ICM

Sports Management

Course Handbook

Certificate (Level 4)
Diploma (Level 5)
Advanced Diploma (Level 6)

SETTING GLOBAL STANDARDS

For Business & Management Education

March 2016

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1 Introduction

The purpose of this Course Handbook is to provide you with general information about studying with the Institute of Commercial Management (ICM). This Handbook should be read in conjunction with other Guidelines available on the ICM website. The early pages of this Handbook provide general information about ICM and its programmes. Later sections give details about the equivalency of ICM Certificate (NQF* Level 4 qualifications), Diploma (NQF Level 5 qualifications), Advanced Diploma (NQF Level 6 qualifications), Graduate Diploma (NQF Level 6 qualifications) and Post Graduate Diploma Awards (NQF Level 7 qualifications). Please note that not all Levels are available for all programmes. The material in this Handbook is as accurate as possible at the time of production.

*NQF: the UK National Qualifications Framework

2 The Institute of Commercial Management (ICM)

Established in the early 1970s, the Institute of Commercial Management provides academic and vocational qualifications which are well recognised globally.

In its capacity as a course developer and an examining and certifying Board, the Institute offers a wide range of professional and vocational awards in Business, Management and related vocational areas.

ICM programmes are designed to address the personal development and training needs of those wishing to enter the commercial sector and to support the continued development and workplace flexibility of those already in employment.

ICM's global services include the design, development and certification of business education and training programmes for education providers; the development and certification of tailored education and training programmes for the corporate sector, emerging industries and the global workforce and the examination, assessment and certification of students undertaking business, management and related vocational education programmes.

An acknowledged specialist in the design and development of progressive, practical and multi-functional programmes of study, the Institute works with a range of public and private sector clients including universities, business schools, colleges, training providers, International Development Agencies, government agencies and local authorities.

ICM provides examinations in more than 200 subject areas ranging from accounting and finance to tourism and hospitality and from marketing and advertising to project management and examines and certifies candidates to an internationally consistent standard.

3 ICM Articulation Agreements with Universities

The Institute has formal partnership arrangements with universities in the UK and overseas. A full list of progression routes from ICM qualifications into Undergraduate and Post Graduate courses at UK Universities is available from the ICM website.

Established articulation arrangements provide direct access to the second and final years of a wide range of BA/BSc degrees for ICM Diploma qualifications (Level 5 Diploma) and

Advanced Diploma qualifications (Level 6 Diploma). Access to Masters programmes also exist for those with ICM Graduate Diplomas (Level 6) and ICM Post Graduate Diplomas (Level 7). In addition, ICM Certificate (Level 4 Diploma) holders may be eligible for entry to year 1 of appropriate degrees.

Subject to status and grades obtained, students holding ICM Diploma qualifications at levels 4, 5, 6 and 7 are accepted onto Undergraduate and Post Graduate degree programmes offered by institutions in continents across the globe.

Our strategic partners have agreed that students can enter their degree programmes with Advanced Standing, provided they possess the right Grade profile and are able to meet other admissions criteria, such as language competence. The stated grade and points requirements may be subject to local variations.

Entry to the First Year

Application for entry to the first year of a relevant degree programme will be considered for those students who hold a relevant ICM Certificate Level Award.

Entry to the Second Year

Application for entry to the second year of an Honours degree programme will be considered for students who have passed a relevant ICM Diploma (Level 5) programme and have met the following requirements:

- ➲obtained at least 24 Points from 8 subjects leading to the qualification
- ➲obtained at least a Grade C in all subjects in the Diploma

Entry to the Final Year

Students who have passed a relevant ICM Advanced Diploma (Level 6 Diploma) programme will be considered for final year entry if they have achieved the following:

- ➲obtained at least 32 Points from 12 subjects leading to the Advanced Diploma
- ➲obtained at least a Grade C in all subjects in the Advanced Diploma

Entry to the Post Graduate Year

Students who have passed a relevant ICM Graduate Diploma (Level 6 Diploma) programme will be considered for entry to Masters programmes if they have achieved the following:

- ➲obtained at least 12 Points from the final 4 subjects leading to the qualification
- ➲obtained at least a Grade C in all subjects in the Graduate Diploma

Converting ICM subject grades into points

The following rules apply in relation to converting ICM subject grades into points:

- ➲ an ‘A’ grade is awarded 6 points
- ➲ a ‘B’ grade is awarded 4 points
- ➲ a ‘C’ grade is awarded 2 points
- ➲ a ‘D’ grade is awarded 0 points

Progression Routes

Students wishing to progress to degree programmes should review the range of courses available at our partner Universities. Information on appropriate university courses can be obtained from our website.

The Institute's qualifications are also recognised by leading professional examining bodies for either subject exemption or registration purposes. Further details can be obtained from the appropriate examination bodies.

4 Learning, Teaching and Assessment Strategy

Tuition in preparation for the Institute's examinations takes place on a number of levels, including lectures, seminars, class discussion and problem review and analysis.

Formal lectures provide a foundation of information, which students build on through directed learning and self-managed study outside the classroom.

Students are actively encouraged to form study groups to discuss course material, fostering a greater depth of learning experience.

4.1 Assessment

Assessment for the majority of programmes is based on final examinations. The Institute has a traditional approach to assessment. Formative assessment is provided by ICM Teaching Centres as and when appropriate and may include; essays, in-class tests, role play exercises, presentations and projects. However, in terms of gaining a professional qualification, and in order to maintain standards, ICM believes that students should be formally assessed on the body of knowledge covered during the course and be examined as individuals on the required learning outcomes.

4.2 Student Workload

In accordance with nationally accepted codes of practice in the UK, each 20 credit unit represents a total of approximately 200 hours of learning. Typically, each ICM award at undergraduate level comprises four units of 20 credits each. Students must complete four units at each level leading to the awards of Certificate (Level 4 Diploma), Diploma (Level 5 Diploma), Advanced Diploma (Level 6 Diploma) and Graduate Diploma (Level 6 Diploma). Thus, for example, in order to gain an ICM Advanced Diploma, a student must have completed the Certificate, Diploma and Advanced Diploma stages. The Post Graduate Diploma (Level 7 Diploma) consists of 120 credits divided into six units.

The learning hours for each unit are subdivided into appropriate categories of learning opportunities, such as lectures, seminars, preparation time, directed study, time spent on assessment items and exam preparation. At least one quarter of this time is usually devoted to formal contact time.

A further one quarter of this time is related to directed learning. The balance of workload is comprised of individual, self-managed student learning and revision.

Note that for a unit delivered in standard mode, the ICM examinations calendar accommodates a teaching year of approximately 2 x 20 teaching weeks, and four weeks of revision/end of year assessment.

Furthermore, each unit is assigned to a particular 'Level', with each Level corresponding to the group of subjects contained within the programmes leading to the award of a Certificate (Level 4 Diploma), Diploma (Level 5 Diploma), Advanced Diploma (Level 6 Diploma), Graduate Diploma (Level 6 Diploma) or Post Graduate Diploma (Level 7 Diploma).

5 ICM Qualifications and Progression

Understanding your qualification is important and the following guidelines outline how ICM qualifications fit within the UK National Qualifications Framework and support vocational learning.

ICM has benchmarked its qualifications against the UK National Qualifications Framework (NQF). In recognition of the NQF levels and with reference to appropriate National Occupational Standards, the Institute has produced the following level descriptors which should be read in conjunction with the table provided in section 5.6.

5.1 ICM Certificates (equivalent to NQF Level 4 Diplomas)

ICM Certificates are awarded to those who have passed Part 1 (the first four or five subjects, depending on the course) of an ICM Diploma programme. See below for ICM Diploma Entry Requirements. ICM Certificates represent a level of qualification that recognises the ability to gain, and where relevant apply a range of knowledge, skills and understanding.

ICM Certificate holders should be able to display competence in the application of knowledge in the performance of a range of work activities, some of which may be routine and predictable with some being complex or non-routine.

Learning at this level involves gaining knowledge and skills appropriate for individuals working semi-independently, or receiving basic supervision and training from others in their field of work.

Students should begin to develop a degree of individual responsibility or autonomy in their study as well as the ability to collaborate with others, for example through participation in work groups or teams.

