



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

MODULE DIRECTORY

HND Sports Management

BA (Hons) Sports Management

BA (Hons) International Sports Management

LEVELS 4-6

ACADEMIC DISCIPLINE: Sport and Healthy Living

INSTITUTE OF MANAGEMENT AND HEALTH

2024-2025

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INTRODUCTION

This Module Directory includes all the modules for Levels 4-6 within the Sports Management portfolio in the academic year 2024-2025.

This directory accompanies the Programme of Study Handbook, which will provide you with details of which modules you will be studying for your programme this year in the 'Programme of Study' section. This directory may include modules that are running on other programmes of study within your Academic Discipline/Institute. If you require assistance in identifying the modules for your programme of study, please contact the Programme Manager (whose name and contact details are provided in the accompanying Programme of Study Handbook), or the relevant Institute Office.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

MODULES

Module Details (Level 4)

Module Code	BMSM4005
Title	Application of the Coaching Process
Date	24/02/2021
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To develop students' knowledge, competencies and understanding of key concepts, theories, and practices relevant to the delivery of the coaching process in a variety of different formats.
- To encourage students to evaluate personal coaching performance, assess and manage risk, and develop professional qualities necessary for sports coaching employment.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Appraise and evaluate the key aspects of skill acquisition in a multitude of sports.
- Apply and deliver the appropriate element of the coaching process to an array of live experiences in a range of sports.
- Show evidence of the skills required to plan, deliver, monitor, and evaluate participant responses to sport through applied industry experience.

INDICATIVE CONTENT

- Nurture vs Nature and the influence of coaching on development.
- History of sports coaching
- Coaching competencies
- Chunking and its use to picture the live sports environment.
- Planning principles for participation (age, gender, ability levels concept of long-term athlete development)
- Knowledge of skill development definitions of skill coordination.
- Motor skill learning, skill acquisition, skill retention, skill transfer and factors affecting skill development.
- Knowledge and understanding of how to create a safe and equitable coaching/instructing environment (Health and Safety, Equity, Child Protection)
- Knowledge and understanding of coaching/ instructing techniques and styles (instruction, and communication techniques)
- Game Sense Approach to sports coaching & delivery
- Drill vs Game specific delivery sessions
- Reflective practice in coaching pedagogy
- Integrated practice and training principles
- Demonstration, recreation, analysis, and observational skills.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	200	100%

For health and safety reasons and to meet industry guidelines for coaching and instructing sessions will be arranged in groups of 6-8 students.

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Coaching E-Portfolio	3000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMSM4005	
Module Title	Application of the Coaching Process	
Classification	Reading List entry	Electronic*
Essential	Cope, E., Partington, M. (2020). Sports Coaching A Theoretical and Practical Guide. London: Routledge,	☐
Essential	Light, R., Harvey, S. (2019). Positive Pedagogy for Sport Coaching. London: Routledge	☐
Further	Hill, M (2007) In Pursuit of Excellence: A Student Guide to Elite Sports Development. London: Routledge	☐
Further	Jones, R. and Kingston, K. (2013) An Introduction to Sports Coaching: Connecting Theory to Practice. Second Edition. Routledge: London.	☐
Further	McMorris, T. (2004) Acquisition and Performance of Sports Skills. Wiley: Chichester.	☐
Further	Purdy, L. (2018). Sports Coaching: The Basics. London: Routledge	☐
Further	Ribbers, A., Waringa, A. (2015). E-Coaching. London: Routledge	☒
Further	Williams, M, Hodges, N, Scott, M and Court, M (2003) Skill Acquisition in Sport: Research, Theory & Practice. London: Routledge.	☐
Further	International Journal of Sports science and coaching	☒
Further	Journal of Teaching in Physical Education	☒
Module Code	BMSM4004	

Title	Contemporary Challenges: Making a Difference
Date	25/06/2020
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To develop student's awareness and appreciation of contemporary challenges relevant to the discipline facing individuals, organisations, communities, and society, from a local, national, and global perspective.
- To develop creative problem-solvers through the application of knowledge to real-world problems.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Identify and evaluate historical and contemporary issues and their impact on today's global society.
- Apply appropriate collaborative working practices to manage conflict and support effective decision making.
- Implement Design Thinking techniques to investigate problems in order to generate and evaluate solutions.

INDICATIVE CONTENT

- Visions of the Future including digital transformation 4.0.
- How history, legislation and policy shape the world we live.
- Contemporary global issues, e.g. responsible stewardship, diversity, inclusion, ethics, culture, and intercultural awareness.
- 'Wicked problems': the challenge of difficult or impossible problems where the affecting variables are not known or quantifiable.
- Design Thinking to investigate, define, propose, and evaluate problem solutions.
- Recognizing and overcoming cognitive bias.
- Decision making frameworks and techniques.
- Recognizing individual differences and the role of emotional intelligence in the management of conflict.
- The role of diplomacy, persuasion, and negotiation in effective collaboration.
- The significance of interdisciplinary thinking in finding effective solutions to problems.
- The role of ethics in identifying solutions.
- Collective decision-making.
- The power of raising awareness

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
E-Portfolio	Equivalent to 2,000 words	50%

Assessment Component 2 (Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Group Presentation with supporting material	Each individual in the group to contribute 2 minutes to the presentation and each individual to contribute 1000 words to the supporting materials (max 6 in a group)	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

This will be guided by the student's subject area.

Module Code	BMSM4004	
Module Title	Contemporary Challenges: Making a Difference	
Classification	Reading List entry	Electronic *
Essential	Siebel, T.M. (2019) <i>Digital transformation: survive and thrive in an era of mass extinction</i> . New York: RosettaBooks.	☐

Essential	Stickdorn, M. & Schneider, J. (2011) <i>This is service design thinking: basics, tools, cases</i> . The Netherlands: BIS Publishers	☐
Essential	Echavarria, M., 2015. <i>Enabling Collaboration</i> . New York: LID Editorial.	☐
Essential	Well-being of Future Generations (Wales) Act 2015 (Online). Available at http://www.legislation.gov.uk/anaw/2015/2/contents/enacted	☒
Further	Fisher, R., Ury, W.L. and Patton, B. (2011) <i>Getting to yes: Negotiating agreement without giving in</i> . 3 rd edn. New York: Penguin.	☐
Further	Harari, Y. N. (2018) <i>21 Lessons for the 21st Century</i> . London: Jonathan Cape	☐

Cod y Modwl	BMSM4004C
Teitl	Heriau Cyfoes: Gwneud Gwahaniaeth
Dyddiad	25/06/2020
Lefel	4
Credydau	20
Rhagofynion	Dim

AMCAN(ION)

- Datblygu ymwybyddiaeth a gwerthfawrogiad myfyrwyr o heriau cyfoes perthnasol i'r ddisgyblaeth sy'n wynebu unigolion, sefydliadau, cymunedau a'r gymdeithas, o bersbectif lleol, cenedlaethol a byd-eang.
- Datblygu datrys-wyr problemau creadigol trwy gymhwyso gwybodaeth i broblemau byd go iawn.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- Adnabod a gwerthuso materion hanesyddol a chyfoes a'u heffaith ar y gymdeithas fyd-eang heddiw.
- Cymhwyso arferion gweithio cydweithredol priodol i reoli gwrthdaro a chefnogi gwneud penderfyniadau effeithiol.
- Gweithredu technegau Meddylfryd Dylunio i ymchwilio i broblemau er mwyn creu a gwerthuso datrysiadau.

CYNNWYS DANGOSOL

- Gweledigaethau o'r Dyfodol yn cynnwys trawsffurfio digidol 4.0.
- Sut mae hanes, deddfwriaeth a pholisi'n rhoi ffurf i'r byd yr ydym yn byw ynddo.
- Materion byd-eang cyfoes, e.e. stiwardiaeth gyfrifol, amrywiaeth, cynhwysiant, moeseg, diwylliant ac ymwybyddiaeth ryngddiwylliannol.
- 'Problemau dyrys': her problemau anodd neu amhosibl lle nad yw'r newidynnau sy'n cael effaith yn hysbys nac yn fesuradwy.
- Meddylfryd Dylunio i ymchwilio, diffinio, cynnig a gwerthuso datrysiadau i broblemau.
- Adnabod a goresgyn rhagfarn wybyddol.
- Fframweithiau a thechnegau gwneud penderfyniadau.
- Adnabod gwahaniaethau unigol a rôl deallusrwydd emosiynol wrth reoli gwrthdaro.
- Rôl diplomyddiaeth, perswadio a chyd-drafod mewn cydweithio effeithiol.
- Arwyddocâd meddwl rhyngddisgyblaethol wrth ddod o hyd i ddatrysiadau effeithiol i broblemau.
- Rôl moeseg wrth adnabod datrysiadau.
- Gwneud penderfyniadau ar y cyd.
- Pŵer codi ymwybyddiaeth.

Dyraniad Amser Astudio

Mae'r amser astudio ar gyfer y modwl wedi ei rannu fel a ganlyn:

Math o weithgaredd	Oriau	Canran
Dysgu wedi'i amserlennu	48	24%
Dysgu'n annibynnol	152	76%
Dysgu drwy leoliadau		
CYFANSWM	200	100%

ASESU

Elfen Asesu 1 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
E-bortffolio	Cyferwerth â 2,000 o eiriau	50%

Elfen Asesu 2 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☐ Gwaith cwrs ☒ Ymarferol

Dull asesu	Maint	Pwysiad
Cyflwyniad Grŵp gyda deunyddiau ategol	Pob unigolyn yn y grŵp i gyfrannu 2 funud i'r cyflwyniad a phob unigolyn i gyfrannu 1000 o eiriau i'r deunyddiau ategol (uchafswm o 6 mewn grŵp)	50%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	
Gwaith cwrs	50%
Ymarferol	50%
CYFANSWM	100%

RHESTR DDARLLEN DDANGOSOL

Bydd y rhestr yn cael ei llywio gan faes pwnc y myfyriwr.

Cod y Modwl	BMSM4004C	
Teitl y Modwl	Heriau Cyfoes: Gwneud Gwahaniaeth	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Siebel, T.M. (2019) <i>Digital transformation: survive and thrive in an era of mass extinction</i> . New York: RosettaBooks.	☐
Hanfodol	Stickdorn, M. & Schneider, J. (2011) <i>This is service design thinking: basics, tools, cases</i> . The Netherlands: BIS Publishers	☐
Hanfodol	Echavarria, M., 2015. <i>Enabling Collaboration</i> . New York: LID Editorial.	☐
Hanfodol	Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015 (Ar-lein). Ar gael ar http://www.legislation.gov.uk/cy/anaw/2015/2/contents/enacted/welsh	☒
Pellach	Fisher, R., Ury, W.L. and Patton, B. (2011) <i>Getting to yes: Negotiating agreement without giving in</i> . 3 rd edn. New York: Penguin.	☐
Pellach	Harari, Y. N. (2018) <i>21 Lessons for the 21st Century</i> . London: Jonathan Cape	☐

Module Code	BMSM4006
Title	Fitness and Well-being Management
Date	24/02/2021
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

To develop students' knowledge, competencies and understanding of the key concepts, theories, and issues, relevant to health and well-being management, fitness, and exercise leadership instruction. It will also encourage students to evaluate personal performance, assess and manage risk, and develop professional qualities and transferable skills necessary for employment within the sports fitness and leisure industry.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Demonstrate knowledge of anatomy and physiology including the cardiorespiratory, musculoskeletal, digestive, energy, and nervous systems.
- Apply knowledge of anatomy and physiology in the planning and delivery of safe and effective exercise programmes for one type of client.
- Show evidence of working with one type of client, monitor and review the effectiveness of the exercise programme to ensure it is engaging, varied and progressive to clients' needs and goals, whilst following the principles of training.
- Show evidence of wellness advice and utilise opportunities to educate clients about how modern lifestyles impact upon health and wellbeing.

