



## **BA (HONS) GOLF MANAGEMENT**

### **COURSE DEFINITIVE DOCUMENT**

**September 2026**

# **BA (Hons) Golf Management (Full-time)**

**Approved: July 2023**

**Definitive Document**

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## UNIVERSITY OF CENTRAL LANCASHIRE

### Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

***Sources of information on the programme can be found in Section 17***

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Awarding Institution / Body</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | University of Central Lancashire                                                                                                                     |
| <b>2. Teaching Institution and Location of Delivery</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Myerscough College                                                                                                                                   |
| <b>3. University School/Centre</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Health, Social Work and Sport                                                                                                                        |
| <b>4. External Accreditation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | N/A                                                                                                                                                  |
| <b>5. Title of Final Award</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | BA (Hons) Golf Management                                                                                                                            |
| <b>6. Modes of Attendance offered</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Full-time and Part-time                                                                                                                              |
| <b>7a) UCAS Code</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | GM3Y                                                                                                                                                 |
| <b>7b) JACS and HECOS Code</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | HECoS: 100097 (100%)<br>JACS: N870                                                                                                                   |
| <b>8. Relevant Subject Benchmarking Group(s)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <a href="#">Events, Hospitality, Leisure, Sport and Tourism (2019)</a>                                                                               |
| <b>9. Other external influences</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | National Occupational Standards from Skills Active Professional Golfers Association (PGA), Royal and Ancient (R&A), and the English Golf Union (EGU) |
| <b>10. Date of production/revision of this form</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 17 March 2022                                                                                                                                        |
| <b>11. Aims of the Programme</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>• Enable graduates to analyse key academic themes in the subject area and critically evaluate the wide range of management issues within different sectors of the golf industry.</li> <li>• To enable students to undertake a variety of operational roles within golf event management and project management within a professional golfing environment in order to increase their employment opportunities.</li> <li>• To promote an ethos of critical self-reflection and self-development enabling the identification of career goals and strategies for achievement.</li> </ul> |                                                                                                                                                      |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>12. Learning Outcomes, Teaching, Learning and Assessment Methods</b>                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>A. Knowledge and Understanding</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>A1. Analyse and develop a series of multi-disciplinary skills and knowledge that can be applied to golf management.</p> <p>A2. Critically appraise contemporary management concepts and industrial practices in golf.</p> <p>A3. Critically analyse and enhance a series of multidisciplinary skills and learning practices that can be applied in a variety of golf industry contexts.</p> <p>A4. Contextually examine holistic and developmental environmental characteristics of the golf industry.</p> |
| <b>Teaching and Learning Methods</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Knowledge is acquired through a combination of lectures, seminars, workshops, work placements, and other formal sessions. Students engage in directed personal studies aimed at enhancing both knowledge and understanding.                                                                                                                                                                                                                                                                                   |
| <b>Assessment methods</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| A range of assessment methods are utilised to assess the learning outcomes; assignments, presentations and exams. Formative assessment is a feature of all modules through formal assessment as well as verbal feedback and discussions in seminars. Detail of assessment methods and individual briefs are provided in the module information packs.                                                                                                                                                         |
| <b>B. Subject-specific skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>B1. Demonstrate an integrated approach to the principles and practices of contemporary golf management.</p> <p>B2. Apply strategies for critical evaluation of management concepts and issues applied to golf organisations and make appropriate recommendations.</p> <p>B3. Communicate effectively in a variety of means within the golf industry context.</p>                                                                                                                                           |
| <b>Teaching and Learning Methods</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Individual modules involve students developing and utilising one or more of these skills in preparing material for seminars, participating in activities and preparing assignments.                                                                                                                                                                                                                                                                                                                           |
| <b>Assessment methods</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Assessment of subject specific skills is undertaken both formatively and summatively through workshops, presentations and formal coursework and examinations.                                                                                                                                                                                                                                                                                                                                                 |
| <b>C. Thinking Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>C1. Research and assess subject specific facts, theories, principles and concepts.</p> <p>C2. Critically analyse and interpret a wide range of theoretical and relevant research data from a large body of knowledge and appropriately apply to the management of golf.</p> <p>C3. Display critical, analytical, problem-based and reasoning learning skills in an academic and vocational context.</p>                                                                                                    |
| <b>Teaching and Learning Methods</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Students are encouraged to challenge and present alternative approaches to different management concepts within golf. This is further developed by in-depth analysis and evaluation in a critical context. The skills specifically developed in each module are highlighted in the skills matrix provided in the module information pack.                                                                                                                                                                     |
| <b>Assessment methods</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Intellectual skill development is assessed through a variety of assessment strategies. Successful completion of most coursework and examinations requires the demonstration of analytical thinking abilities.                                                                                                                                                                                                                                                                                                 |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>D. Other skills relevant to employability and personal development</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>D1. Apply problem-solving skills</p> <p>D2. Display ability to self-appraise and reflect on practice</p> <p>D3. Implement self-determined action planning through self-reflection and awareness for future progression.</p> <p>D4. Critically analyse and develop the skills necessary for both autonomous practice and team working.</p>                                                                                                                                                                                                                                                           |
| <b>Teaching and Learning Methods</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>Consultancy skills for the golf industry are specifically embedded to assess the attributes depicted in section D above. This is borne out in teaching, learning and assessment strategies of across the programme.</p> <p>Students will develop employability and personal development skills through a solution focussed approach to the creation, provision and review of a range of golf support services and their application to a range of golf management issues.</p> <p>Skills developed in each module are identified in the skills matrix presented in each of the module handbooks.</p> |
| <b>Assessment methods</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>Students will be able to demonstrate these skills through the submission of different types of assessment including presentations, which involve different forms of communication and different work settings. Formative assessment will involve analysis of practical situations through case studies and of theoretical management concepts.</p>                                                                                                                                                                                                                                                  |