Successful completion of the ICM Certificate enables entry to the first year of appropriate degree programmes at a range of Universities. For a complete list of progression routes please refer to the website.

5.2 ICM Diplomas (equivalent to NQF Level 5 Diplomas)

Entry to an ICM Diploma programme requires completion of secondary education or an equivalent and recognised programme of study.

ICM Diplomas represent a level of qualification which recognises the ability to gain, and where relevant apply a range of knowledge, skills and understanding.

ICM Diploma holders should be able to display competence in the application of knowledge in a broad range of varied work activities performed in a wide variety of contexts, most of which are complex and non-routine.

Learning at this level involves obtaining detailed knowledge and skills appropriate for people working independently, or providing basic supervision and training of others in their field of work and people wishing to go to University.

Progression is available from the ICM Diploma to the second year of relevant degree programmes at a range of Universities. For a complete list of progression routes please refer to the website.

5.3 ICM Advanced Diplomas (equivalent to NQF Level 6 Diplomas)

Entry to an ICM Advanced Diploma programme requires completion of the ICM Certificate and Diploma in the selected programme. Students holding other relevant and equivalent qualifications which contain ICM Diploma subjects could qualify for entry as well as subject and Level exemptions.

ICM Advanced Diplomas represent a level of qualification which involves specialist learning and detailed analysis of a high level of information, knowledge and skills in a specified area of work or study.

Students undertaking an ICM Advanced Diploma should demonstrate the depth of knowledge and understanding of an area of work or study to enable them to formulate solutions and responses to complex problems and situations.

ICM Advanced Diplomas are appropriate for people working in positions such as Senior Supervisors, Professionals or Managers. These individuals need to demonstrate significant levels of knowledge, a high level of work expertise in job roles and competence in managing and training others. Learning at this level is appropriate for people working in technical and professional jobs, and/or managing and developing others.

The ICM Advanced Diploma is equivalent to NQF Level 6 and in terms of level and credit value these qualifications are comparable to UK Intermediate Higher Education qualifications such as HNDs, Diplomas of Higher Education and Foundation Degrees.

Progression is available from ICM Advanced Diplomas to the final year of relevant degree programmes at a range of Universities. For a complete list of progression routes please refer to the website.

5.4 ICM Graduate Diplomas (equivalent to NQF Level 6 Diplomas)

Entry to an ICM Graduate Diploma programme requires prior completion of the ICM Diploma and Advanced Diploma in the selected programme.

Advanced Standing and Exemptions: Students holding relevant degrees and equivalent qualifications which contain ICM Certificate, Diploma and Advanced Diploma subjects could qualify for entry as well as subject and Level exemptions.

Students at this level study highly developed and complex levels of knowledge enabling the development of in-depth and original responses to complicated and unpredictable problems and situations.

Learning at the Graduate Diploma level involves the demonstration of high level specialist professional knowledge appropriate for senior professionals and managers. Indicative competencies involve the application of a range of fundamental principles across a wide and often unpredictable variety of contexts as well as the ability to perform technical or professional work activities in a variety of contexts with a substantial degree of personal responsibility and autonomy.

A qualification at this level is appropriate for people working as knowledge-based professionals or in professional management positions. This qualification is equivalent to a Bachelors degree, and progression is available from the ICM Graduate Diploma to Post Graduate programmes such as Masters degrees.

5.5 ICM Post Graduate Diplomas (equivalent to NQF Level 7 Diplomas)

Entry to an ICM Post Graduate Diploma programme requires completion of an ICM Graduate Diploma, another Level 6 award, or a degree level qualification in an appropriate discipline.

Refer to Section 6 for Advanced Standing arrangements for mature candidates.

Students at this level of study should display a mastery of high level knowledge and skills and have professional and research-based skills.

This qualification is equivalent to two thirds of a Masters degree (MBA or MA) and advanced standing can be given onto a range of Masters degrees. For a complete list of progression routes please refer to the website.

5.6 Relative Positioning of ICM Qualifications

The following table gives an indication of the relative positioning of ICM awards, compared with other types of qualifications and levels. Reference is made to levels in the UK National Qualifications Framework and example qualifications at each level. In addition, the final column in the table (FHEQ) shows the ‘equivalent’ qualifications commonly being developed and delivered in the University sector. For example, these indicate that the ICM Advanced Diploma equates to an intermediate level award (in terms of credit accumulation this ICM qualification equates to a Higher National Diploma). Furthermore, the ICM Graduate Diploma equates to a Bachelors degree level qualification and the ICM Post Graduate Diploma equates to a Masters degree level qualification.

Relative Positioning of ICM Qualifications

<table>
<tr><th>National Qualifications Framework (Levels and example vocational qualifications)</th><th>Framework for ICM Levels</th><th>Framework for Higher Education Qualification Levels (FHEQ)</th></tr>
<tr><td>Level 7
Professional Diploma in Translation</td><td>ICM Post Graduate Diploma
(Level 7 Diploma)</td><td>M (masters), Masters degrees, Post Graduate certificates and diplomas</td></tr>
<tr><td rowspan="2">Level 6
Diploma in Management</td><td>ICM
Graduate Diploma
(Level 6 Diploma)</td><td>H (honours)
Bachelors degrees (BSc/BA)</td></tr>
<tr><td>ICM
Advanced Diploma
(Level 6 Diploma)</td><td rowspan="3">I (intermediate)
Diplomas of higher education, foundation degrees, Higher National Diplomas</td></tr>
<tr><td>Level 5
BTEC Higher National Diploma in 3D Design</td><td rowspan="2">ICM Diploma
(Level 5 Diploma)</td></tr>
<tr><td rowspan="2">C (certificate)
Certificates of higher education</td></tr>
<tr><td>Level 4
Certificate in Early Years Practice</td><td>ICM Diploma
(Level 5 Diploma)</td></tr>
<tr><td>Level 3
Certificate in Small Animal Care
NVQ in Aeronautical Engineering
A levels</td><td colspan="2" rowspan="4"></td></tr>
<tr><td>Level 2
Diploma for Beauty Specialists
NVQ in Agricultural Crop Production
GCSEs Grades A*-C</td></tr>
<tr><td>Level 1
Certificate in Motor Vehicle Studies
NVQ in Bakery
GCSEs Grades D-G</td></tr>
<tr><td>Entry – e.g. Entry Level Certificate in Adult Literacy</td></tr>
</table>

6 Student Registration & Course/Level Entry Requirements

6.1 Student Registration

In order to undertake any ICM examination candidates must be Registered ICM Student Members.

Student Membership can be obtained by completing the appropriate Student Registration Application form and returning the form and the Student Registration Fee to the Institute. Details of Student Registration Fees can be found on the ICM website.

The Student Registration fee is valid for one year and can be renewed annually.

Important Note: All students wishing to register for any ICM Advanced Diploma programme or above, MUST complete and attach an Academic History form to their Student Registration form. Copies of all qualifications and Awards obtained by the student must also accompany the Academic History form.

The Academic History form is used to ensure that students are qualified to commence their studies at the Level they have selected.

6.2 Student Registration Fees

Student Registration fees for standard ICM Awards and programmes are based on the country in which you will undertake your examinations. The current fees levels are as follows:

Group 1: If you are based in Europe, and EU Member State, North America, a Gulf State, India, the Middle East, Australasia, Singapore, South Africa, China, Hong Kong or Malaysia your Registration Fee will be £50.00.

Group 2: If you are based in sub-Saharan Africa, Central or South America, Pakistan, Bangladesh, the Caribbean or North Africa your Registration Fee will be £25.00.

Group 3: A special rate exists for students in countries which have (a) emerged from conflict (b) countries in which the general population is subject to great poverty and (c) countries in which the UN acknowledge that the level of economic activity and national per capita income is unacceptably low.

6.3 Course/Level Entry Requirements

ICM professional programmes are structured in ‘Levels’. These Levels are designed to provide a structured and progressive level of knowledge.

All students are required to commence their studies at the Diploma Level of all programmes unless they are able to claim subject-for-subject or Level exemptions.

Subject-for-subject exemptions can be applied for if the student has (a) been examined, in the subject, by another recognised Awarding body and (b) has passed the examination/s set by the alternate body.