INDICATIVE CONTENT

- Anatomy and physiology (cardiovascular system respiratory system cardiorespiratory adaptations to training muscular-skeletal system).
- How physical activity helps in the management of common health conditions (cardiovascular disease, obesity, mental ill-health)
- The range of factors that contribute to an individual' s lifestyle such as nutrition, stress, fatigue, alcohol, and levels of physical activity.
- Know the current recognised national/international guidelines for developing the components of fitness.
- How to undertake safe and effective client screening to determine readiness to exercise or the need to signpost or refer clients to other relevant professionals.
- How to select and conduct client assessments and reviews according to organisational procedures and the needs of the client.
- How to create a positive environment that motivates and empowers clients and promotes adherence to exercise, to support goal achievement.
- How to plan safe and effective gym-based exercise programmes tailored to the needs of a range of clients within scope of practice.

- How to monitor and review safe and effective gym-based exercise programmes.
- Fitness training techniques including cardiovascular, resistance, functional, flexibility and mobility exercises.
- How to supervise safe and effective exercise through observation of movement and technique
- How to demonstrate the correct and safe way to perform exercises.
- How to adapt exercise based on client' s fitness/individual needs and the FITT principles.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	200	100%

For health and safety reasons and to meet industry guidelines for coaching and instructing sessions will be arranged in groups of 6-8 students.

ASSESSMENT

Assessment Component 1(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Fitness and Instruction E-Portfolio	3000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMSM4006	
Module Title	Fitness and Well-being Management	
Classification	Reading List entry	Electronic*
Essential	Baechle, T.R. and Triplett. (2016) <i>Essentials of strength training and conditioning (3rd Ed)</i> . Champaign, IL: Human Kinetics.	☐
Essential	Howley, E.T. and Thompson, D.L. (2012) <i>Fitness Professional's Handbook</i> . Champaign, IL: Human Kinetics.	☐
Essential	Kenney, L.W., Wilmore, J.H. & Costill, D.L. (2015) <i>Physiology of sport and exercise</i> (6th edition). Champaign, IL: Human Kinetics.	☒
Essential	Tucker, L., Foulston, J., Major, F., & Wynne, M. (2015) <i>An introductory guide to anatomy & physiology (5th edition)</i> . London: EMS Publishing.	☒
Further	Coburn, J.W. and Malek, M.H. (2012) <i>NSCA's Essentials of personal Training</i> . Champaign, IL: Human Kinetics.	☐
Further	MacKenzie, B. and Cordoza, G. (2012) <i>Power, Speed, Endurance: a skill-based approach to endurance training</i> . Las Vegas: Victory Belt.	☐
Further	Journal of Physical Activity and Health	☒
Further	Journal of Sport Science	☒
Further	Strength and Conditioning Journal	☒

Module Code	BMSM4003
Title	Learning in the Digital Era
Date	25/06/2020
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To develop student's skills for independent study and life-long learning, which will form the foundations for successful completion of their degree programme and support future employment opportunities.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Demonstrate the foundational skills required to be a resilient and healthy independent learner.
- Practise the principles of learning agility
- Use suitable technology to support and enhance their learning experience within the discipline area

INDICATIVE CONTENT

- Time management, reading, writing, referencing and plagiarism, searching for and evaluating sources of information, working online.
- Critical thinking: issues concerning knowledge, belief, and doubt.
- Critical writing: synthesis, paraphrasing and creating an informed argument, avoiding plagiarism.
- Reflection and self-reflection.
- Identity and sense of place; including values, culture and intercultural awareness, heritage, diversity, and inclusion and, multilingualism.
- Skills for a range of assessment modes, including blogs, vlogs, video, presentations, performances, posters, exams, and written coursework.
- Skills and attitudes which underpin resilience, health, wellbeing and learning agility, the role of spirit, mind, emotions, and body.
- Physical literacy: Consideration of the role of physical activity to the support of physical, mental health, well-being, and resilience.
- Digital literacy: using appropriate technology; staying safe online, cyber security, digital identity.
- Team working.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
E-portfolio	Equivalent to 2,000 words	50%

Assessment Component 2 (Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Video and Supporting Materials	Individual 3-minute video which incorporates supporting materials	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

This will be guided by the student's subject area.

Module Code	BMSM4003	
Module Title	Learning in the Digital Era	
Classification	Reading List entry	Electronic*
Essential	Cottrell, S (2019) <i>The Study Skills Handbook</i> . 5th edn. London: Macmillan International Higher Education.	☒
Essential	Pears, R. and Shields, G.J. (2019) <i>Cite Them Right: the essential referencing guide</i> . 11th edn. London: Macmillan International Higher Education.	☒
Essential	Library Info Skills Sessions	☒
Further	Hopkins, D. and Reid, T., 2018. <i>The Academic Skills Handbook: Your Guide to Success in Writing, Thinking and Communicating at University</i> . London: Sage	☐
Further	Osmond, A., 2016. <i>Academic Writing and Grammar for Students</i> 2 nd edn. London: SAGE.	☐

Cod y Modwl	BMSM4003C
Teitl	Dysgu yn yr Oes Ddigidol
Dyddiad	25/06/2020
Lefel	4
Credydau	20
Rhagofynion	Dim

AMCAN(ION)

- Datblygu sgiliau'r myfyrwyr ar gyfer astudio annibynnol a dysgu gydol oes, a fydd yn ffurfio'r sylfeini ar gyfer cwblhau eu rhaglen radd yn llwyddiannus a chefnogi cyfleoedd cyflogaeth yn y dyfodol.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- Arddangos y sgiliau sylfaenol sydd eu hangen i fod yn ddysgwr annibynnol cydnerth ac iach.
- Ymarfer egwyddorion ystwythder dysgu
- Defnyddio technoleg addas i gefnogi a gwella eu profiad dysgu yn y maes disgyblaeth

CYNNWYS DANGOSOL

- Rheoli amser, darllen, ysgrifennu, cyfeirnod a llên-ladrad, chwilio am ffynonellau gwybodaeth a'u gwerthuso, gweithio ar-lein.
- Meddwl yn feirniadol: materion yn ymwneud â gwybodaeth, cred, ac amheuaeth.
- Ysgrifennu beirniadol: synthesis, aralleirio a chreu dadl wybodus, gan osgoi llên-ladrad.
- Myfyrio a hunanfyfyrio.
- Hunaniaeth ac ymdeimlad o le; yn cynnwys gwerthoedd, diwylliant ac ymwybyddiaeth ryngddiwylliannol, treftadaeth, amrywiaeth a chynhwysiant, ac amlieithrwydd.
- Sgiliau ar gyfer amrywiaeth o ddulliau asesu, yn cynnwys blogiau, flogiau, fideo, cyflwyniadau, perfformiadau, poster, arholiadau a gwaith cwrs ysgrifenedig.
- Sgiliau ac agweddau sy'n sail i gydnerthedd, iechyd, llesiant ac ystwythder dysgu; rôl ysbryd, meddwl, emosiynau a'r corff.
- Llythrennedd corfforol: Ystyriaethau ynghylch rôl gweithgarwch corfforol i gefnogi iechyd corfforol, meddyliol, llesiant a chydnerthnedd.
- Llythrennedd digidol: defnyddio technoleg briodol; aros yn ddiogel ar-lein, seiberddiogelwch, hunaniaeth ddigidol.
- Gweithio mewn tîm.

Dyraniad Amser Astudio

Mae'r amser astudio ar gyfer y modwl wedi ei rannu fel a ganlyn:

Math o weithgaredd	Oriau	Canran
Dysgu wedi'i amserlennu	48	24%
Dysgu'n annibynnol	152	76%
Dysgu drwy leoliadau		
CYFANSWM	200	100%

ASESU

Elfen Asesu 1 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
E-bortffolio	Cyferwerth â 2,000 o eiriau	50%

Elfen Asesu 2 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☐ Gwaith cwrs ☒ Ymarferol

Dull asesu	Maint	Pwysiad
Fideo a Deunyddiau Ategol	Fideo unigol 3 munud sy'n ymgorffori deunyddiau ategol	50%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	
Gwaith cwrs	50%
Ymarferol	50%
CYFANSWM	100%

RHESTR DDARLLEN DDANGOSOL

Bydd y rhestr yn cael ei llywio gan faes pwnc y myfyriwr.

Cod y Modwl	BMSM4003C	
Teitl y Modwl	Dysgu yn yr Oes Ddigidol	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Cottrell, S (2019) <i>The Study Skills Handbook</i> . 5th edn. London: Macmillan International Higher Education.	☒
Hanfodol	Pears, R. and Shields, G.J. (2019) <i>Cite Them Right: the essential referencing guide</i> . 11th edn. London: Macmillan International Higher Education.	☒
Hanfodol	Sesiynau Sgiliau Gwybodaeth y Llyfrgell	☒
Pellach	Hopkins, D. and Reid, T., 2018. <i>The Academic Skills Handbook: Your Guide to Success in Writing, Thinking and Communicating at University</i> . London: Sage	☐
Pellach	Osmond, A., 2016. <i>Academic Writing and Grammar for Students</i> 2 nd edn. London: SAGE.	☐

Module Code	BMSM4007
Title	Sport, Physical Activity and Society
Date	24/02/2021
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To clearly distinguish between sport, physical activity, and exercise, and consider their contribution to societal health and well-being.
- To consider the role of different sociological theories that have been applied to sport, physical activity, and health and to examine a range of current societal issues in relation to community sport, physical activity, and health.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Clearly distinguish between sport, physical activity, and exercise, whilst considering their social benefits.
- Utilise their sociological imagination to examine their own experiences of sport, others and the institutions that manage and deliver sport.
- Evaluate sport participation and physical activity patterns related to age, gender, ability/disability, ethnicity, and socio economic status.
- Engage with current policy agendas to assess the efficacy of recent sport and physical activity interventions in terms of their sports, health and well-being, and social inclusion outcomes.

