recorded locally and extenuating circumstances, extensions, referrals and deferrals will not apply to sub-tasks / activities.

#### FINAL TASK

According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor)	Task No. 2
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#### NON-STANDARD ASSESSMENT PATTERNS

MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%.	
NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.	