The Institute operates an 'Open Entry' policy in respect of most of its Diploma Level vocational programmes, subject to appropriate work experience, but prospective students should note that the following qualifications are recommended for those wishing to undertake ICM Diploma Level programmes:

Entry to an ICM Diploma Level Programme (NQF Level 5)

Entry to an ICM Diploma programme requires completion of secondary education or equivalent. For example:

- One GCE A-level plus three GCSEs (or equivalents) or 5 GCSEs
- A suitable BTEC National Award
- Any qualification equivalent to one or more of the above

The minimum age for registration for the majority of programmes is 18. Applicants over the age of 20 who do not hold one of the recommended entry qualifications may also register for some Diploma Level programmes providing they have been in full-time employment for a minimum of two years and can produce a letter from their employer to confirm this.

Entry to an ICM Advanced Diploma Programme (NQF Level 6)

Entry to an ICM Advanced Diploma programme requires completion of the ICM Diploma Level of the selected programme.

Entry to an ICM Graduate Diploma Programme (NQF Level 6)

Entry to an ICM Graduate Diploma requires completion of the ICM Diploma and Advanced Diploma in the selected programme.

Entry to an ICM Post Graduate Diploma Programme (NQF Level 7)

Registration for an ICM Post Graduate Diploma is accepted from those:

- who have completed an ICM Graduate Diploma
- who hold any Level 6 business or management Award
- holders of business and management degree level qualifications.

Mature Candidates. Applications from those over the age of 25 who do not meet the standard Entry Requirements will also be considered providing they:

- Are over the age of 25
- Have been in employment for 5 years – a letter of support is required from the applicant’s employer; and
- Hold a management or senior supervisory position.

7 Examinations and Results

7.1 Examinations

In order to achieve a consistent global standard the Institute sets all examination papers and all candidate scripts are returned to the Institute for marking.

Invigilation of examinations is undertaken either by external Invigilators who are appointed by the Institute or by the British Council. Examinations are held in March, June, September and December and the Examination Timetable can be found on the ICM website.

Candidates must be registered and paid-up Student Members of the Institute at the time they undertake their examinations. Examination papers are securely distributed to ICM Approved Centres and scripts are assessed and moderated in the UK by ICM Appointed Examiners.

Full details of Examination dates can be found on the ICM website.

7.2 Examination Entry Fees and Forms

Examination Entry fees are shown on the appropriate Examination Entry form for the subject/programme you are undertaking. In general, the standard Examination fee is £26.00 per subject. There are however some specialist programmes where a higher subject fee may be payable. If you have any queries relating to fees please contact your Teaching Centre.

In order to undertake any ICM Professional or Single Subject examination you must be a Registered and paid-up ICM Student Member.

To enter for an examination you need to complete the relevant Examination Entry form and submit it to the Institute.

7.3 Examination Timetable

ICM examinations take place four times each year, in March, June, September and December. The Timetable for each year states the Closing Date for receipt of entries for each examination Series. Please visit the website to view the ICM examination timetable.

7.4 Examination grades and re-marking

You can request that your examination script is re-marked if you are unhappy with your result.

The fee for this is GBP £35.00 per script. The Institute operates a triple marking and moderation system. In the event that the moderator increases the original marks awarded, the fee for re-marking your script will be refunded to you. Should the Grade awarded remain the same, you will be issued with a full Examiner's Report detailing your examination performance. The Institute retains answer scripts for a maximum period of six months. Examination scripts/answer books are not returned to candidates under any circumstances.

7.5 Examination re-sits

Although ICM Examinations are held every twelve weeks it should be noted that it takes an average of twelve weeks to mark the scripts after each Examination Series.

If you sit, for example, for one or more subjects in March you will not receive your results until June. This means that if you were to fail a subject in March, you would not be able to re-sit the subject in June, as you will have missed the Closing Date for the June Series.

Our advice is that you try to split your subject examinations between two consecutive Examination Series e.g. If your programme has four subjects you could take two subjects in one series and two in another series.

On this basis, were you to fail one subject in March you would be able to re-sit it in September, giving you plenty of time for revision.

7.6 Examination Closing Dates

There is a Closing Date for receipt of Examination Entries and candidates entering for examinations must ensure that their completed Examination Entry forms and fees reach the Institute before the Closing Date for each Examination Series. Examination Timetables indicate the closing date for receipt of entries for each sitting and this information also appears on the ICM website. Entries received after the Closing Date are automatically carried forward to the next Examination Series.

7.7 Examination Results

Results are distributed within twelve weeks from receipt of scripts. Candidates are advised not to telephone the Institute for results as this information is confidential and cannot be disclosed over the telephone.

7.8 Examination Grades

Should you wish to re-sit any examination to improve your previous Grade, please note that the latest Grade you obtain will stand.

7.9 Transcript of Academic Results

You may request a transcript of your Academic Results, however please note there is a charge of GBP £15 for each Award transcript requested.

7.10 Replacement Certificates

Replacement certificates are available on payment of a fee of GBP £20.00 per certificate. Please include your Student Registration Number together with your current postal address and indicate which certificate is required.

7.11 Deferrals

There is a fee of GBP £15.00 per subject should you wish to defer your examinations to another Series for health or for any other reason. If you are unable to undertake your examinations, it is essential you advise ICM before the appropriate examination date, otherwise the full entry fee of GBP £26.00 will be applicable. Please note that you may only defer examinations on one occasion. The full entry fee of GBP £26.00 per subject will become due if you defer on more than one occasion.

7.12 Subject Exemptions for Professional Programmes

Students holding relevant recognised qualifications from other professional bodies or recognised Higher Education institutions may apply for Subject Exemptions, on a subject-for-subject basis. It may also be possible, subject to qualifications held, to obtain exemption from a Level within a programme. Documentary evidence is required before any decision can be made in connection with the granting of Subject/Level Exemptions. No exemptions are given for case studies or assignments. Internally awarded school certificates and diplomas **are not accepted for exemption purposes.**

7.13 Single Subject Candidates

Registered ICM students who do not want to complete a full ICM programme may study individual subjects. Single Subject candidates receive a Single Subject Diploma on successful completion of the relevant subject examination. Single Subjects qualify, on a subject-for-subject basis, for subject exemptions from ICM professional programmes.

Note:
1. Case Studies, Assignments and Projects, including ALL subjects in any Post Graduate programme, do not qualify for Single Subject Awards.
2. A student who undertakes, on a Single Subject basis, subjects within a Diploma, Advanced Diploma, Graduate Diploma or Post Graduate ICM programme will not be entitled to a professional Award unless they are exempted from or have completed all lower Levels of that Award.
3. In order to comply with UKBA requirements, overseas students studying in the UK (excluding those from EU countries) are not permitted to undertake Single Subjects and must undertake a professional programme.

8 Subject advice, educational guidance and student support

You are expected to be independent and to take responsibility for your own academic and personal life. However, your study centre should also provide appropriate help and assistance. Your tutors will direct your studies and ensure that you know what work you need to cover in any given unit. Seek advice from academic staff either during or after class or try to see them during their office hours.

8.1 Study Methods

Teaching Centres are provided with a detailed syllabus and reading list for each subject area. Each Unit Syllabus clearly defines the areas that you will be required to cover for each subject and your examination questions will be based on the areas and topics detailed for

each unit. It is important to ensure that you obtain a copy of each unit syllabus from your Teaching Centre. Alternatively, this information can be obtained online at www.icm.education, in the 'Single Subject' section.

Each Unit Syllabus is normally linked to one main textbook and the examiners base their questions on the contents of the nominated core text.

The Unit Syllabuses also give details of 'Alternative Texts' and texts recommended for further reading. It is advised that you should refer to the 'Alternative Texts' in order to develop your skills and broaden your knowledge of the subject area.