INDICATIVE CONTENT

- Definitions of sport, physical activity, and exercise.
- Sport, physical activity, and health policy agenda.
- Health and its determinants.
- Health benefits of sport and physical activity.
- Sociological theories of sport (e.g. Marxist, Feminist).
- Sociological imagination (C. Wright Mills).
- Sport and physical activity participation statistics.
- Social inclusion and community cohesion through sport: approaches and best practice examples.
- Understanding disability within society and sport.
- Physical activity interventions and their impact on health and well-being (design, delivery, and evaluation).
- Participation and its influence on sectors of the community

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	1500 words	50%

Assessment Component 2 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	1500 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMSM4007	
Module Title	Sport, Physical Activity and Society	
Classification	Reading List entry	Electronic*
Essential	Houlihan, B., and Malcolm, D. (2016). <i>Sport and Society – A Student Introduction. 3rd Edition</i> . London: SAGE.	☐
Essential	Hylton, K. (2013). <i>Sport Development – Policy, Process and Practice, 3rd Edition</i> . London: Routledge	☒
Essential	Molnár, G., and Kelly, J. (2013). <i>Sport, Exercise and Social Theory an Introduction</i> . London: Routledge	☒
Essential	Nettleton, S. (2013). <i>The Sociology of Health and Illness</i> . Third ed. Cambridge: Polity.	☒
Further	Spracklen, K. (2015). <i>Exploring Sports and Society – A Critical Introduction for Students</i> . London: Palgrave.	☐

Further	Collins, M. (2010). <i>Examining Sports Development</i> . London: Routledge.	☒
Further	Bragg, R., Wood, C., Pretty J., and Barton, J. (2016). <i>Green Exercise: Linking Nature, Health and Well-being</i> . Taylor and Francis.	☒
Further	Coakley, J., and Pike, E. (2014). <i>Sports in Society Issues and Controversies</i> . 2nd. ed. Maidenhead: McGraw-Hill.	☐
Further	Jarvie, G. (2006) <i>Sport, Culture and Society: An Introduction</i> . Oxon: Routledge.	☒
Further	Marjoribanks, T. and Farquharson, K. (2012). <i>Sport and Society in the Global Age</i> . London: Palgrave Macmillan.	☐
Further	Volkwein-Caplan, Karin A. E (2014). <i>Sport Fitness Culture</i> . Maidenhead: Meyer & Meyer Sport.	☐
Further	Robson, S., Simpson, K., and Tucker, L. (eds.) (2013). <i>Strategic Sport Development</i> . Abingdon, Oxon: Routledge.	☐
Further	Taylor, P. (ed.) (2011). <i>Torkildsen's Sport and Leisure Management, 6th Edition</i> . London: Routledge.	☐
Further	Wilson, R. and Platts, C. (eds.). (2018). <i>Managing and Developing Community Sport</i> . Abingdon, Oxon: Routledge.	☐
Further	Sport, Education and Society	☒
Further	Sport Management Review	☒
Further	Sport in Society	☒
Further	The International Journal for the Sociology of Sport	☒
Further	International Journal of Physical Culture, Sport Studies and Research	☒

Module Code	BMSM4008
Title	Sporting Structures and Delivery
Date	24/02/2021
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To provide students with an understanding of how typical sports organisations are structured, designed and how they deliver services to meet the needs of the consumer and participant.
- To develop student's awareness and appreciation of how the wider business market and economic environment influences the operation of organisations within the sector.

LEARNING OUTCOME

Upon the successful completion of this module, the student should be able to:

- Analyse and reflect on the organisation's and sector's importance to the wider environment, whilst understanding the individual or organisational needs when planning for operational delivery.
- Understand resource management processes, operational planning, auditing, sports marketing, financial controlling, and reporting techniques when delivery sporting events.
- Identify and understand the significance of a range of national governing bodies and leading sports organisations within the sector.

INDICATIVE CONTENT

- Overview of sport, leisure, and the entertainment industry (Commercial Leisure, Provision)
- The financial marketplace and the wider economy
- Industry expectations and technical qualifications.
- Stakeholder and communication theory.
- Talent Plan and business opportunities.
- Delivering services (front office, back office, and customer lead time)
- Leadership within sport (role, expectations, outcomes)
- Financial markets and influence on the wider sports environment.
- Sports participation and influence on funding and sustainability.
- Business of Talent ID, Drugs and Performance.
- Sport governance, politics, and resource management.
- Sport, physical activity, lifestyle management (definitions and differences)
- The role and influence of Sports Councils and National Governing Bodies
- Operational strategy to include vision, purpose, objectives, and delivery
- The business of sport within fitness, coaching and lifestyle industry.
- Planning services: space and layout use e.g. capacities, use of locations, programming; pricing and cost controls e.g. merchandising and sales, fees, catering; staff communications, security.
- Planning procedures: quality assurance; risk assessments; covering legislation and licensing.

- Management and planning to deliver sustainability within sports organizations.
- Operational delivery and customer segmentation within sport and leisure.
- Major sporting events, sports tourism, legacies, and the cost to delivery.
- CIMSPA – Chartered Institute for the Management of Sport and Physical Activity.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Operational Planning Document	3000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMSM4008	
Module Title	Sporting Structures and Delivery	
Classification	Reading List entry	Electronic*
Essential	Beech, J and Chadwick, S (2013) The Business of Sport Management. 2 nd Edition. London: Pearson	☐
Essential	Conrad, M. (2017). The Business of Sports. New York: Routledge,	☒
Essential	Covell, D. and Walker, S. (2013) Managing Sports Organizations: Responsibility for Performance. 3 rd Edition. London Routledge	☐
Essential	Foster, G., O'Reilly, N., Dávila, A. (2020). Sports Business Management. New York: Routledge	☐
Further	Foster G, O'Reilly N, Davila A (2016) Sports Business Management, Routledge, New York	☐
Further	Grix, J (2016) Sport Politics, Palgrave, London	☐

Module Code	BMSM4008	
Module Title	Sporting Structures and Delivery	
Classification	Reading List entry	Electronic*
Further	Hoye, R., Smith, A.C.T., Nicholson, M., Stewart, B. and Westerbeek, H. (2012) Sports Management: Principles and Applications. 3 rd Edition. London Routledge	☐
Further	Lussier, R.N. and Kimball, D.C. (2014) Applied Sports Management Skills. Leeds: Human Kinetics.	☐
Further	Roberts, K (2016) The Business of Leisure, 2 nd Edition, Palgrave, London	☐
Further	British Journal of Management	☒
Further	European Sport Management Quarterly	☐
Further	Harvard Business Review	☒
Further	Journal of Management Development	☒
Further	Journal of Sport Management	☒
Further	Sport Management Review	☒

Module Details (Level 5)

Module Code	BMSM5007
Title	Application of the Advanced Coaching and Mentoring Process
Date	24/02/2021
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To develop students' knowledge, competencies and understanding of how organisations create and develop talent pathways for emerging coaches and mentors within the sports industry.
- To encourage students to apply underlying coaching and mentoring concepts in a practical environment that will enhance performance in individuals and teams.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Display a critical appreciation of the key coaching process factors involved in developing high performance elite athletes through the delivery of advanced coaching and mentoring principles.
- Critically analyze and apply a range of concepts and techniques to develop performance improvements in the coach development pathway for individual and collective participant progress.

INDICATIVE CONTENT

- Identify the structure and development of coaching pathways within different sports (local to national) and the functional roles these play.
- Coaching and Mentoring competencies.
- A critical understanding of the national coaching framework and key models.
- Advanced coaching practice (e.g. how to manage different learning styles, learning environment, facilitation techniques and group dynamics)
- The coaching process and key professional principles.
- Coach and mentor education programme within National Governing Bodies (NGB's)
- Communication techniques including effective questioning, listening and feedback
- Developing and understanding key coaching workforce development roles including coach manager, coach mentor, coach tutor's and coach educators.
- Definitions of performance analysis and its use to inform coaching practice.
- Sports psychology concepts: (e.g. Motivation self-confidence; concentration; attention) and identification of sport psychology mental skills: (e.g. imagery, relaxation)
- Importance of coach and other staff in injury prevention and management
- Understanding the rules and regulations of individual sport.
- Factors influencing development - tactical, technical, nutritional, and physiological.

- Aspects of an athlete's lifestyle (positive and negative impacts on their performance). A critical understanding of the national coaching framework and key models.
- Evaluation & Performance assessment; screening participants; consent for testing; principles of testing – validity, reliability, reproducibility; reasons for testing.
- Neuro Linguistic Programming (NLP)
- Coaching performance teams and the professional coaching environment.
- TGfU – Teaching games for understanding model.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	200	100%

For health and safety reasons and to meet industry guidelines for coaching and instructing sessions will be arranged in groups of 6-8 students.

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Coaching and Mentoring E-Portfolio	4000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

This will be guided by the student's subject area.

Module Code	BMSM5007	
Module Title	Application of the Advanced Coaching and Mentoring Process	
Classification	Reading List entry	Electronic*
Essential	Light, R., Harvey, S. (2019). Positive Pedagogy for Sport Coaching. London: Routledge	☐
Essential	Chambers, F. (Ed.). (2015). Mentoring in Physical Education and Sports Coaching. London: Routledge	☐
Further	Cassidy, T. Jones, R.L. & Potrac, P. (2004) Understanding Sports Coaching: The Social Cultural	☐

	and Pedagogical Foundations of Coaching Practice. London: Routledge.	
Further	Hill, M (2007) In Pursuit of Excellence: A Student Guide to Elite Sports Development. London: Routledge	☐
Further	Jones, R L (ed.) (2005) The Sports Coach as Educator: Reconceptualizing Sports Coaching. London: Routledge	☐
Further	Williams, M, Hodges, N, Scott, M and Court, M (2003) Skill Acquisition in Sport: Research, Theory & Practice. London: Routledge.	☐
Further	Journal of Teaching in Physical Education	☒
Further	International Journal of Sports science and coaching	☒

Module Code	BMSM5006
Title	Changemakers: Building your Personal Brand for Sustainable Employment
Date	25/06/2020
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To build the skills and competencies necessary for career resilience and professional development for the future work context.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Evaluate personal employability skills and their congruence with the skills required for professional practice in a real or simulated environment.
- Build a personal brand and promote a professional identity for a specific opportunity.

INDICATIVE CONTENT

- Analyzing your employment sector in order to identify problems, gaps in the market and how you can add value for sustainable employability.
- Building your brand and promoting a professional identity through personal skills analysis and personal development planning.
- Contemporary technologies: developing an online personal presence (e.g. basic website building/social media/blogs/vlogs etc.).
- Search techniques for employment/self-employment opportunities.
- Adopting project management approaches (defining the problem; setting the goals and objectives, milestones and monitoring, evaluation).
- Collaboration, networking, building social capital, negotiation and influencing.
- Awareness, emotional intelligence, well-being and resilience.
- Ethics, values, diversity, inclusion, intercultural awareness and responsible stewardship: issues, challenges and actions.
- Cultural and linguistic expression.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ **Written exam**
☒ **Coursework**
☐ **Practical**

Mode of assessment	Volume	Weighting
Online portfolio	2,000 words or equivalent	50%

Assessment Component 2 (Tick one)

☐ Written exam ☒ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Assignment	2,000 words or equivalent	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

This will be guided by the student's subject area.

