



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Sports Facility Management				
Module Code	UISXMU-15-1	Level	1	Version	1
Owning Faculty	Hartpury	Field	Business		
Contributes towards	BA (Hons) Sports Business Management FdA Sports Business Management				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	01 September 2013		Valid to	01 September 2019	

CAP Approval Date	22 May 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1 Understand and explain the nature, scope and structure of facilities management within a range of sports businesses (A, B). 2 Recognise and apply the principles of contemporary sports facility design, location and functionality with reference to the core business of the centre (A, B). 3 Explain the contrasting functionality and contextualisation of sports facilities management in terms of business diversification (B). 4 Identify the key management issues that support the effective delivery and operational performance of a sports facility (A, B). 5 Distinguish between the management of facilities and the management of resources and the effect of this management has on operational performance (A, B). 6 Indicate strategic partnerships and popular current trends within the sports and leisure industry and apply these to the operations management of a sports facility (A, B). 7 Use statistical data analysis to establish how to effectively monitor and maximise business performance (A, B). 8 Describe the features of good customer service within a sports facility and evaluate the importance of this in retaining customers (A, B).

Syllabus Outline	<p>The module will cover the following areas:</p> <ol style="list-style-type: none"> 1 Introduction to Sports Facilities Management – organisational aims and objectives, overview of building types for diverse situations, design, location, function with reference to suitability for its intended purpose; e.g., wet and dry sports contextualised within either indoor or outdoor sport and leisure venues. 2 Trouble-shooting and financing sports facilities; sources of finance, model sustainability, life-cycle and maintenance cost replacement, and services management in respect of energy costs, security and, maintenance. 3 Product and customer service development; incorporating market research, customer feedback in respect to the design and functionality of equipment and facilities. The creation of products and services with new or different characteristics that reflect the needs of an organisation’s customer base focusing upon modification, diversification, presentation, or the formulation of an entirely new product that satisfies a newly defined customer want or market niche. 4 Resource management: provision of housekeeping services in diverse environments; setting and monitoring of appropriate service level standards; workforce planning, legal aspects of facilities management; healthy and safety legislation. 5 Strategic partnerships; contract versus direct services, complications for standards and staffing, development of specifications, the tendering process including competitive tendering. 6 Performance monitoring of the facilities management investment including KPI’s covering budget monitoring, occupancy rates, running costs, customer feedback, health and safety. 								
Contact Hours	<p>Indicative delivery modes:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lectures, guided learning, seminars etc</td> <td style="text-align: right;">33</td> </tr> <tr> <td>Self directed study</td> <td style="text-align: right;">6</td> </tr> <tr> <td>Independent learning</td> <td style="text-align: right;">114</td> </tr> <tr> <td>TOTAL</td> <td style="text-align: right;">150</td> </tr> </table>	Lectures, guided learning, seminars etc	33	Self directed study	6	Independent learning	114	TOTAL	150
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Teaching and Learning Methods	<p>Teaching and Learning Strategy of the module is organised using a blend of lectures and seminars. The split being a lecture supported by a seminar. This is supported with essential reading, case study preparation, assignment preparation and completion.</p> <p><i>Scheduled Learning</i> Includes lectures, seminars, tutorials where appropriate, assignment supervision, practical demonstration/observation.</p> <p><i>Independent Learning</i> Students will be required to engage with essential reading, case study preparation, assignment preparation and completion.</p> <p>In addition to scheduled learning, there is an expectation that students will spend approximately 114 hours (known as guided learning hours which will be spread over the nominated semester) on their own independent learning. This will include; essential reading, the completion of an assignment and preparation for the examination.</p> <p><i>Virtual Learning Environment (VLE)</i> This module is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the VLE.</p>								

Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <p>Key Information Set – Module Data</p> <p>Number of credits for this module 15</p> <table border="1" data-bbox="389 472 1439 658"> <thead> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">44</td> <td style="text-align: center;">106</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a:</p> <ol style="list-style-type: none"> 1 <i>Written Exam</i>: Unseen written exam, open book written exam, in-class test. 2 <i>Coursework</i>: Written assignment or essay, report, dissertation, portfolio, project. 3 <i>Practical Exam</i>: Oral Assessment and/or presentation, practical skills assessment, practical exam. <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <p>Total assessment of the module:</p> <table data-bbox="389 1120 1061 1256"> <tr> <td>Written exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="border: 1px solid black; text-align: center;">50%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">50%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	44	106	0	150	Written exam assessment percentage	0%	Coursework assessment percentage	50%	Practical exam assessment percentage	50%		100%
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Reading Strategy	<p>Core Readings There is no set text for this module; the breadth of subjects requires the student to select appropriate texts from the indicative reading list below. Module guides will reflect the range of reading that is pertinent to the syllabus content.</p> <p>Further Readings Further reading is advisable for this module, and students will be encouraged to explore at least one of the titles held in the library on this topic. A current list of such titles will be given in the module guide and revised annually.</p> <p>Access and Skills Formal opportunities for students to develop their library and information skills are provided within the induction period and student skills sessions. Additional support is available through online resources. This includes interactive tutorials on finding books and journals, evaluation information and referencing. Sign up workshops are also offered.</p>																		

Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms, including the module guide.</p> <ol style="list-style-type: none"> 1 Badmin P, Coombs M and Rayner G (Current Edition). <i>Leisure Operational Management: Volume 1 – Facilities</i>. Longman/ILAM. 2 Beech, J and Chadwick, S (Current Edition). <i>The Business of Sport Management</i>. Pearson. 3 Fried G (Current Edition). <i>Managing Sport Facilities</i>. Human Kinetics. 4 Roberts, K (Current Edition). <i>The Leisure Industries</i>. Palgrave Macmillan. 5 Robinson, L (Current Edition). <i>Managing public sport and leisure services</i>. Routledge. 6 Slack N, Chambers S & Johnston R (Current Edition). <i>Operations Management</i> Financial Times Prentice Hall. 7 Spengler J, Connaughton D & Pittman A (Current Edition). <i>Risk Management in Sport and Recreation</i>. Human Kinetics. 8 Torkildsen, G (Current Edition). <i>Leisure and recreation management</i>. Routledge. 9 Westerbeek H, Smith A, Turner P, Van Leeuwen L, Emery P & Green C (Current Edition). <i>Managing Sport Facilities and Major Events</i>. Routledge.
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Part 3: Assessment	
Assessment Strategy	<p>The assessment strategy for this module combines a review of a sports facility (assignment) and a business development presentation.</p> <p>The focus of the assessment is based upon the mix of examining the application of underpinning knowledge and intellectual skills using analysis and evaluation through practical application. The assessments are summative, formative assessment will be given during the module delivery; which includes visits to 'live' sports facilities.</p> <p>The assignment represents the coursework element of the module and the presentation is the examined element.</p> <p><i>Assignment</i> – Students will be required to evaluate a sports facility of their choice, key features of this analysis will include the design context/flow, management of the operation and the customer's perspective of the facility experience.</p> <p><i>Presentation</i> – Students will be required to deliver a formal presentation around business development within a sports facility, and describe how the facility could increase income streams through business diversification and product development.</p> <p>In line with the College's commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to the VLE.</p>
Identify final assessment component and element	Oral Presentation.

% weighting between components A and B (Standard modules only)	A:	B:
	50%	50%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1 Oral Presentation (20 minutes)	100%	
Component B Description of each element	Element weighting	
1 Assignment (1500 words)	100%	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
1 Oral Presentation (20 minutes)	100%	
Component B Description of each element	Element weighting	
1 Assignment (1500 words)	100%	
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.		