8.2 Payment Methods

Registration and Examination fees can be paid by any one of the following methods:

- Sterling Bank Draft
- Sterling Money Order
- Sterling Postal Order
- Sterling Cheque (if drawn on a UK Bank). Cheques should be made payable to ICM
- Sterling Cash (this needs to be registered – this option is available in the UK ONLY)
- Credit Card - you may download this form from our website http://www.icm.education/forms. (Please be aware there is a £5.00 Pounds Sterling Administration Charge for this service and this form can only be accepted as a hard copy by post)
- Western Union - if you wish to use Western Union you may utilise **one** of the following payee's names:
  'Jackie Cleaver'
  'Adair Somerville Ford'
  'Alistair Somerville Ford'
  It is **ESSENTIAL** that you provide us with the **Money Transfer Control Number (MTCN)** you are given by Western Union. If payment is made for examinations, the Money Transfer Control Number **MUST be clearly written on your examination entry form**. If you propose to send your fees through Western Union please confirm by email to info@icm.education that payment has been made by this method.

Please note that it is not ICM policy to provide our Bank account details, and you are therefore requested to use one of the above accepted payment methods.

8.3 Choosing your course of study

As an ICM Student Member you can work towards obtaining either a recognised Professional qualification or study for one or more of the 200 Single Subject Awards from the list of subjects offered by the Institute. The choice is yours.

8.4 ICM Approved Centres

Tuition leading to the Institute's examinations can only be provided by Institutions which have been granted ICM 'Approved Centre' status. Please note that some ICM Teaching Centres specialise in particular subject areas and not all ICM Centres will necessarily offer tuition for every ICM course programme. Visit the website to find an ICM Approved Centre near you.

9 Textbooks

The recommended textbooks for each subject are shown on each subject syllabus. Examiners base their questions on the contents of the recommended texts and it is therefore important for you to ensure that you have access to the appropriate texts. You can obtain the full list of books available to purchase from ICM and/or place orders by either contacting your Centre or complete the Book Order Form and send it to ICM's Book Sales Manager at: info@icm.education .

10 Students with specific learning difficulties

If you are diagnosed with a specific learning difficulty you may be granted special arrangements for your examination/s. We will require a copy of an Assessment Report issued within the last three years. The amount of additional time and any other arrangements will be determined on the basis of the Report relating to your circumstances. It is possible that you may be granted permission to use a computer or laptop without internet connection in your examinations.

11 Copies of past examination papers and other forms of assessment

The ICM website, www.icm.education, provides a database of recent examination papers, assignments and Case Studies. These can be found in the Student Resources section of the website.

12 Unit Information

Covering all the major business management areas and topics, the ICM programmes have, over the past thirty years, achieved international recognition and are currently undertaken by students in many countries around the world.

In addition to providing a comprehensive knowledge of each of the major business functions, the structure of the courses ensure that students have the widest possible range of career, employment and higher education options open to them on successful completion of their studies.

12.1 Programme Objectives

To provide prospective business and management students with a body of knowledge which will:

- increase their employment opportunities
- prepare them for supervisory and management careers in related industry and commerce and;
- provide them with a qualification which will enable them to progress to higher level general management or specialised programmes at a later stage in their work or academic careers

The ICM Sports Management programme is also suitable for working supervisors and managers who require recognised management qualifications for career advancement or promotion purposes.

12.2 Recommended Course Duration

To help calculate the duration of the programme, please refer to the section entitled ‘Student Work Load’ in section 4.2 of this handbook.

It is expected that a student will need at least 18 months to 2 years of full-time study at an ICM Approved Centre to complete the full Advanced Diploma programme.

Examination Grades

Grade A - 70% and above
Grade B - 60% to 69%
Grade C - 50% to 59%
Grade D - 40% to 49%
Grade F - Fail - 39% and under

Certification

On successful completion of all 12 subjects, students are awarded the ICM Advanced Diploma in Sports Management.

12.3 Continuing Education

The ICM programme will serve as an excellent route for students who ultimately seek full professional status and will provide first class underpinning knowledge for the mainstream UK degrees in the relevant areas. Holders of an ICM Diploma may enter the ICM Advanced Diploma programme and completion of this could enable entry to the final year of appropriate Honours degree programmes (see Section 3 for more details).

13 Course Structure

The Diploma in Sports Management – Part 1

1. Business Management & Administration
2. Introduction to Sports Management
3. Marketing
4. Safety in Sports Management

A Certificate in Sports Management is awarded on completion of all Part 1 subjects

The Diploma in Sports Management – Part 2

5. Accounting
6. Customer Service Management in Sport
7. Managing People in Sport Organisations
8. Sports Marketing Management

The Diploma in Sports Management is awarded on completion of Parts 1 & 2

The Advanced Diploma in Sports Management

9. Sport & Recreational Operations Management
10. Sport & the Media
11. Sports Mega Events Management
12. Strategic Management in Sport

The Advanced Diploma in Sports Management is awarded on completion of all 12 Units

13.1 Unit Syllabuses

Detailed syllabuses for this programme are contained in the following sections.

13.1.1 Business Management & Administration Syllabus

Unit Title	Business Management & Administration
Unit Code	BMA-0605
Level	4 Diploma
Credits	20
Unit Leader	GW
Pre-requisites	

Main Aim(s) of the Unit:

The unit introduces the student to a range of studies which are useful in understanding people in the workplace. It examines the concept of management within the global business environment and through the appraisal of business cases, a variety of approaches are considered.

The unit prepares students for their likely future roles as managers in organisations. It encourages them to synthesize knowledge and experience gained in other units by considering competing perspectives on the nature of management. It encourages them to reflect upon the contribution that they might make as individuals to the management process, and to explore their own skills as potential managers, within the context of their peer group. The module touches practical, moral and ethical dimensions of the management role.

Main Topics of Study:

The Organisational Background to Business Administration

The Management Framework to Business Administration

- What are Business Administration and Management?
- The Board of Directors
- Functions within an Organisation
- The 'Systems' Approach to Organisation
- Planning-Control Feedback Cycles

Characteristic Features of Organisations

- The Structure of Organisations and the Need for Authority
- The Features of Bureaucratic and Non-Bureaucratic Organisations
- Traditional Principles and Types of Organisation
- More about Systems & Subsystems

The Structure of Business Enterprises

- The Pattern of Organisations
- Business Types including; Sole-Trader Enterprises, Partnerships, Limited Partnerships, The Limited Liability Company, Non-Profit-Making Units (Clubs & Societies), Public Enterprises
- Public Sector Organisations; Autonomous Public Corporations, Nationalised Industries, Local Government Institutions, Central Government Departments

Functions within Organisations

The Production Function

- The Production Process and Types of Production
- Site Selection & Factory Planning

- Plant & Equipment
- Materials & Materials Handling
- Production Administration
- Costing Aspects of Production
- Work Study
- Maintenance & Production
- CAD, CAM & CIM

The Purchasing Function

- The Nature of Purchasing and the Role of the Purchasing Officer
- Purchasing Department Procedures, Inventory Control, Stores Control and Economic Order Quantity

The Research & Development Function

- The Functions of the Research & Development Department
- Basic Research
- Problem-Based Research
- Ideas Generation
- Applied Research & Development
- Patents, Trade Marks & Service Marks
- Research & Development in the Business Organisation

The Marketing Function

- Introduction to Marketing and the Marketing Philosophy
- Market Analysis & Research
- Promotion, Publicity & Public Relations
- Pricing Policy
- Credit Control
- Sales Administration
- Transport & Distribution (Logistics)
- Export Marketing

Personnel Department

- The Need for Staff
- The Functions of the Personnel Department and a Personnel Policy
- Employee Records
- Promotion, Transfer, Termination & Dismissal
- Industrial Relations Practice
- The Remuneration of Staff

The Administrative Officer's Role

Office Administration

- The Role of the Administrative Officer
- Facilities Management - The 'New-Look' Office Administrator
- The Office & its Functions

- The Clerical Function, Business Correspondence, Mail Inwards, Mail Outwards, Systems for Producing Business Correspondence
- Meetings, Conferences, Functions and Delegation

Other Responsibilities of the Administrative Officer

- The Organisation & Methods Department
- Security Aspects of Business
- Risk Management
- The Environment of Organisations
- What is a Claimant?
- Assessing the Impact of Claimants

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

1.	Provide critical evaluation of the major functional areas of a business and describe their interrelationship.
2.	Evaluate competing perspectives on the nature of management as both a function and process within organisations.
3.	Discuss the concept of managerial power and authority, in the context of the work of individual managers and organisations within their social and cultural contexts.
4.	Discuss models of managerial decision-making.
5.	Discuss the development of organisations in their historical, social and cultural contexts, and the choices that this creates for the management of organisations.
6.	Explain the process of organisational change and development.
7.	Discuss management as a moral and ethical process.
8.	Demonstrate an appreciation of the role of the Administrator as part of the Managerial process.