Module Code	BMSM5006	
Module Title	Changemakers: Building your Personal Brand for Sustainable Employment	
Classification	Reading List entry	Electronic*
Essential	Lock, D. (2018). <i>Project management</i> . Routledge	☒
Essential	Dweck, C. (2017) <i>Mindset: Changing The Way You think To Fulfil Your Potential</i> . Robinson Publishers.	☒
Essential	Griffith, B.A. (2014) <i>Working in Teams: Moving From High Potential to High Performance</i> . SAGE Publications Inc.	☒
Essential	Baguley, P. (2003). <i>Teams and team-working</i> (New ed.). London: Teach Yourself.	☐
Essential	Gensler, H. J. (2017). <i>Ethics : A contemporary introduction</i> (3 rd ed., Routledge contemporary introductions to philosophy). New York: Routledge.	☐
Essential	Well-being of Future Generations (Wales) Act 2015 (Online). Available at http://www.legislation.gov.uk/anaw/2015/2/contents/enacted	☒
Further	Smale, B. and Fowlie, J. (2015) <i>How to Succeed at University an Essential Guide to Academic Skills and Personal Development (2nd Ed.)</i> . Los Angeles, [Calif.]: SAGE Study Skills Ser. Web.	☒
Further	Phillips, S. (2014) <i>The complete guide to professional networking : the secrets of online and offline success</i> . London, England : Kogan Page	☒
Further	Snow, S. (2018) <i>Dream Teams: Working Together Without Falling Apart</i> . Piatkus.	☒
Further	Williams, B. (2020) <i>Diversity in the Workplace: Eye-Opening Interviews to Jumpstart Conversations about Identity, Privilege, and Bias</i> . Rockridge Press	☒
Further	Dawson, P. and Andriopoulos, C. (2017) <i>Managing Change, Creativity and Innovation</i> . SAGE Publications Ltd.	☒
Further	Clements, P., & Jones, J. (2008). <i>The diversity training handbook a practical guide to understanding & changing attitudes</i> (3rd ed.). London ; Philadelphia: Kogan Page.	☒

Cod y Modwl	BMSM5006C
Teitl	Ysgogwyr Newid: Adeiladu eich Brand Personol ar gyfer Cyflogaeth Gynaliadwy
Dyddiad	25/06/2020
Lefel	5
Credydau	20
Rhagofynion	Dim

AMCAN(ION)

- Meithrin y sgiliau a'r cymwyseddau angenrheidiol ar gyfer gyrfa gadarn a datblygiad proffesiynol ar gyfer y cyd-destun gwaith yn y dyfodol.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- Gwerthuso sgiliau cyflogadwyedd personol a'u cysondeb â'r sgiliau sydd eu hangen ar gyfer arfer proffesiynol mewn amgylchedd go iawn neu ffug.
- Adeiladu brand personol a hyrwyddo hunaniaeth broffesiynol ar gyfer cyfle penodol.

CYNNWYS DANGOSOL

- Dadansoddi eich sector cyflogaeth er mwyn nodi problemau, bylchau yn y farchnad a sut y gallwch ychwanegu gwerth ar gyfer cyflogadwyedd cynaliadwy.
- Adeiladu eich brand a hyrwyddo hunaniaeth broffesiynol trwy ddadansoddi sgiliau personol a chynllunio datblygiad personol.
- Technolegau cyfoes: datblygu presenoldeb personol ar-lein (e.e. adeiladu gwefan sylfaenol/cyfryngau cymdeithasol/blogiau/flogiau ac ati).
- Chwilio technegau ar gyfer cyfleoedd cyflogaeth/hunangyflogaeth.
- Mabwysiadu dulliau rheoli prosiect (diffinio'r broblem; pennu'r nodau a'r amcanion, cerrig milltir a monitro, gwerthuso).
- Cydweithio, rhwydweithio, adeiladu cyfalaf cymdeithasol, cyd-drafod a dylanwadu.
- Ymwybyddiaeth, deallusrwydd emosiynol, llesiant a chydnerthedd.
- Moeseg, gwerthoedd, amrywiaeth, cynhwysiant, ymwybyddiaeth ryngddiwylliannol a stiwardiaeth gyfrifol: ystyriaethau, heriau a gweithredoedd.
- Mynegiant diwylliannol ac ieithyddol.

Dyraniad Amser Astudio

Mae'r amser astudio ar gyfer y modwl wedi ei rannu fel a ganlyn:

Math o weithgaredd	Oriau	Canran
Dysgu wedi'i amserlennu	48	24%
Dysgu annibynnol	152	76%
Dysgu drwy leoliadau		
CYFANSWM	200	100%

ASESU

Elfen Asesu 1 (*Ticiwch un*)

☐ Arholiad ysgrifenedig	☒ Gwaith cwrs	☐ Ymarferol
Dull asesu	Maint	Pwysiad
Portffolio ar-lein	2,000 o eiriau neu gyfwerth	50%

Elfen Asesu 2 (*Ticiwch un*)

☐ Arholiad ysgrifenedig	☒ Gwaith cwrs	☒ Ymarferol
Dull asesu	Maint	Pwysiad
Aseiniad	2,000 o eiriau neu gyfwerth	50%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	
Gwaith cwrs	100%
Ymarferol	
CYFANSWM	100%

RHESTR DDARLLEN DDANGOSOL

Bydd y rhestr yn cael ei llywio gan faes pwnc y myfyriwr.

Cod y Modwl	BMSM5006C	
Teitl y Modwl	Ysgogwyr Newid: Adeiladu eich Brand Personol ar gyfer Cyflogaeth Gynaliadwy	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Lock, D. (2018). <i>Project management</i> . Routledge	☒
Hanfodol	Dweck, C. (2017) <i>Mindset: Changing The Way You think To Fulfil Your Potential</i> . Robinson Publishers.	☒
Hanfodol	Griffith, B.A. (2014) <i>Working in Teams: Moving From High Potential to High Performance</i> . SAGE Publications Inc.	☒
Hanfodol	Baguley, P. (2003). <i>Teams and team-working</i> (New ed.). London: Teach Yourself.	☐
Hanfodol	Gensler, H. J. (2017). <i>Ethics : A contemporary introduction</i> (3 rd ed., Routledge contemporary introductions to philosophy). New York: Routledge.	☐
Hanfodol	Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015 (Ar-lein). Ar gael ar http://www.legislation.gov.uk/cy/anaw/2015/2/contents/enacted/welsh	☒
Pellach	Smale, B. and Fowlie, J. (2015) <i>How to Succeed at University an Essential Guide to Academic Skills and Personal Development</i> (2 nd Ed.). Los Angeles, [Calif.]: SAGE Study Skills Ser. Web.	☒
Pellach	Phillips, S. (2014) <i>The complete guide to professional networking : the secrets of online and offline success</i> . London, England : Kogan Page	☒
Pellach	Snow, S. (2018) <i>Dream Teams: Working Together Without Falling Apart</i> . Piatkus.	☒

Pellach	<i>Williams, B. (2020) Diversity in the Workplace: Eye-Opening Interviews to Jumpstart Conversations about Identity, Privilege, and Bias.</i> Rockridge Press	☒
Pellach	Dawson, P. and Andriopoulos, C. (2017) <i>Managing Change, Creativity and Innovation.</i> SAGE Publications Ltd.	☒
Pellach	Clements, P., & Jones, J. (2008). <i>The diversity training handbook a practical guide to understanding & changing attitudes</i> (3rd ed.). London ; Philadelphia: Kogan Page.	☒

Module Code	BMSM5005
Title	Changemakers: Creativity and Value Creation
Date	25/06/2020
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To develop the concepts and practice of creativity and value creation for the development of innovative, aspiring, and progressive solutions.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Demonstrate knowledge and critical understanding of innovation, creativity, and enterprising mindset, recognising the values and the contribution creativity makes to the common good.
- Conceive, articulate, and apply creative thinking within a work-based or academic context to develop novel solutions and/or value creation.

INDICATIVE CONTENT

- Creativity in theory and practice.
- Value creation in theory and practice.
- Creative and ethical leadership: skills and challenges.
- Driving innovation and change, the intra and entrepreneurial individual.
- Critical thinking, troubleshooting and problem solving, developing novel solutions.
- Information gathering for inspiration, vision creation and ideation.
- Developing the enterprising and data driven mindset.
- Contemporary technologies: virtual and augmented reality and artificial intelligence to enhance creativity and innovation.
- Time management practices for an entrepreneurial mindset.
- Being resourceful, in the context of making do with less.
- Reflection and self-reflection.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
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Online portfolio of set exercises	2,000 words or equivalent	50%
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Assessment Component 2 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Assignment	2,000 words or equivalent	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

This will be guided by the student's subject area.

Module Code	BMSM5005	
Module Title	Changemakers: Creativity and Value Creation	
Classification	Reading List entry	Electronic*
Essential	Hargreaves, J., and Page, L. (2013) <i>Reflective Practice</i> . (Key Themes in Health and Social Care Series). Polity Press.	☒
Essential	Nardi, P.M. (2017) <i>Critical Thinking : Tools for Evaluating Research</i> . University of California Press	☒
Essential	Westerman, G., Bonnet, D. and McAfee, A., <i>Leading Digital: Turning Technology Into Business Transformation</i> . (Audiobook) Recorded Books. 2017.	☒
Further	Schiuma, G. (2011) <i>Managing Knowledge Assets and Business Value Creation in Organizations : Measures and Dynamics</i> Hershey, Pa.: Business Reference Service.	☒
Further	Rescher, N. (2014). <i>A System of Pragmatic Idealism, Volume II The Validity of Values, A Normative Theory of Evaluative Rationality</i> (Princeton Legacy Library). Princeton: Princeton University Press.	☒
Further	Turner, E. (2020) <i>Be Less Zombie: How great companies create dynamic innovation, fearless leadership and passionate people</i> . John Wiley & Sons.	☒

Cod y Modwl	BMSM5005C
Teitl	Ysgogwyr Newid: Creadigrwydd a Chreu Gwerth
Dyddiad	25/06/2020
Lefel	5
Credydau	20
Rhagofynion	Dim

AMCAN(ION)

- Datblygu cysyniadau ac arferion creadigrwydd a chreu gwerth i ddatblygu datrysiadau arloesol, uchelgeisiol a blaengar.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- Arddangos gwybodaeth a dealltwriaeth feirniadol o arloesedd, creadigrwydd a meddylfryd mentrus, gan gydnabod y gwerthoedd a'r cyfraniad mae creadigrwydd yn ei wneud er lles pawb.
- Ffurfio, mynegi a chymhwyso meddwl creadigol o fewn cyd-destun seiliedig ar waith neu academaidd i ddatblygu datrysiadau newydd a/neu greu gwerth.

CYNNWYS DANGOSOL

- Creadigrwydd mewn theori ac ymarfer.
- Creu gwerth mewn theori ac ymarfer.
- Arweinyddiaeth greadigol a moesegol: sgiliau a heriau.
- Ysgogi arloesedd a newid, yr unigolyn intrapreneuraidd ac entrepreneuraidd.
- Meddwl yn feirniadol, cywiro diffygion a datrys problemau, datblygu datrysiadau newydd.
- Casglu gwybodaeth ar gyfer ysbrydoliaeth, creu gweledigaeth a syniadaeth.
- Datblygu'r meddylfryd mentrus a yrrir gan ddata.
- Technolegau cyfoes: realiti rhithwir ac estynedig a deallusrwydd artiffisial i wella creadigrwydd ac arloesedd.
- Ymarferion rheoli amser ar gyfer meddylfryd entrepreneuraidd.
- Bod yn ddyfeisgar, o ran llwyddo i wneud y tro â llai o adnoddau.
- Myfyrio a hunan-fyfyrrio.

