



**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data						
Module Title	The Sport Service Environment					
Module Code	UISV5R-15-2		Level	2	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No	
Owning Faculty	Hartpury		Field	Sport Science		
Department	Sport		Module Type	Standard		
Contributes towards	BA (Hons) Equine Business Management BA (Hons) Equine Business Management (SW) BA (Hons) Sport Business Management FdA Sport Business Management					
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	None		
First CAP Approval Date	20 January 2016		Valid from	01 September 2016		
Revision CAP Approval Date			Revised with effect from			

<b>Review Date</b>	01 September 2022
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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"> <li>1. Demonstrate knowledge of service quality frameworks and investigate the effect on customer perceptions within the sports industry. (A)</li> <li>2. Analyse the distinctive nature of sports services in both commercial and not-for-profit organisations. (A)</li> <li>3. Evaluate the sports environment and discuss how fan typologies create unique consumer buying behaviour. (A)</li> <li>4. Appraise the communications mix and explore its potential influence on service operations in sport. (A)</li> <li>5. Independently collect market research relating to services provided by a sports organisation. (A)</li> </ol>
Syllabus Outline	<ul style="list-style-type: none"> <li>• Service Quality</li> <li>• Operational Management in Sport</li> <li>• Communicating with the Sports Market</li> <li>• Sports Consumers</li> <li>• Customer Satisfaction &amp; Relationship Management</li> </ul>

Contact Hours	<ul style="list-style-type: none"> <li>Buying Behaviour in the Sports Industry</li> </ul> <p>Indicative delivery modes:</p> <table border="0"> <tr> <td>Lectures, guided learning, seminars, tutorials</td> <td>33</td> </tr> <tr> <td>Self-directed study</td> <td>12</td> </tr> <tr> <td>Independent learning</td> <td>105</td> </tr> <tr> <td><b>TOTAL HOURS</b></td> <td><b>150</b></td> </tr> </table>	Lectures, guided learning, seminars, tutorials	33	Self-directed study	12	Independent learning	105	<b>TOTAL HOURS</b>	<b>150</b>																						
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Teaching and Learning Methods	<p>This module is delivered using large group learning sessions and opportunities for small group work. Additionally essential and recommended reading and exercises will be introduced to guide students through the core syllabus.</p> <p><b>Scheduled learning</b> includes lectures, seminars, tutorials, assessment supervision, external visits; guest lectures</p> <p><b>Independent learning</b> includes hours engaged with essential reading, case study preparation, assignment preparation, research activities and completion. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p> <p><b>Virtual Learning Environment (VLE)</b> is an online resource 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> <table border="1" data-bbox="483 1088 1375 1447"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4">Number of credits for this module</td> <td>15</td> </tr> <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> <tr> <td>150</td> <td>45</td> <td>105</td> <td>0</td> <td>150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <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> <table border="1" data-bbox="595 1848 1267 2076"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	Key Information Set - Module data					Number of credits for this module				15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	45	105	0	150	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%
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Reading Strategy	<p><b>Essential readings</b> Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out.</p> <p><b>Further readings</b> Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p><b>Access and skills</b> Formal opportunities for students to develop their library and information skills are provided within the induction period and study 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.</p> <p><b>Books:</b></p> <p>Chadwick, S. and Beech, J. (Current Edition) <i>The Business of Sport Management</i>, Pearson: Harlow.</p> <p>Torkildsen, G. (Current Edition) <i>Sport &amp; Leisure Management</i>, Routledge: Oxon</p> <p><b>Journals and Industry Publications:</b></p> <p>European Association of Sport Management.</p> <p>International Journal of Sport Management and Marketing.</p> <p>Sport Business &amp; Management: An International Journal.</p> <p>Sport Management Review.</p> <p><b>Websites:</b></p> <p>Sports Management <a href="http://www.sportsmanagement.co.uk">http://www.sportsmanagement.co.uk</a></p> <p>BBC News the Business of Sport <a href="http://www.bbc.co.uk/news/business/business_of_sport">http://www.bbc.co.uk/news/business/business_of_sport</a></p> <p>The Sport Business Group <a href="http://www.sportbusiness.com">http://www.sportbusiness.com</a></p>

### Part 3: Assessment

Assessment Strategy	The research project will allow students to collect market data in relation to service operations for a sports organisation of their choice. This will focus the
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	<p>student's attention on the relationship between organisational expectations and customer perceptions whilst allowing the development of evidenced based opinions and recommendations that create service improvements.</p> <p>The assessment strategy is designed to engage students with the concept of data collection and act as a developmental opportunity at level 5 for the dissertation at level 6. Formative feedback will be offered throughout the module specifically in the form of assessment based tutorials to support methodology options and data analysis techniques.</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 reading this please refer to the VLE.</p>
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Identify final assessment component and element	<b>Sport Services' Research Project</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b> 100%	<b>B:</b> 0%
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Sport Services' Research Project (2000 words)	100%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Sport Services' Research Project (2000 words)	100%	
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>		