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	**Weighting:**
Examination: 3 hours duration	100%

Indicative Reading for this Unit:

Main Text

Business Management & Administration, Whitehead, G. & Whitehall, G., Institute of Commercial Management

Alternative Texts and Further Reading

Modern Business Administration, Appleby, R.C., Pitman

The Structure of Business, Buckley, M., Pitman

Students should also be prepared to read other suitable accounting text books

Guideline for Teaching and Learning Time (10 hrs per credit):	
50 hours	**Lectures / Seminars / Tutorials / Workshops** Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning** Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	**Self managed learning** Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

13.1.2 Introduction to Sports Management Syllabus

Unit Title	Introduction to Sports Management
Unit Code	ISM-1103
Level	4 Diploma
Credits	20
Unit Leader	LH
Pre-requisites	

Main Aim(s) of the Unit:

The main aim of this unit is to provide an overview of the major factors affecting the individual behaviour of employees in sport and recreation organisations. The introductory nature of the unit dictates a broad approach to such factors. Moreover, the unit is designed to facilitate progression to more specialised areas of study. For example, in customer service management in sport, and managing people in sport organisations.

Main Topics of Study:

Foundation of Individual Behaviour

- Personality
- Perception
- Learning
- Attitudes
- Behaviour and motivation

Groups, Teams, Leadership and Power

- Groups in organisations
- Working in teams
- Leading teams
- Sources of leadership power

Organisational Culture and Structure

- Different theoretical approaches/typologies
- The relationship between organisational culture
- Individual/group behaviour and structure

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

1.	Describe the nature and structure of the sports management industry.
2.	Demonstrate an understanding of the foundation of individual behaviour within the context of sports management.
3.	Understand the relationships between groups, teams, leadership and power within the context of sports management.
4.	Describe how individual and group behaviour is affected by organisational culture within the context of sports management.

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:	
This unit will utilise a variety of learning activities. Lectures will be delivered on the key underpinning knowledge and will be supported by class discussions, using a more interactive approach to the lecture material. These class discussions will allow the opportunity for learners to form study groups that actively engage with the key issues of this unit.	
Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	**Weighting:**
Examination: 3 hours duration	100%
Indicative Reading for this Unit:	
Main Text Organisational Behaviour, 7th Edition, Huczynski, A. and Buchanan, D., (2010), Harlow: Prentice Hall Companion website: http://www.pearsoned.co.uk/buchuc **Alternative Texts and Further Reading** The Business of Sports Management, 1st Edition, Beech, J. and Chadwick, S., (2004), Harlow: Prentice Hall Companion website: http://www.booksites.net/download/chadwickbeech/index.html Torkildsen's Sport and Leisure Management, 6th Edition, Taylor, P. (Ed), (2010), Abingdon: Routledge Companion website: http://cw.routledge.com/textbooks/taylor	
Guideline for Teaching and Learning Time (10 hrs per credit):	
50 hours	**Lectures / Seminars / Tutorials / Workshops** Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning** Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	**Self managed learning** Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

13.1.3 Marketing Syllabus

Unit Title	Marketing
Unit Code	MK-0905
Level	4 Diploma
Credits	20
Unit Leader	BHW
Pre-requisites	

Main Aim(s) of the Unit:

To provide students with a foundation for the analysis of marketing within organisations including decision making processes, segmentation, the role of information and the marketing information system, the marketing mix, internal and external influences affecting strategy, competitor analysis and positioning.

Main Topics of Study:

Part A: The concept and process of marketing

Markets & Marketing

- Marketing issues
- The marketing mix
- Marketing management
- Marketing and Society

The marketing process: strategy & planning

- Marketing strategy
- Marketing planning & strategy
- Marketing audit
- Environmental scanning
- Strategy formulation
- Marketing segmentation: introduction
- The marketing plan

Customer focus: cost & benefits

- Identifying the customer
- Building customer care relationships
- The quality movement
- Quality & customers

Part B: Segmentation, targeting and positioning

The marketing environment

- Marketing & the business environment
- The economic environment
- Social & cultural factors
- Political & legal aspects

- Technological issues
- Consumer rights
- The green movement
- Green marketing

Customers, buyers, clients & consumers

- Customers, buyers, clients or consumers
- Consumer buying behaviour
- Influences on buying behaviour
- Social factors
- Personal factors
- Psychological factors
- Models of buying behaviour
- Organisational buying behaviour

Marketing segmentation & positioning

- Market segmentation
- Segmenting consumer markets
- Social status & social class
- Family life cycle
- Psychographics & culture
- Segmenting industrial markets
- Positioning products & brands

Part C: The extended marketing mix

Product

- Reviewing the product
- The product life cycle (PLC)
- Product range & portfolio
- Branding
- The Ansoff growth matrix

New product development

- The NPD process
- Risks of new product development
- Screening new product ideas
- New product adoption
- Other issues

Place: the importance distribution

- Place
- What are distribution channels?
- Points in the chain of distribution
- Selection of distribution channel

- Distribution
- Physical distribution
- Just in time (JIT)

Pricing

- The importance of price
- Pricing policy and the marketing mix
- Price expectations
- Pricing strategy
- Approaches to pricing
- Competitive advantage

Pricing for costs, sales & profit

- Breakeven analysis
- Cost based approach to pricing
- Demand based approaches
- Other aspects of pricing

Promotion

- Promotion and communicating with customers
- Integrated marketing communication
- Advertising
- Successful advertising
- Media
- Planning an advertising campaign
- Branding
- The role of sales promotion
- Public relations (PR)

Selling & direct marketing

- Personal selling
- Communicating with major purchasing influencers
- Direct marketing
- Acquisition and retention of customers
- Fulfilment

Part D: Marketing segments and contexts

Types of market

- Definitions
- Consumer markets
- Business to business marketing
- Charity & not-for-profit marketing
- Other markets

Services marketing

- Characteristics of services marketing
- The extended marketing mix for services
- The importance of people
- Service quality

International markets

- International marketing opportunities – benefits and risks
- Market attractiveness
- International marketing environment
- Regional trade alliances & markets
- Product
- Place
- Price
- Promotion

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

1.	Understand the marketing environment and the scope of tasks undertaken in marketing in the context of different organisational situations in which marketing is applied.
2.	Understand the decision making processes within consumer and organisational buying situations, explain the ways in which market segments are defined and recognise the importance of information in decisions concerning customers and market.
3.	Assess the role of the marketing mix within the context of marketing decision making.
4.	Examine various marketing strategies used within different organisations and competitive situations.

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	**Weighting:**
Examination: 3 hours duration	100%

Indicative Reading for this Unit:

Main Text

Business Essentials: Marketing Principles, BPP Learning Media Ltd

Alternative Texts and Further Reading

Fundamentals of Marketing, Leader, W. G. & Kyritsis, N., Stanley Thorne

Marketing Principles and Practice, Adcock, D., Pearson Publishing

Principles of Marketing, Kotler, P., Prentice Hall

Guideline for Teaching and Learning Time (10 hrs per credit):	
50 hours	**Lectures / Seminars / Tutorials / Workshops** Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning** Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	**Self managed learning** Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

13.1.4 Safety in Sports Management Syllabus

Unit Title	Safety in Sports Management
Unit Code	SSM-1104
Level	4 Diploma
Credits	20
Unit Leader	SE
Pre-requisites	

Main Aim(s) of the Unit:

The main aim of this unit is to provide an overview of the major factors affecting the safety factors in sports facility operations management. The goal of facility management is to organise and supervise the safe and secure maintenance and operation of the facility in a financially and environmentally sound manner. The nature of the unit dictates a broad approach to such factors.

Main Topics of Study:

Safety in Sports Facility Management

- Every day, thousands of facilities around the globe host sport, recreation, and leisure activities with minimal or no problems. But when a problem occurs, or there is a lack of planning ahead for activities, the results can be harmful and damaging.