Dyraniad Amser Astudio

Mae'r amser astudio ar gyfer y modwl wedi ei rannu fel a ganlyn:

Math o weithgaredd	Oriau	Canran
Dysgu wedi'i amserlennu	48	24%
Dysgu annibynnol	152	76%
Dysgu drwy leoliadau		
CYFANSWM	200	100%

ASESU

Elfen Asesu 1 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Portffolio o ymarferion gosod ar-lein	2,000 o eiriau neu gyfwerth	50%

Elfen Asesu 2 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Aseiniad	2,000 o eiriau neu gyfwerth	50%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	
Gwaith cwrs	100%
Ymarferol	
CYFANSWM	100%

RHESTR DDARLLEN DDANGOSOL

Bydd y rhestr yn cael ei llywio gan faes pwnc y myfyriwr.

Cod y Modwl	BMSM5005C	
Teitl y Modwl	Ysgogwyr Newid: Creadigrwydd a Chreu Gwerth	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Hargreaves, J., and Page, L. (2013) <i>Reflective Practice</i> . (Key Themes in Health and Social Care Series). Polity Press.	☒
Hanfodol	Nardi, P.M. (2017) <i>Critical Thinking : Tools for Evaluating Research</i> . University of California Press	☒
Hanfodol	Westerman, G., Bonnet, D. and McAfee, A., <i>Leading Digital: Turning Technology Into Business Transformation</i> . (Audiobook) Recorded Books. 2017.	☒
Pellach	Schiuma, G. (2011) <i>Managing Knowledge Assets and Business Value Creation in Organizations : Measures and Dynamics</i> Hershey, Pa.: Business Reference Service.	☒
Pellach	Rescher, N. (2014). <i>A System of Pragmatic Idealism, Volume II The Validity of Values, A Normative Theory of Evaluative Rationality</i> (Princeton Legacy Library). Princeton: Princeton University Press.	☒
Pellach	Turner, E. (2020) <i>Be Less Zombie: How great companies create dynamic innovation, fearless leadership and passionate people</i> . John Wiley & Sons.	☒

Module Code	BMSM5008
Title	Community Sports Planning and Delivery
Date	24/02/2021
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To develop students' systematic understanding of the sports development environment including planning and delivering key initiatives and programmes.
- To encourage students to critically evaluate arguments, assumptions, and current strategies that are focused on creating pathways of opportunities for all individuals to achieve their potential in sport.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Demonstrate a critical appreciation of the sport development process by outlining key planning and implementation outcomes and issues in delivering sports development initiatives.
- Employ key planning skills through analyzing, understanding, and addressing the sports development needs and capacity for provision and developments in predefined communities.

INDICATIVE CONTENT

- The principles and processes of sports development in a variety of contexts (rural, urban, local authority, governing body, lone officer, part of a team, education, leisure).
- Planning for sports development (School Sport, Community, Club, Workforce, Facility and Elite).
- The key interventions (or landmarks) that have impacted on the evolution of sports development (Wolfenden Report, the birth of the Sports Council', Devolution).
- Processes in planning, implementation and monitoring sports development initiatives
- The variety of definitions of sports development that have contributed to its complexity.
- The models of sports development (traditional/ modified sports development continuum).
- The structure, function and development initiatives of key governmental agencies, national sporting agencies and local providers, identifying their relationships with each other. (e.g. Governments, sports councils, national governing bodies, local authorities)
- The role of development professionals (Generic, sport-specific, education, targeted).
- Modernizing of the sporting landscape (facilities & organizations, private investment).
- Understanding the structures and funding for sport (Exchequer, Lottery, Commercial)

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	Individual 10 minutes	25%

Assessment Component 2 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	3000 Words	75%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	75
Practical	25
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMSM5008	
Module Title	Community Sports Planning and Delivery	
Classification	Reading List entry	Electronic*
Essential	Wilson, R. and Platts, C. (eds.). (2018). <i>Managing and Development Community Sport</i> . Abingdon, Oxon: Routledge.	☐
Essential	Hylton, K. (2013) <i>Sports Development: Policy, Process and Practice</i> . Third Edition: London: Routledge	☒
Further	Beech, J and Chadwick, S (2013) <i>The Business of Sport Management</i> . Second Edition. London: Pearson	☐
Further	Collins, M (2009) <i>Examining Sports Development</i> London: Routledge (In Press)	☒
Further	Bloyce, D and Smith, A (2008) <i>Sport, Policy and Development: An Introduction</i> . London: Routledge	☒

Module Code	BMSM5008	
Module Title	Community Sports Planning and Delivery	
Classification	Reading List entry	Electronic*
Further	Coakley, J (2007) Sports in Society: Issues and Controversies. London: McGraw Hill	☐
Further	Collins, MF & Kay, T (2003) Sport and Social Exclusion. London: Routledge	☐
Further	Covell, D. and Walker, S. (2013) Managing Sports Organizations: Responsibility for Performance. Third Edition. London Routledge	☐
Further	Horne, J (2006) Sport in Consumer Culture. London: Palgrave Macmillan	☐
Further	Houlihan, B and Green, M (2008) Comparative Elite Sport Development: Systems, Structures and Public Policy. Oxford: Butterworth-Heinemann	☐
Further	King, N (2009) Sports Policy and Governance Local Perspectives. Oxford: Butterworth-Heinemann	☐
Further	Roberts, K (2004) The Leisure Industries. Palgrave Macmillan	☐
Further	Slack, T. And Parent, M.M. (2006) Understanding Sports Organizations: The Application of Organizational Theory. Leeds: Human Kinetics	☐

Module Code	BMSM5009
Title	Managing the Professional and Elite Sports Environment
Date	24/02/2021
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To develop students' knowledge and critical understanding of how countries, organisations, athletes, coaches, support staff and other stakeholders interact and develop leading sporting structures/systems within the industry.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Understand critically and evaluate the key systems and processes involved within professional and elite sport.
- Describe the experiences of professional/elite athletes (youth/senior) within a sports pathway development programme.
- Analyze, design, implement and evaluate an individual plan for an elite sporting organization.

INDICATIVE CONTENT

- An understanding of systems and the development of elite athletes within the UK
- Sport Policy (Mass Vs Elite)
- Modernization of Elite sport in the UK
- Programme development (Analysis, Design, Implementation, Evaluation)
- Performance management (Performance indicators, evaluation framework)
- Competition framework and season structures
- Pathway development structures (Nurture vs. Nature)
- Coach education and Continued Professional Development (CPD)
- Selection and talent identification (Maturation, RAE - Relative Age Effect)
- Volunteer recruitment and training
- Club development and marketing
- Managing high performance sport
- Elite player and performance management
- Youth Development
- Parenting and Youth Development
- Elite Sport and Mental Health
- Managing social responsibility in sport
- Sponsorship and endorsements (Clubs, Athletes, Sports)
- Data analysis and emerging trends
- Periodization Management and Long-Term Athlete Development (LTAD)
- Notational and tactical analysis (Player Development, Team Performance)
- Income generation and further funding options
- Definitions of performance elite and professional sports
- Athlete lifestyle and holistic development
- Injury prevention and management

- Testing principles of high performance
- Drugs and performance enhancement
- Commercialization and globalization of high-performance sporting environments.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000	50%

Assessment Component 2(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMSM5009	
Module Title	Managing the Professional and Elite Sports Environment	
Classification	Reading List entry	Electronic*
Essential	Shibli, S. Westerbeek, H. Bosscher, V. Bottenburg, A (2015) Successful Elite Sport Policies: An International Comparison of the sports policy factors leading to international sporting success, Meyer & Meyer Sport (UK)	☒
Essential	Hassan, D (2018) Managing Sport Business. An Introduction. Second Edition. Oxon: Routledge	☐
Further	Sotiriadou, P and Bosscher, VD (2013) Managing High Performance Sport. London: Routledge	☐

Module Code	BMSM5009	
Module Title	Managing the Professional and Elite Sports Environment	
Classification	Reading List entry	Electronic*
Further	Kristiansen, E. Parent, M. Houlihan, B. (2016) Elite Youth Sport Policy and Management: A comparative analysis, Oxon: Routledge	
Further	Anderson, S. Houlihan, B. Ronglan, L. (2015) Managing Elite Sport Systems: Research and Practice. Routledge	☐
Further	Beech, J and Chadwick, S (2013) The Business of Sport Management. Second Edition. London: Pearson	☐
Further	Covell, D. and Walker, S. (2013) Managing Sports Organisations: Responsibility for Performance. Third Edition. London Routledge	☐
Further	Houlihan, B and Green, M (2008) Comparative Elite Sport Development: Systems, Structures and Public Policy. Oxford: Butterworth-Heinemann	☐
Further	Sport, Education and Society	☐
Further	Journal of Sport Management	☒
Further	European Sport Management Quarterly	☐
Further	Sport Management Review	☒
Further	International Journal of Sport Management (IJSM)	☐
Further	http://www.ospreysrugby.com	☒
Further	http://www.swanseacity.net/	☒
Further	http://www.faw.org.uk/	☒
Further	http://www.wru.co.uk/	☒
Further	http://www.basketballwales.com/index.php?p=home	☒
Further	http://www.lta.org.uk/in-your-area/Wales/	☒
Further	http://www.swimwales.org/	☒
Further	http://www.welshgymnastics.org/	☒
Further	http://www.walesrugbyleague.co.uk/	☒
Further	http://hockeywales.org.uk/	☒
Further	http://www.britishcycling.org.uk	☒
Further	http://www.cardiffdevils.com/	☒
Further	http://www.welshnetball.co.uk/	☒
Further	http://www.cricketwales.org.uk/	☒

Module Code	BMSM5010
Title	Sports infrastructure, Design and Operation
Date	24/02/2021
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To develop knowledge and critical understanding of the key issues that may be encountered when designing, managing, and developing sporting infrastructure.
- To encourage students to apply underlying concepts, and principles in generating solutions for key strategic and operational industry issues encountered by sports facilities.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Critically evaluate social, economic, environmental, and political issues that influence and effect the supply and demand for sport facility usage.
- Identify and deliver sustainable facility development, operational and programming plans, that recognize the sporting needs of specific communities
- Implement an auditing plan for a stadium or sports facility that considers consumer feedback, whilst identifying industry relevant recommendations.