| 13. Programme Structures*                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |             |                                                    |               | 14. Awards and Credits*                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|----------------------------------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Module Code | Module Title                                       | Credit rating |                                                                                                                                                                                                                                                        |
| Level 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | LS3308      | International Golf Developments                    | 20            | <b>BA (Hons) Golf Management</b><br>Requires 360 credits including a minimum of 100 at Level 6 and 220 at Level 5 or above.<br><br><b>BA Golf Management</b><br>Requires 320 credits including a minimum of 60 at Level 6 and 180 at Level 5 or above. |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | LS3602      | Contemporary Issues in Golf                        | 20            |                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | LS3603      | Dissertation                                       | 40            |                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | LS3608      | The Golf Business                                  | 20            |                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | LS3650      | Golf Industry Consultancy                          | 20            |                                                                                                                                                                                                                                                        |
| Level 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | LS2502      | Professional Golf Practice                         | 20            | <b>Diploma of Higher Education Golf Management</b><br>Requires 240 credits including a minimum of 100 at Level 5 or above.                                                                                                                             |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | LS2518      | Research Development                               | 20            |                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | LS2519      | Golf Club Operations                               | 20            |                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | LS2525      | Sports Event Management                            | 20            |                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | LS2651      | Coaching for Sport Performance                     | 20            |                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | MR2350      | Industry Project                                   | 20            |                                                                                                                                                                                                                                                        |
| Level 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | LS1607      | An Introduction to Golf Course Design and Agronomy | 20            | <b>Certificate of Higher Education</b><br>Requires 120 credits at Level 4 or above.                                                                                                                                                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | LS1652      | Introduction to Golf Business                      | 20            |                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | LS1655      | Coaching Principles and Practice                   | 20            |                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | LS1659      | Applied Golf Science and Equipment Technology      | 20            |                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | LS1660      | Golf Retail Management                             | 20            |                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | MR1351      | Academic and Professional Skills                   | 20            |                                                                                                                                                                                                                                                        |
| 15. Personal Development Planning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |             |                                                    |               |                                                                                                                                                                                                                                                        |
| <p>Personal Development Planning is an essential component of the course. The course will help students recognise the importance of being proactive within their own personal development. The course will help develop key personal and transferable skills which promote employability, entrepreneurship, academic excellence, professional development and global citizenship.</p> <p>Each student will be allocated a Personal Tutor with whom students will be encouraged to develop skills for independent learning and reflection on student’s academic, personal and professional development. Students will meet with their personal tutor at least twice per semester to develop short and long-term goals, review and plan their progress on the course and discuss their future career path.</p> <p>Each student group has a weekly timetabled and structured course tutorial which will be used to develop generic personal, employability and academic skills with student groups. An online scheme of work, together with web based and other support materials, is available to staff and students alike in the delivery of these tutorial sessions.</p> <p>Students have access to a wide range of personal development advisory services through the ‘Core’ and Inclusive Learning Team including careers, financial advice, pastoral support and help with study skills. Students have access to the student support services at the University through ‘Student Support’, ‘Careers’ and ‘WISER’ study skills.</p> <p>Students on honours degrees also have the opportunity to study a series of personal development modules as a mandatory or optional part of their course. Through these modules students will be encouraged to reflect on their personal and professional development, plan realistically for career progression and manage their own career development.</p> |             |                                                    |               |                                                                                                                                                                                                                                                        |