The Legal Discipline of Sports Facility Management

- General legal concerns for sports facility owners and managers will be covered, including the effects of the legal environment on sports facilities, general legal principles and standards inherent to sports facility operations management, and an explanation of the level of legal expertise an owner or manager needs.

Risk Management

- The next topic will articulate the need to plan for all types of emergencies that may disrupt normal operations through knowledge about risk management practices and being able to identify potential facility threats, vulnerabilities, and security counter measures.

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

1.	Demonstrate an understanding of the basic safety measures required within the context of sports management.
2.	Understand the legal authority under which the sports facility can operate as a business.
3.	Describe how to plan for all types of emergencies that may disrupt normal operations through knowledge about risk management practices.

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:

This unit will utilise a variety of learning activities. Lectures will be delivered on the key underpinning knowledge and will be supported by class discussions, using a more interactive approach to the lecture material. These class discussions will allow the opportunity for learners to form study groups that actively engage with the key issues of this unit.

Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	**Weighting:**
Examination: 3 hours duration	100%

Indicative Reading for this Unit:	
Main Text Sport Facility Operations Management, 1st Edition, Schwarz, E., Hall, S. and Shibli, S., (2009), Oxford: Elsevier Book companion website: www.textbooks.elsevier.com/sport **Alternative Texts and Further Reading** Sport & safety management, 1st Edition, Frosdick, S. and Walley, L., (1997), Oxford: Butterwort-Heinemann Torkildsen's Sport and Leisure Management, 6th Edition, Taylor, P. (Ed.), (2010), Abingdon: Routledge Companion website: http://cw.routledge.com/textbooks/taylor	
Guideline for Teaching and Learning Time (10 hrs per credit):	
50 hours	**Lectures / Seminars / Tutorials / Workshops** Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning** Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	**Self managed learning** Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

13.1.5 Accounting Syllabus

Unit Title	Accounting
Unit Code	ACI-0605
Level	5 Diploma
Credits	20
Unit Leader	JWC
Pre-requisites	

Main Aim(s) of the Unit:

This unit introduces the fundamentals of accounting theory and practice and develops the accounting techniques and skills necessary to provide a foundation for further study and practical experience.

Main Topics of Study:

Introduction to Accounting

- What is Accounting?
- Business Organisations and Sources of Finance
- Introducing Financial Statements: The Profit and Loss Account and the Balance Sheet
- The Role of the Accountant and the Accounts Office

Supply Information for Management Control

- The Purpose of Management Information
- The Use of Cost Centres and Coding of Costs
- Providing Comparisons on Costs and Income
- A Brief Introduction to Wages
- Control Accounts: Sales and Purchase Ledger Control

The Construction of Financial Statements

- Financial Statements: The Calculation of Profits
- Adjustments: Accruals, Prepayments and Drawings
- Adjustments: Bad Debts and Provisions for Debtors
- Depreciation of Fixed Assets
- Partnership Accounts
- Company Accounts
- Accounts of Clubs and Societies
- The Extended Trial Balance

Using Accounting Information

- Accounting Ratios and Preparing Reports
- Accounting Standards: Statements of Standard Accounting Practice and Financial Reporting Statements (SSAPs and FRSs)
- Accounting for Stocks
- Manufacturing Accounts
- Marginal Costing & Budgeting

Learning Outcomes for the Unit:	
At the end of this Unit, students will be able to:	
1.	Understand key concepts and techniques useful in recording and analysing accounting information.
2.	Produce solutions to accounting problems, which make appropriate use of accounting practice and principles and which are well organised and clearly stated.
3.	Prepare statements reporting the financial performance and financial position of business entities.
4.	Analyse accounting data and accounting reports using appropriate tools and techniques.
5.	Demonstrate an awareness of the context within which accounting operates and through which it relates to the business environment.

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	**Weighting:**
Examination: 3 hours duration **EXAMINER'S NOTE:** The only ratios that will be tested in the Accounting exam are: profitability, liquidity (short-term solvency) and efficiency ratios.	100%

Indicative Reading for this Unit:
Main Text Finance & Accounting, Giles, R., ICM – Chapters 1-4, 17-21, 22-27, 29-30, 31-33, 35-37 and 40 **Alternative Texts and Further Reading** A Complete Course in Business Accounting, Giles, R., Nelson Thornes Frank Wood's Business Accounting 1, Wood & Sangster, Pitman **Note:** Students should also be prepared to read other suitable accounting text books

Guideline for Teaching and Learning Time (10 hrs per credit):	
50 hours	**Lectures / Seminars / Tutorials / Workshops** Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning** Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	**Self managed learning** Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

13.1.6 Customer Service Management in Sport Syllabus

Unit Title	Customer Service Management in Sport
Unit Code	CSMS-1105
Level	5 Diploma
Credits	20
Unit Leader	LH
Pre-requisites	

Main Aim(s) of the Unit:

This unit is designed to allow students to gain knowledge and understanding of the delivery and management of a reliable quality service in a sport and recreation environment. The first part of this unit is concerned with the customer and of providing excellent customer service. The next part of the unit is concerned with customer behaviour and expectations. The third part with listening to customer requirements and various methods to research them, as well as the skills necessary for providing excellent service. Finally, the last part reviews the delivery and performance of the service including service recovery and complaint handling.

Main Topics of Study:

Definitions and Importance of Customer Service

- A definition of what is excellent customer service and who are the customers
- The 'gaps model of service quality'
- The importance of excellent customer service and the impact of poor customer service

Focus on the Customer

- Consumer behaviour in services
- Customer expectations of service and the 'zone of tolerance' model
- Customer perceptions of service and service encounters

Understanding Customer Requirements

- Measuring service quality
- Determining customer service requirements and views on the current service using, for example, SERVQUAL surveys, critical incident surveys, mystery shopping, customer panels, focus groups etc.
- Using skills such as active listening, assertiveness training, establishing rapport, etc.

Delivering and Performing Service

- The 'Services Marketing Triangle'
- Employees' roles
- Customers' roles
- Delivering services through intermediaries and electronic channels
- Service recovery options and the handling of complaints

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

1.	Identify the differences between goods and services marketing, and the role of the extended services marketing mix.

2.	Examine the importance of assessing customer expectations and perceptions.
3.	Describe a range of measurable service standards and explain how they could be applied to a sport and recreation organisation.
4.	Explain a range of service recovery options and how they can be applied in the sport and recreation industry.

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:

Learning takes place on a number of levels through lectures, class discussions, including problem review and analysis. Formal lectures provide a foundation of knowledge on which students build through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material, which fosters a greater depth learning experience.

Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	**Weighting:**
Examination: 3 hours duration	100%

Indicative Reading for this Unit:

Main Text

Services marketing: integrating customer focus across the firm, 5th Edition, Zeithaml V. A., Bitner, M. J., & Gremler, D. D., (2009), New York: McGraw Hill

Companion website: http://highered.mcgraw-hill.com/sites/0073380938/information_center_view0/

Alternative Texts and Further Reading

The Business of Sport Management, 2nd Edition, Beech, J. and Chadwick, S., (2009), Harlow: Prentice Hall

Book companion website: http://www.booksites.net/download/chadwickbeech/index.html

The Sport and Fitness Sector, an introduction, Oakley, B. and Rhys, M., (2008), Abingdon: Routledge

Torkildsen's Sport and Leisure Management, 6th Edition, Taylor, P. (Ed.), (2010), Abingdon: Routledge

Companion website: http://cw.routledge.com/textbooks/taylor

Guideline for Teaching and Learning Time (10 hrs per credit):

50 hours	**Lectures / Seminars / Tutorials / Workshops** Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning** Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	**Self managed learning** Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

13.1.7 Managing People in Sport Organisations Syllabus

Unit Title	Managing People in Sport Organisations
Unit Code	MPSO-1105
Level	5 Diploma
Credits	20
Unit Leader	SE
Pre-requisites	

Main Aim(s) of the Unit:

This unit is designed to allow students to gain knowledge and understanding of the management of people in a sport and recreation environment. The first part of this unit is concerned with the identification of the origins of strategic human resource management and understanding the SHRM process as an internal process. The next part of the unit is concerned with HR planning and outlining the components of job description and job design. The third part deals with recruitment and selection. Finally, the last part reviews the significance of training and development in sport organisations.