INDICATIVE CONTENT

- Facility frameworks – (participation to elite provision, sport, adventure, wellbeing)
- UK Quality scheme for sport and leisure
- Sports Centre and Stadium planning and developments.
- International Association for Sports and Leisure Facilities (Future Trends)
- Government funding into sporting infrastructure.
- Facility provision and management (history, investment, infrastructure)
- Sports and Play Construction Association (Project completion)
- Active today for an active tomorrow report
- Facilities for future generations report
- Economic impacts of sport and leisure venues (Stadia, major events, tourism, commercial)
- Consideration of Environmental factors and Sustainability of Sports Stadia
- Facility development & planning (Facilities planning model; funding)
- Stadia development and management (safety, security, commercial models)
- Facilities management structures (public, private, trust, community partnerships)
- Facilities design (dual use; stand alone, sport, fitness, adventure, health & wellbeing)
- Operational management of facilities (customers, demand, resources, staffing and resources)

- Financial management and budgeting models for sports facilities
- Ticketing and sales management
- Facilities relationships with the media (local, national, and international)
- The future direction for sport and leisure facilities (new markets, advances in technology, global influences).
- Spectator safety and stewarding.
- Stadium and sports facility auditing.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	4000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMSM5010	
Module Title	Sports Infrastructure, Design and Operation	
Classification	Reading List entry	Electronic*
Essential	Culley, P. and Pascoe, J. (2015) Sports Facilities and Technologies. London: Routledge	☐
Essential	Schwarz, E. C., Hall, S. A., Shibli, S. (2020). Sport Facility Operations Management. London: Routledge	☐
Further	Beech, J and Chadwick, S (2013) The Business of Sport Management. Second Edition. London: Pearson	☐
Further	Covell, D. and Walker, S. (2013) Managing Sports Organisations: Responsibility for Performance. Third Edition. London Routledge	☐

Module Code	BMSM5010	
Module Title	Sports Infrastructure, Design and Operation	
Classification	Reading List entry	Electronic*
Further	Hoye, R., Smith, A.C.T., Nicholson, M., Stewart, B. and Westerbeek, H. (2012) Sports Management: Principles and Applications. Third Edition. London Routledge	☐
Further	Reeves, N. (2002) A Guide to Business Planning for Leisure and Environmental Managers. ILAM	☐
Further	Roberts, K (2016) The Business of Leisure, Second Edition, Palgrave, London	☐
Further	Schwarz, E. Hall, S. & Shibli, S (2015) Sport Facility Operations Management: A Global Perspective. 2 nd Edition, London: Routledge	☐
Further	Torkildsen, G (2005) Leisure and Recreation Management (Fifth Edition). Routledge	☒
Further	Managing Leisure: An International Journal	☒
Further	European Sport Management Quarterly	☐
Further	Sport Management Review	☒
Further	Journal of legal aspects of sport	☐
Further	Journal of Sport Management	☐
Further	http://www.cimspa.co.uk/	☒

Module Code	BMSM5011
Title	The Cultural Sporting World
Date	24/02/2021
Level	5
Credits	20
Pre-Requisites	

AIMS

- To develop a critical understanding of sport's place in an increasingly globalised world.
- To increase awareness of other sporting cultures to facilitate more effective intercultural relationships and an understanding of the National, European, and International cultural elements which influence sport and community development

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Define and demonstrate an awareness of the role of culture in developing and maintaining national sports from a local and global perspective.
- Evaluate how behaviour and attitude to sport can vary between different cultures across the World.
- Critically evaluate the relationship between sport and national identity, and the extent to which globalisation is resulting in a homogenous sporting culture.

INDICATIVE CONTENT

- The cultural environment (Cosmopolitan, Nationalism, Localism).
- Functions and elements of culture.
- Nationalism, sport, and national identity.
- Origins and growth of modern sports.
- Global cultural sporting environments, including: Great Britain and Ireland; North America; South East Asia; the Arab World; Australasia.
- Characteristics of global sport.
- Globalization, glocalization and denationalization.
- Commodification and commercialization of sport.
- Activism and other reactions to globalization and neo-liberalism.
- International sport organizations and the governance of sport.
- Sport for Development & Peace.
- Racism, gender, and diversity in sport.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual Presentation	10 minutes	25%

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	3000 words	75%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	75%
Practical	25%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMSM5011	
Module Title	The Cultural Sporting World	
Classification	Reading List entry	Electronic*
Essential	Houlihan, B., and Malcolm, D. (2016). <i>Sport and Society – A Student Introduction. 3rd Edition</i> . London: SAGE.	☐
Essential	Jarvie, G., Thornton, J., Mackie, H. (2018). <i>Sport, Culture and Society</i> . London: Routledge	☒
Essential	Marjoribanks, T. and Farquharson, K. (2012). <i>Sport and Society in the Global Age</i> . London: Palgrave Macmillan.	☐
Further	Bairner, A. (2001). <i>Sport, Nationalism and Globalization</i> . New York: SUNY Press	☐
Further	Coakley, J., and Pike, E. (2014). <i>Sports in Society Issues and Controversies</i> . 2nd. ed. Maidenhead: McGraw-Hill, 2014. Print.	☐
Further	Harris, J., and Parker, A. (eds.) (2009). <i>Sport and Social Identities</i> . London: Palgrave Macmillan	☐
Further	Jarvie, G. (2006) <i>Sport, Culture and Society: An Introduction</i> . Oxon: Routledge.	☒
Further	Spracklen, K. (2015). <i>Exploring Sports and Society – A Critical Introduction for Students</i> . London: Palgrave.	☐
Further	Levermore, R. & Beacon, A. (2012). <i>Sport and International Development</i> . London: Palgrave Macmillan	☐

Further	Markovits, A.S., and Rensmann, L. (2010). <i>Gaming the World: How Sports Are Reshaping Global Politics and Culture</i> . New Jersey: Princeton University Press.	☐
Further	Schirato. T. (2007). <u>Understanding Sports Culture</u> . London: SAGE Publications.	☐
Further	Cashmore E (2015) <u>Making Sense of Sports (4th Edition)</u> . London: Routledge	☒
Further	Samovar, L. A., Porter, R.E., McDaniel, E.R., and Roy, C.S. (2013). <i>Communication between Cultures</i> . 8th Ed., International ed. Belmont, California: Wadsworth Cengage Learning.	☐
Further	Abramson, N.R., Moran, R.T., and Harris, P.R. (2018). <i>Managing Cultural Differences</i> . 10 th ed. New York: Routledge.	☐
Further	Quiroga, A. (2013). <i>Football and National Identities in Spain: The Strange Death of Don Quixote</i> . Basingstoke: Palgrave Macmillan.	☐
Further	Scholes J & Sassower R (2014) <u>Religion and Sports in American Culture</u> . Oxon: Routledge.	☒
Further	Collins M and Kay T (2003) <u>Sport and social exclusion</u> . London: Routledge	☒
Further	Journal of Sport and Social Issues	☒
Further	International Review for the Sociology of Sport	☒
Further	Sociology of Sport Journal	☒
Further	Sport in Society	☒
Further	Sport, Education and Society	☒
Further	International Journal of Sport Management	☒
Further	International Journal of Sport Management and Marketing	☒

Module Details (Level 6)

Module Code	BMSM6003
Title	Independent Project
Date	25/06/2020
Level	6
Credits	40
Pre-Requisites	None

AIM(S)

- To develop the ability of students to engage critically and innovatively with theory and/or practice relevant to their studied subject areas in order to produce a discipline specific in-depth project.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Demonstrate intellectual skills in the identification of an appropriate topic, problem, or challenge for investigation pertinent to their field of study and formulate a suitable plan for further research utilising relevant investigative methods in order to produce a response.
- Evidence in-depth knowledge and critical understanding of principles necessary to underpin their education within their chosen field of study and problem solving techniques applicable to this.
- Evidence independence of thought and critical evaluation in the production of an independent piece of work, demonstrating transferable skills through exercising initiative and personal responsibility in planning own learning and self-management.
- Organise their knowledge and learning through use of a range of media and present their work appropriately in a manner that can be understood by specialist and non-specialist audiences.

INDICATIVE CONTENT

- Research paradigms, methods, and techniques of research and enquiry.
- Conducting and writing literature reviews.
- Ethical concerns and the research process.
- Resource, project, and skills management processes and techniques.
- Presenting and illustrating data and information.
- Communication of general, specialist, technical ideas and results.
- Problem solving, creative, entrepreneurial thinking and approaches.
- Collaboration, adaptability and reflection.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	36	9%
Independent learning	364	91%
Placement learning		
TOTAL	400	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Minimum of 3 elements (equivalent to 10,000 words)	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

This will be guided by the student's individual project.

Module Code	BMSM6003	
Module Title	Independent Project	
Classification	Reading List entry	Electronic*
Essential	Cottrell S, (2015) <i>Skills for Success Personal Development and Employability</i> , 3 rd edition, Palgrave. London.	☒
Essential	ASET, 2013 <i>Good Practice Guide for Workbased Learning and Placement Learning in Higher Education</i>	☒
Essential	Gray, D.E. (2018) <i>Doing Real World Research</i> , London: SAGE.	☐
Further	Gallagher K, (2016) <i>Essential Study and Employment Skills For Business and Management Students</i> , Oxford	☐
Further	Gottschall, Jonathan (2013), <i>The Storytelling Animal: How Stories Make Us Human</i> , Houghton Mifflin	☐
Further	Storr, Will (2020), <i>The Science of Storytelling</i> , William Collins	☐
Further	Cohen, L. Manion, L. and Morrison, K. (2017) <i>Research Methods in Education</i> , 8 th edition London: Routledge.	☒
Further	Flick, U. (2014) <i>An Introduction to Qualitative Research</i> , London: SAGE.	☐
Further	Aubrey, K. & Riley, A. (2017) <i>Understanding and Using Challenging Education Theories</i> , London: SAGE.	☒
Further	Brinkmann, S. and Kvale, S. (2018) <i>Doing Interviews (Qualitative Research Kit)</i> . Sage	☐
Further	Gibbs, G. (2018) <i>Analysing Qualitative Data (Qualitative Research Kit)</i> . Sage	☒
Further	Creswell, J. W. (2012). <i>Qualitative inquiry and research design: Choosing among five approaches</i> . Sage	☐
Further	Obschonka, M., Hakkarainen, K., Lonka, K. et al. Entrepreneurship as a twenty-first century skill: entrepreneurial alertness and intention in the transition to adulthood. <i>Small Bus Econ</i> 48 , 487–501 (2017). https://doi.org/10.1007/s11187-016-9798-6	☒
Further	https://ec.europa.eu/jrc/en/entrecomp	☒

Cod y Modwl	BMSM6003C
Teitl	Prosiect Annibynnol
Dyddiad	25/06/2020
Lefel	6
Credydau	40
Rhagofynion	Dim

AMCAN(ION)

- Datblygu gallu myfyrwyr i fynd i'r afael yn feirniadol ac yn arloesol â theori a/neu arfer sy'n berthnasol i'r meysydd pwnc a astudir ganddynt er mwyn llunio prosiect manwl sy'n benodol i'w disgyblaeth.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- Arddangos sgiliau deallusol wrth ddynodi pwnc, problem neu her briodol i'w harchwilio sy'n berthnasol i'w maes astudio a ffurfio cynllun addas i'w ymchwilio ymhellach gan ddefnyddio dulliau archwiliadol perthnasol er mwyn llunio ymateb.
- Dangos gwybodaeth fanwl a dealltwriaeth feirniadol o'r egwyddorion sy'n angenrheidiol i ategu eu haddysg o fewn eu maes astudio dewisol a thechnegau datrys problemau sy'n berthnasol i hyn.
- Dangos meddwl annibynnol a gwerthuso beirniadol wrth lunio darn o waith annibynnol, gan arddangos sgiliau trosglwyddadwy trwy ddefnyddio menter a chyfrifoldeb personol wrth gynllunio eu dysgu eu hunain a'u hunanreolaeth.
- Trefnu eu gwybodaeth a'u dysgu trwy ddefnyddio amrywiaeth o gyfryngau, a chyflwyno'u gwaith yn briodol mewn ffordd sy'n ddealladwy i gynulleidfaoedd arbenigol ac anarbenigol.

CYNNWYS DANGOSOL

- Paradeimau ymchwil, dulliau, a thechnegau ymchwil ac ymholi.
- Cynnal ac ysgrifennu adolygiadau llenyddiaeth.
- Pryderon moesegol a'r broses ymchwil.
- Prosesau a thechnegau rheoli adnoddau, prosiectau a sgiliau.
- Cyflwyno a darlunio data a gwybodaeth.
- Cyfathrebu syniadau a chanlyniadau cyffredinol, arbenigol, technegol.
- Datrys problemau, a meddwl a dulliau creadigol ac entrepreneuriaidd.
- Cydweithio, addasu a myfyrio.

Dyraniad Amser Astudio

Mae'r amser astudio ar gyfer y modwl wedi ei rannu fel a ganlyn:

Math o weithgaredd	Oriau	Canran
Dysgu wedi'i amserlennu	36	9%
Dysgu annibynnol	364	91%
Dysgu drwy leoliadau		
CYFANSWM	400	100%

ASESU

Elfen Asesu 1 (Ticiwch un)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Portffolio	O leiaf 3 elfen (cyfwerth â 10,000 o eiriau)	100%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	
Gwaith cwrs	100%
Ymarferol	
CYFANSWM	100%

RHESTR DDARLLEN DDANGOSOL

Bydd y rhestr yn cael ei llywio gan brosiect unigol y myfyriwr.

Cod y Modwl	BMSM6003C	
Teitl y Modwl	Prosiect Annibynnol	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Cottrell S, (2015) <i>Skills for Success Personal Development and Employability</i> , 3 rd edition, Palgrave. London.	☒
Hanfodol	ASET, 2013 <i>Good Practice Guide for Workbased Learning and Placement Learning in Higher Education</i>	☒
Hanfodol	Gray, D.E. (2018) <i>Doing Real World Research</i> , London: SAGE.	☐
Pellach	Gallagher K, (2016) <i>Essential Study and Employment Skills For Business and Management Students</i> , Oxford	☐
Pellach	Gottschall, Jonathan (2013), <i>The Storytelling Animal: How Stories Make Us Human</i> , Houghton Mifflin	☐
Pellach	Storr, Will (2020), <i>The Science of Storytelling</i> , William Collins	☐
Pellach	Cohen, L. Manion, L. and Morrison, K. (2017) <i>Research Methods in Education</i> , 8 th edition London: Routledge.	☒
Pellach	Flick, U. (2014) <i>An Introduction to Qualitative Research</i> , London: SAGE.	☐
Pellach	Aubrey, K. & Riley, A. (2017) <i>Understanding and Using Challenging Education Theories</i> , London: SAGE.	☒
Pellach	Brinkmann, S. and Kvale, S. (2018) <i>Doing Interviews (Qualitative Research Kit)</i> . Sage	☐
Pellach	Gibbs, G. (2018) <i>Analysing Qualitative Data (Qualitative Research Kit)</i> . Sage	☒

Pellach	Creswell, J. W. (2012). <i>Qualitative inquiry and research design: Choosing among five approaches</i> . Sage	☐
Pellach	Obschonka, M., Hakkarainen, K., Lonka, K. et al. Entrepreneurship as a twenty-first century skill: entrepreneurial alertness and intention in the transition to adulthood. <i>Small Bus Econ</i> 48 , 487–501 (2017). https://doi.org/10.1007/s11187-016-9798-6	☒
Pellach	https://ec.europa.eu/jrc/en/entrecomp	☒

Module Code	BMSM6004
Title	Managing and Leading Sports Organisations
Date	24/02/2021
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To develop students' knowledge and systematic understanding of the theory and practice of Leadership and organisational strategy within sports organisations.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Demonstrate a systematic knowledge and understanding of leadership theory in relation to the sports environment.
- Demonstrate a systematic knowledge and understanding of organisational strategy and evaluate different perspectives for varying sports teams.
- Evaluate management and leadership practice in relation to changes within the sports environment.

INDICATIVE CONTENT

- Conceptualizing Leadership
- Leadership and Power within sport
- Leadership succession planning within sports teams.
- Leadership and Management in sports organizations and professional sports teams
- Managing Sport – non-profit sector
- Strategical and operational planning within sports delivery
- Team Development, cohesion and progression in the community and performance environment.
- Strategy sports management in the elite environment
- Managing change and conflict within organizations.
- Ethics and Corporate Social Responsibility.
- Approaches to strategic leadership in sport.
- Project proposals and planning in a sport context.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation (individual)	10 minutes	25%

Assessment Component 2 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report (case Study)	3000 words	75%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	75
Practical	25
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMSM6004	
Module Title	Managing and Leading Sports Organisations	
Classification	Reading List entry	Electronic*
Essential	Bowen, J., Katz, R., Mitchell, J., Polden, D., Walden, R. (2017). <i>Sport, Ethics and Leadership</i> . London: Routledge.	☐
Essential	Myers, P., Hulks, S. and Wiggins, L. (2012). <i>Organizational Change: Perspective on Theory and Practice</i> . Oxford: Oxford University Press.	☐
Essential	Northouse, P. (2016). <i>Leadership: Theory and practice</i> , 7 th ed. Los Angeles: SAGE.	☐
Further	Hoye, R., Smith, A., Nicholson, M., Stewart, B. and Westerbeek, H. (2012). <i>Sport Management: Principles and Applications</i> . London: Routledge.	☐
Further	Binney, G., Wilkes, G. and Williams, C. (2012). <i>Living leadership: A practical guide for ordinary heroes</i> . 3 rd ed. Harlow: Financial Times/Prentice Hall.	☐
Further	Lynch, R. (2015). <i>Strategic Management</i> (7 th Edition). Harlow: Pearson.	☐
Further	Beech, J. and Chadwick, S. (2013) <i>the Business of Sport Management</i> 2 nd ed. London: Harlow	☐
Further	Lussier, R. and Kimball, D. (2019). <i>Applied Sport Management Skills</i> . 3rd Ed. Champaign, IL. Human Kinetics.	☐
Further	Journal of Sport Management	☒
Further	European Sport Management Quarterly	☐
Further	Sport Management Review	☒
Further	International Journal of Sport Management (IJSM)	☐

Module Code	BMSM6005
Title	Sports Policy, Governance and Tactical Decision Making
Date	24/02/2021
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To develop and integrate key overall strategic management principles to analyze the likely future direction of the sporting environment, whilst considering its long-term sustainability.
- Critically evaluate the impact of policy decisions on the health and physical wellbeing of the nation.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Assess the importance of and evaluate core areas of strategic management principles in the integration of deliverance for sports organisations.
- Apply analytical, problem solving and forecasting methods to organizational situations to the development of tactical decision making and competitive advantage.
- Critically evaluate the implementation of selected strategies and their link to future policy and practical developments.

INDICATIVE CONTENT

- The sports policy environment (Sport Wales, Regional Boards, Local Authorities, NGB's, National Government, Central Government, EU).
- Active adult survey.
- School sports survey.
- Sport Wales (A Vision for sport in Wales)
- Taking Wales Forward (2021)
- Lifestyle forecasts, Consumer trends.
- Active today for an Active Tomorrow.
- The Future Generations Act (2015)
- Governance and Manifestos for sport and health
- UK Active – Physical activity and health.
- Urban regeneration – City Deals
- Policy and strategy (Differences and linkages)
- Future generations overview
- Early years, physical literacy, and long-term health
- The strategic position and the economic environment.
- Donaldson Report.
- Facilities for future generations
- Environmental impacts on the future sports environment.
- Finance and National Debt on sporting development.
- The environment (Macro and Micro analysis)
- Strategic capability - sustaining competitive advantage, diversification, and value creation.

- Corporate governance, business ethics and social responsibility, organizational purposes, and stakeholder expectation.
- Organizational structures, processes, and relationships.
- Management of resources
- International expansion and globalization
- Not for profit and community trusts

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning	0	
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Report	4000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMSM6005	
Module Title	Sports Policy, Governance and Tactical Decision Making	
Classification	Reading List entry	Electronic*
Essential	Hoye R & Smith ACT & Nicholson M, Stewart B (2015) <u>Sports Management</u> , 4 th Edition, Routledge	☐
Essential	Hums, M., MacLean, J. (2018). Governance and Policy in Sport Organizations. New York: Routledge	☒
Essential	Foster, G., O'Reilly, N., Dávila, A. (2020). Sports Business Management. New York: Routledge	☒
Essential	Lynch (2015) <u>Strategic Management</u> , 7 th Edition, Pearson	☐
Essential	Johnson, G, Scholes, K and Whittington, R (2013) <u>Exploring Strategy (Text and Cases)</u> London: Pearson	☐
Further	David, Fred (2009) <u>Strategic Management – Concepts and Cases</u> New Jersey: Pearson/Prentice Hall	☐
Further	Johnson, G, Scholes, K and Whittington, R (2008) <u>Exploring Corporate Strategy (Text and Cases)</u> London: FT/ Prentice Hall	☐

Module Code	BMSM6005	
Module Title	Sports Policy, Governance and Tactical Decision Making	
Classification	Reading List entry	Electronic*
Further	Morrison, Janet (2009) International Business – Challenges in a Changing World Basingstoke: Palgrave	☐
Further	Orsato, Renato (2009) Sustainability Strategies – When Does it Pay to be Green? Basingstoke: Palgrave/Macmillan	☐
Further	Segal-Horn, Susan (ed) (2008) <u>The Strategy Reader</u> Padstow: The Open University	☐
Further	Wheelan, Thomas and Hunger, David (2009) <u>Strategic Management and Business Policy</u>	☐
Further	Economist	☒
Further	Harvard Business Review	☒
Further	Strategic Management Journal	☒

Module Code	BMSM6006
Title	Strategic Sports Event Management
Date	24/02/2021
Level	6
Credits	20
Pre-Requisites	

AIMS

- To develop a detailed understanding of the strategic management of sports events market, from international mega-events to grassroots community events.
- To consider the policy context regarding hosting major sports events and the evidence of their impact and legacy, including to develop comprehensive knowledge and understanding of the sports event planning process and its practical application.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Critically appraise the development and strategies of the sports events sector by applying the strategic management principles.
- Challenge the traditional assumptions regarding the benefits of major sporting events and their impact on all stakeholders.
- Apply the sports event planning process to an event of their own ideation.