Main Topics of Study:

Strategic human resource management (SHRM)

- Identify the origins of SHRM and how it relates to management in practice
- Understand the differences between HRM and SHRM
- Understand the importance of SHRM as an internal process
- Describe a model of SHRM and identify the key elements of SHRM's good practice
- Link the SHRM and sport organisation performance

Human resource planning and strategy

- Explain the process of HR planning for future organisational requirements
- Describe the process of job analysis
- Outline the key components of job description and different approaches to job design
- Link HR planning to sporting organisational goals

Recruitment and selection for sport organisations

- Understand the strategic importance of recruitment, selection, and placement to an organisation
- Understand the links between recruitment and selection and other HRM activities
- Describe different trends, sources and methods for generating a pool of job applicants
- Understand a variety of selection techniques and the advantages and disadvantages of each

Training and development in sport organisations

- Articulate the significance of training and development in sport organisations
- Understand the aims of employee and volunteer learning
- Explain the training and development model
- Describe how effective training and development contributes to organisational development

Learning Outcomes for the Unit:	
At the end of this Unit, students will be able to:	
1.	Understand the differences between HRM and SHRM. Understand the importance of SHRM as an internal process.
2.	Describe the process of job analysis. Outline the key components of job description and different approaches to job design. Link HR planning to sporting organisational goals.
3.	Understand the strategic importance of recruitment, selection and placement to an organisation.
4.	Articulate the significance of training and development in sport organisations.

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	**Weighting:**
Examination: 3 hours duration	100%

Indicative Reading for this Unit:

Main Text

Managing people in sport organisations: a strategic human resource management perspective, 1st Edition, Taylor, T., Doherty, A., and McGraw, P., (2008), Oxford: Butterworth-Heinemann

Alternative Texts and Further Reading

Sport management: principles and applications, 1st Edition, Hoye, R., Smith, A., Westerbeek, H., Stewart, B., and Nicholson, M., (2006), Oxford: Elsevier

Book companion website: http://www.books.elsevier.com

Torkildsen's Sport and Leisure Management, 6th Edition, Taylor, P. (Ed.), (2010), Abingdon: Routledge

Companion website: http://cw.routledge.com/textbooks/taylor

Sport Management, Butterworth, (2006), Heinemann publications

Guideline for Teaching and Learning Time (10 hrs per credit):	
50 hours	**Lectures / Seminars / Tutorials / Workshops** Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning** Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	**Self managed learning** Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

13.1.8 Sports Marketing Management Syllabus

Unit Title	Sports Marketing Management
Unit Code	SMM-1103
Level	5 Diploma
Credits	20
Unit Leader	JCR
Pre-requisites	Marketing

Main Aim(s) of the Unit:

To provide students with a foundation for an understanding and appreciation of sports marketing within the sports industry including the uniqueness of sport as a 'passion' brand, segmentation, the sports marketing mix, internal and external influences affecting strategy, competitor analysis and positioning. The aim is also to provide the necessary analytical tools to assess the effectiveness of sports marketing management within certain scenarios.

Main Topics of Study:

Introduction to Sports Marketing

- Marketing and sports marketing
- Relationship between philosophy, processes principles and tools of sports marketing
- Components of the sports marketing framework

Sports Markets and Consumers

- Size and scope of the sports industry
- The unique features of sport as a product
- How the special features of sports impact upon sports marketing
- Different motives consumers have for buying sports products and services
- External factors that can influence the behaviour of sports consumers

Sports Marketing Opportunities

- Identification of potential sports marketing opportunities
- Using SW-OT and PEST effectively as meaningful tools of sports marketing
- Importance of competitor analysis

Sports Marketing Strategies

- The process of determining a strategic marketing direction
- Factors critical to setting performance measures
- Determining a core sports marketing strategy
- Market positioning and market segmentation and the main approaches
- Major elements of the marketing mix

The Marketing Mix for Sports

- Key characteristics of sports products
- Process of NPD
- Concept of Product Life Cycle

- Building a sports brand
- Factors that influence price sensitivity and pricing itself
- Common pricing strategies used in the sports industry
- Basic concepts of sports distribution and issues in ticket distribution
- Elements of the promotions mix
- Planning a sports promotions approach

Sports Sponsorship

- Key elements of sponsorship targeting
- Principles of sponsorship evaluation
- Concept of ambush marketing in sports

Sports Services

- Differences between sports goods and services
- Key variables of quality service
- The three elements of the sports services marketing mix
- Defining customer satisfaction
- Process of customer relationship marketing

Sports Marketing and the New Media

- New media and new media marketing
- Six key principles of new media sports marketing
- Broad categories of new media technologies

Managing Sports Marketing Through Implementation and Control

- Importance of implementation and control strategies in a sports marketing management strategy
- Successfully transforming a sports marketing strategy into action
- Linking the control process to improved strategic decisions
- Ethical and social responsibilities of sports marketers

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

1.	Understand the size and scope of the sports marketing environment and how the special features of sports impact on the process of sports marketing management.
2.	Assess the importance of the role of the marketing mix within the context of sports marketing management.
3.	Examine and understand how to successfully transform various marketing strategies into action through carefully monitored implementation and control.

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	**Weighting:**
Examination: 3 hours duration	100%
Indicative Reading for this Unit:	
Main Text Introduction to Sport Marketing, Smith, A., Butterworth-Heinemann **Alternative Texts and Further Reading** The Marketing of Sport, Beech & Chadwick, Prentice-Hall	
Guideline for Teaching and Learning Time (10 hrs per credit):	
50 hours	**Lectures / Seminars / Tutorials / Workshops** Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning** Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	**Self managed learning** Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

13.1.9 Sport & Recreation Operations Management Syllabus

Unit Title	Sport & Recreation Operations Management
Unit Code	SROM-1105
Level	6 Diploma
Credits	20
Unit Leader	LH
Pre-requisites	

Main Aim(s) of the Unit:

One unit aim is to enable students to be able to critically assess the influence of the design and location of a sport and recreation facility on its operations management. The planning of the design and location of the facility will greatly influence what goods and services can be successfully provided in it. Moreover, these goods and services have technical characteristics that require effective risk management, particularly, of health and safety issues.

Another unit aim is to provide students with the underpinning knowledge for the critical analysis of the operations management of the 'sport and recreation experience', derived from the interplay of people, place and process. All operations provide goods and services by devising processes which transform or change the state or condition to produce an output. As such, sport and recreation activities are no exception. The sport and recreation operations manager is responsible for the activities, decision-making and duties associated with managing this transformation process. Usually this process takes place within a 'facility'. This physical asset usually costs a great deal to buy or build, and then requires regular maintenance to ensure that all the fixture, fittings and services are kept in good working order. Effective operations managers will keep the facility's total life cycle costs down.

Main Topics of Study:

Sport and Recreation in Context

- The sport and recreation service encounter
- Sport and recreation narrative
- Sport and recreation venue management

The Design of Sport and Recreation Facilities

- Facilities planning
- Managing human resources in sport and recreation
- Managing queues
- Service quality
- Service productivity and Best Practice in the sport and recreation industry

Inventory Management

- Economics of sport and recreation
- Supply and demand
- Sport revenue management
- Ticket operations in a professional sports team setting

Operations Strategy

- Sports events: the planning process
- Strategic planning

- Risk management
- Legal and ethical issues in the design and delivery of sport and recreation facilities

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

1.	Critically analyse the effect of design on the operations of sport and recreation facilities.
2.	Critically analyse the main operations management techniques used in sport and recreation services.
3.	Apply good practice to sport and recreation facilities design.
4.	Apply sport and recreation operations management techniques.