INDICATIVE CONTENT

- The sports event industry.
- UK and international major event policies and strategies.
- Bidding for major sports events.
- The sports event planning process.
- Impacts and legacies of major sports events, and their evaluation.
- Economic impact assessment of major sports events.
- Financial planning and control.
- Sports event sponsorship.
- Marketing strategies, planning and implementation.
- Destination marketing, image, and branding through major events.
- People management: staff and volunteers.
- Running the sports event: event operations.
- Performance management: evaluating operations.
- Safety and security risks.
- Environmentally sustainable work practices.
- Sports event trends and practices.
- Past and current case studies will be used throughout to illustrate industry best practice and the range of impacts and legacies.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning	0	
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000 words	50%

Assessment Component 2

☒ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Exam (seen)	2 hours	50%

Assessment Summary

Activity type	Percentage
Written exam	50%
Coursework	50%
Practical	0%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMSM6006	
Module Title	Strategic Sports Event Management	
Classification	Reading List entry	Electronic*
Essential	Masterman, G. (2014). <i>Strategic Sports Event Management</i> . Oxon: Routledge.	☐
Essential	Parent, M., Ruetsch, A. (2021). <i>Managing Major Sports Events</i> . London: Routledge,	☒
Essential	Westerbeek, H., Smith, A., Turner, P., Emery, P., Green, C., and Van Leeuwen, L. (2005). <i>Managing Sport Facilities and Major Events</i> . London: Routledge.	☐
Further	Mallen, C., and Adams, L. (2008). <i>Sport, Recreation and Tourism Event Management Theoretical and Practical Dimensions</i> . Oxford: Butterworth-Heinemann.	☒
Further	Van Der Wagen, L. and White, L. (2010). <i>Events Management: For Tourism, Cultural, Business and Sporting Events</i> . 4th ed. Melbourne, Australia: Pearson.	☐
Further	Beech, J., and Chadwick, S. (2013). <i>The Business of Sport Management, 2nd Edition</i> . Harlow, United Kingdom: Pearson Education Limited.	☒

Further	Bowdin, G., Allen, J., Harris, R., McDonnell, I., and O'Toole, W. (2011). <i>Events Management</i> . Third Edition. Oxford: Routledge.	☒
Further	Foster, G., O'Reilly, N., Davila, A. (2016). <i>Sports Business Management – Decision making around the globe</i> . New York: Routledge.	☐
Further	Hoye, R., Smith, A.C.T., Nicholson, M., Stewart, B. and Westerbeek, H. (2012) <i>Sports Management: Principles and Applications</i> . 3 rd Edition. London Routledge.	☐
Further	Poynter, G., and Viehoff, V. (2015) <i>Mega-Event Cities: Urban Legacies of Global Sports Events</i> . Farnham, Surrey: Ashgate Publishing.	☐
Further	Taylor, P. (ed.) (2011). <i>Torkildsen's Sport and Leisure Management, 6th Edition</i> . London: Routledge.	☐
Further	Journal of Venue and Event Management	☒
Further	Event Management	☒
Further	International Journal of Event and Festival Management	☒
Further	Managing Leisure	☒
Further	Sports Management	☒
Further	Sport Management Review	☒
Further	European Sport Management Quarterly	☒
Further	International Journal of Sport Management	☒
Further	Journal of Sport Management	☒
Further	International Journal of Sport Management and Marketing	☒
Further	International Journal of Sport Policy and Politics	☒
Further	Sport in Society	☒
Further	Harvard Business Review	☒

Module Code	BMSM6007
Title	The Globalised Sports Environment
Date	24/02/2021
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To systematically understand and apply the key concepts of the wider international business and economic environment on elite sports teams, athletes, and sports franchises.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Evaluate and analyze contemporary global issues in the world of professional and elite sport which include participation, lifestyle alterations, commercialization, global event structures and international league systems.
- Demonstrate a critical appreciation of the impact on the globalized sports sector.

INDICATIVE CONTENT

- The International market (North America, Europe, Africa, South America, Australasia, Asia)
- Corporate and organizational culture
- International ownership and control (professional sports teams and franchises)
- Business culture and leadership the financial marketplace and the wider economy
- Governance and politics (Society influences, NGO's)
- Sports Councils and World Governing Bodies
- Developing an operations strategy to include vision; objectives; implementation
- Management and planning to deliver sustainability within organizations
- International sporting events (Olympics, Football World Cup, International Championship, RWC, Ryder Cup, Davies Cup, PGA)
- Sports tourism, legacies and the cost to the host cities
- Branding, Media, Sponsorship
- Institutions and Environments
- The political economy
- Professional leagues
- The competitive balance

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning	0	
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Evaluation Report	4000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMSM6007	
Module Title	The Globalised Sports Environment	
Classification	Reading List entry	Electronic*
Essential	Frawley, S., Misener, L., Lock, D., Schlenker, N. (2019). <i>Global Sport Leadership</i> . London: Routledge,	☒
Essential	Jarvie, G., Thornton, J., Mackie, H. (2018). <i>Sport, Culture and Society</i> . London: Routledge	☒
Further	Bairner, A. (2001). <i>Sport, Nationalism and Globalization</i> . New York: SUNY Press	☐
Further	Coakley, J., and Pike, E. (2014). <i>Sports in Society Issues and Controversies</i> . 2nd. ed. Maidenhead: McGraw-Hill, 2014. Print.	☐
Further	Spracklen, K. (2015). <i>Exploring Sports and Society – A Critical Introduction for Students</i> . London: Palgrave.	☐
Further	Levermore, R. & Beacon, A. (2012). <i>Sport and International Development</i> . London: Palgrave Macmillan	☐
Further	Schirato, T. (2007). <u>Understanding Sports Culture</u> . London: SAGE Publications.	☐
Further	Abramson, N.R., Moran, R.T., and Harris, P.R. (2018). <i>Managing Cultural Differences</i> . 10 th ed. New York: Routledge.	☐
Further	Scholes J & Sassower R (2014) <u>Religion and Sports in American Culture</u> . Oxon: Routledge.	☒
Further	International Review for the Sociology of Sport	☒
Further	International Journal of Sport Management	☒
Further	International Journal of Sport Management and Marketing	☒

Module Code	BMSM6008
Title	The Sports Development Entrepreneur
Date	24/02/2021
Level	6
Credits	20
Pre-Requisites	

AIMS

- To develop detailed knowledge and systematic understanding of entrepreneurship theories and concepts applied within the practise of sports development.
- To develop interpersonal, communication and network skills that enable students to respond to stakeholder needs, and to articulate their ideas and information via appropriate formats.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Generate innovative ideas to well defined problems by scanning, analyzing and evaluating relevant information sources.
- Demonstrate an enterprising mindset capable of evaluating relevant sports development opportunities and challenges, via an awareness of contemporary industry trends and detailed understanding of entrepreneurship theory.
- Demonstrate a critical appreciation of the sport development process by outlining the key planning implications, outcomes, and issues in delivering sports development initiatives.
- Employ strategic and development planning skills in analyzing, understanding and addressing the sports development needs and capacity for provision in communities.

INDICATIVE CONTENT

- Definitions of Enterprise and Entrepreneurship.
- Entrepreneurial concepts, processes and decision making.
- Sport Entrepreneurship.
- Entrepreneurial orientation and competencies.
- Planning and communicating new ideas (e.g. Business model canvas, pitching, intellectual property).
- The business planning process (analysis, choice and implementation).
- Business description: business ownership/legal formats, mission and objectives.
- Financial plan: e.g. sources of finance to start-up a business, costings, breakeven analysis, cash flow predictions, profit and loss accounts.
- The sporting landscape in the UK (policies, NGOs, NGBs, public, private and voluntary sectors).
- Models of sports development (Traditional and modified sports Development Continuum).
- Sports development in a variety of contexts (rural, urban, local authority, governing body, leisure trusts).
- Workforce development initiatives and pathways (Volunteers, Coaches, Officials, Administrators, Officers).
- NGB player development pathways and community development.

- Relevant legislation that influences planning for sports, facilities, and programmes (Child protection, health, education, crime, social inclusion).
- The role of development professionals (generic, sport-specific, education, targeted).
- Structures and funding for sport (Exchequer, Lottery, Commercial).

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation Group Pitch	5 minutes per person	25%

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Business Plan	3000 word.	75%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	75
Practical	25
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMSM6008	
Module Title	The Sports Development Entrepreneur	
Classification	Reading List entry	Electronic*
Essential	Ciletti D., and Chadwick, S. (2012). <i>Sports Entrepreneurship – Theory and Practice</i> , Morgantown, West Virginia: Fitness Information Technology.	☐
Essential	Burns, P. (2016). <i>Entrepreneurship and Small Business: Start-up, Growth and Maturity</i> . 4 th Edition. Basingtoke: Palgrave Macmillan.	☐

Essential	Hylton, K (2013) <u>Sport Development – Policy, Process and Practice</u> , 3 rd Edition. London: Routledge	☒
Essential	Barringer, B.R., and Ireland, R.D. (2019). <i>Entrepreneurship: successfully launching new ventures, Global Edition</i> . 6 th Edition. Harlow: Pearson Education Ltd.	☒
Further	Rae, (2015). <i>Opportunity-centred Entrepreneurship</i> . Second ed. London: Macmillan Palgrave.	☐
Further	Hisrich, R.D., Peters, M.P., and Shepherd, D.A. (2019). <i>Entrepreneurship</i> . 11 th Edition. New York: McGraw-Hill Education.	☐
Further	Zimmerer, T. (2008). <i>Essentials of Entrepreneurship and Small Business Management</i> . 5th Edition. Upper Saddle River, N.J.: Pearson Education.	☐
Further	Mariotti, S., and Glackin, C. (2015). <i>Entrepreneurship</i> . Welwyn Garden City: Pearson Education UK.	☒
Further	Barrow, C., Barrow, P., and Brown, R. (2012). <i>The business Plan Workbook</i> . 7th edition. London: Kogan.	☒
Further	Bessant, J. R., and Tidd, J. (2015). <i>Innovation and Entrepreneurship</i> . 3 rd Edition. Chichester: Wiley.	☐
Further	Williams, S. (2017). <i>The Financial Times Guide to Business Start up 2017/18</i> . 30th ed. Financial times Guides.	☒
Further	Robson, S., Simpson, K., and Tucker, L. (eds.) (2013). <i>Strategic Sport Development</i> . Abingdon, Oxon: Routledge.	☐
Further	Wilson, R. and Platts, C. (eds.). (2018). <i>Managing and Development Community Sport</i> . Abingdon, Oxon: Routledge.	☐
Further	Saiz-Álvarez, J.M., Palma-Ruiz, J. M. (2019). <i>Handbook of Research on Entrepreneurial Leadership and Competitive Strategy in Family Business</i> . Hershey: IGI Global.	☒
Further	Journal of International Entrepreneurship	☒
Further	Entrepreneurship Theory and Practice	☒
Further	The Journal of Entrepreneurship	☒
Further	International Entrepreneurship and Management Journal	☒
Further	The International Journal of Entrepreneurship and Innovation	☒
Further	Journal of Sport Management	☒
Further	European Sport Management Quarterly	☒
Further	EntreComp: The Entrepreneurship Competence Framework	☒