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	**Weighting:**
Examination: 3 hours duration	100%

Indicative Reading for this Unit:

Main Text

Sport and leisure operations management, McMahon-Beattie, U. and Yeoman, I., (2004), London: Thomson

Alternative Texts and Further Reading

The Business of Sports Management, 1st Edition, Beech, J. and Chadwick, S., (2004), Harlow: Prentice Hall

Book companion website: http://www.booksites.net/download/chadwickbeech/index.html

Torkildsen's Sport and Leisure Management, 6th Edition, Taylor, P. (Ed.), (2010), Abingdon: Routledge

Book companion website: http://www.booksites.net/download/chadwickbeech/index.html

Managing sport facilities and major events, Westerbeek, H., (2005), Abingdon: Routledge

Guideline for Teaching and Learning Time (10 hrs per credit):

50 hours	**Lectures / Seminars / Tutorials / Workshops** Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning** Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	**Self managed learning** Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

13.1.10 Sport & the Media Syllabus

Unit Title	Sport & the Media
Unit Code	SMS-1104
Level	6 Diploma
Credits	20
Unit Leader	JCR
Pre-requisites	

Main Aim(s) of the Unit:

This unit examines the main concepts of sport and the media within a framework which very much encapsulates the fact that we live in a world immersed in sport media, yet it has become so much part of everyday life that it often goes unnoticed. The emphasis of the unit is the need to appreciate the complexities of the subject area which has gradually seen sport become headline news through the growth of media technologies. The main aim is to provide the necessary knowledge, tools and understanding of sport and the media as a basis for the study of sport management in general.

Main Topics of Study:

Sport Media Foundations

- Defining sport & the media
- Sport media saturation
- Managing the nexus
- What is driving the sport media nexus – Technology, Commercialisation, Convergence, Globalisation?
- Media games: the evolution of the nexus
- Pay television, Internet, Mobile technologies

Sport Media Landscapes

- The sport and media industries
- Key media players
- Key sport players
- Broadcast rights and revenue
- The value of rights
- Sports sponsorship and media
- Sport media regulation
- Sport media texts
- Sport media production
- Implications for sport media management

Sport Media Strategies

- Sport media planning and promotion
- Getting to know the media
- Media coverage opportunities
- Media communications

- Feeding the media
- Media conferences
- Media events
- The commodity of sport celebrity
- What are sports stars?
- Player management
- Managing crises, scandals and reputations
- Crisis and scandal management

Sport Media Futures

- A brave new world
- Nexus drivers
- Ownership, rights and regulations
- New media
- Global players and niche markets
- Positive or negative coverage
- Sport celebrity

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

1.	Appreciate an understanding of the main sport and the media theories relating to various organisations, key stakeholders and the industry itself.
2.	Research and reflect on a range of media strategies within the sports industry.
3.	Critically evaluate a number of sports industry problems and how the media might be utilised to solve or manage them.

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	**Weighting:**
Examination: 3 hours duration	100%

Indicative Reading for this Unit:

Main Text

Sport and the Media, Nicholson, M., 2008, Butterworth-Heinemann

Guideline for Teaching and Learning Time (10 hrs per credit):	
50 hours	**Lectures / Seminars / Tutorials / Workshops** Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning** Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	**Self managed learning** Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

13.1.11 Sports Mega Events Management Syllabus

Unit Title	Sports Mega Events Management
Unit Code	SMEM-1106
Level	6 Diploma
Credits	20
Unit Leader	SE
Pre-requisites	

Main Aim(s) of the Unit:

The unit aim is to provide students with the underpinning knowledge for the understanding of the growth and significance of the 'sports events' market. To define 'events' in terms of type, scale and significance. Its uniqueness stems from the blend of management program, setting and people. Furthermore the types of sports events in terms of size; Major, Hallmark and Mega events.

Another unit aim is to enable students to be able to assess the influence of governments and the role they can play in events and the use of events by the corporate sector. Also to look at the impact of events and the longer term legacies they can leave behind for governments and communities.

The final aim is to look at the concept of sustainable development. In particular, how large scale sporting events have become a vehicle for processing their host community's efforts at sustainable development.

Main Topics of Study:

Events

- What are they?
- Types of events
- The events market is huge and expanding
- There is a need to understand the term 'Special Event'
- Furthermore to look at types of sports events in terms of size; Major, Hallmark and Mega events

The role governments can play in events and the use of events by the corporate sector

- Governments play a leading role in events and increasingly employ event strategies in order to guide their involvement
- Some have used them in tandem with other policies and strategies as tools for urban regeneration and development
- The corporate use of events for internal and external benefit and return on investment (ROI)

Event impact and legacies

- Events aspects such as; social, cultural, economic, environmental or political aspects
- Economic impacts and the role of government
- Community perceptions of event impacts
- Monitoring the long-term impacts and legacies

Sustainable development and the Olympic games

- Sports events: and the concept of sustainable development
- Large scale sporting events and how they have become a vehicle for processing their host community's efforts at sustainable development

Learning Outcomes for the Unit:	
At the end of this Unit, students will be able to:	
1.	Understand the scale and type of different sports events.
2.	Understand the role of governments and the use of sports events by the corporate sector.
3.	Understand the different impacts of sports events and their longer-term legacies.
4.	Understand the concept of sustainable development and how they have used this for processing their host community's effort.
Learning and teaching methods/strategies used to enable the achievement of learning outcomes:	
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.	
Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	**Weighting:**
Examination: 3 hours duration	100%
Indicative Reading for this Unit:	
Main Text Torkildsen's Sport and Leisure Management, 6th Edition, Taylor, P. (Ed.), (2010), Abingdon: Routledge Companion website: http://cw.routledge.com/textbooks/taylor **Alternative Texts and Further Reading** Successful Event Management, 3rd Edition, Shone, A. and Parry, B. (2010), Andover: South–Western Cengage Learning Companion website: http://www.cengage.co.uk Managing sport facilities and major events, Westerbeek, H. (2005), Abingdon: Routledge	
Guideline for Teaching and Learning Time (10 hrs per credit):	
50 hours	**Lectures / Seminars / Tutorials / Workshops** Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning** Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	**Self managed learning** Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

13.1.12 Strategic Management in Sport Syllabus

Unit Title	Strategic Management in Sport
Unit Code	SMS-1104
Level	6 Diploma
Credits	20
Unit Leader	JCR
Pre-requisites	

Main Aim(s) of the Unit:

To provide students with a foundation for an understanding and appreciation of the many facets of strategic management within the 'unique' industry of sport. The aim is also to provide the necessary analytical tools to enable students to confidently analyse and assess the overall effectiveness of organisations in sport as part of the wider study of sports management in general.

Main Topics of Study:

The Strategic Management Process for Sport

- The need for effective strategy in the sports management industry
- Strategy as a focus of the sport organisation or enterprise
- The need for maximisation of the sport organisation's resources and capabilities to gain a competitive advantage
- Deliberate and emergent forms of sport strategy
- Flexibility for change
- Strategy driving structure

Strategic Analysis of a Sport Enterprise

- Sport enterprises surveying the external environment (PESTLE)
- Environmental scanning within the sport industry
- Sport industry analysis
- Sport competitor analysis
- Internal resource audit of a sport organisation
- Using strategic models to analyse a sport organisation
- Making sense of the analysis in a sport context

Strategic Formulation within the Sport Industry

- Understanding how the key analytical factors (above) can affect a sport enterprise
- Considering the various options that fit well with the sport enterprise analysis
- Mission formulation
- Stakeholder values, power, interest and expectations of the sport enterprise
- Positioning the sport organisation relative to competitors – cost leadership or differentiation?
- Resource based view of strategy tailored to sport
- Strategic choice within the sport setting

Strategic Implementation for a Sport Business ► Management of change issues for sport ► Assessment of risk and the importance of strategic leadership ► The need for the sport manager to utilise communication and consultation to assist successful implementation within the sport enterprise ► Possible implementation problems for the sport enterprise to overcome to ensure success	
Learning Outcomes for the Unit:	
At the end of this Unit, students will be able to:	
1.	Understand and appreciate the complexities of the strategic management process in sport.
2.	Explain the different elements of the strategic management process within sport.
3.	Critically evaluate the application of strategic management concepts and theories to various sports organisations.
Learning and teaching methods/strategies used to enable the achievement of learning outcomes:	
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.	
Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	**Weighting:**
Examination: 3 hours duration	100%
Indicative Reading for this Unit:	
Main Text Sport Management (Chapter 6), Bill, K. (ed.), (2009), Learning Matters	
Guideline for Teaching and Learning Time (10 hrs per credit):	
50 hours	**Lectures / Seminars / Tutorials / Workshops** Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning** Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	**Self managed learning** Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.