All students will also have access to the College 'Graduate employability' programme, activities that contribute to ensuring employability of our students will also count towards the 'Graduate employability' programme.

#### **16. Admissions criteria \***

(including agreed tariffs for entry with advanced standing)

*\*Correct as at date of approval. For latest information, please consult the University's website.*

5 GCSE passes at Grade C/Grade 4 or above (including Maths and English or equivalent)

Plus 104 UCAS Tariff points from one or more of the following:

- 3 A-levels (A2) at C or above
- BTEC/C&G Level 3
- T Level - P - D\*
- 4 Scottish Highers at C or above
- 4 Irish Highers at C or above
- International Baccalaureate at 24 points

AS levels, BTEC Subsidiary Diploma and Scottish Intermediate 2s may be used to contribute to entry requirements but they are not sufficient for entry on their own. Alternative equivalent qualifications will also be considered positively.

Applicants who believe they may be eligible for Accreditation of Prior Certificated and/or Experiential Learning (APCL/APEL) for certain modules will be considered on an individual basis.

Applicants for whom English is a second language must be able to demonstrate proof of International English Language Testing System (IELTS) at level 6.0 (with no component score lower than 5.5) or equivalent.

All offers may be subject to successful interview.

#### **17. Key sources of information about the programme**

- UCAS: <http://www.ucas.ac.uk>
- Myerscough College web site: <https://www.ucmyerscough.ac.uk/>
- Myerscough College higher education prospectus: <https://www.myerscough.ac.uk/download-our-prospectuses/>
- Course fact sheet: <https://www.myerscough.ac.uk/courses/higher-education/>

## 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

| Level   | Module Code | Module Title                                       | Core (C), Compulsory (COMP) or Option (O) | Programme Learning Outcomes |    |    |    |                         |    |    |                 |    |    |                                                                 |    |    |    |
|---------|-------------|----------------------------------------------------|-------------------------------------------|-----------------------------|----|----|----|-------------------------|----|----|-----------------|----|----|-----------------------------------------------------------------|----|----|----|
|         |             |                                                    |                                           | Knowledge and understanding |    |    |    | Subject-specific Skills |    |    | Thinking Skills |    |    | Other skills relevant to employability and personal development |    |    |    |
|         |             |                                                    |                                           | A1                          | A2 | A3 | A4 | B1                      | B2 | B3 | C1              | C2 | C3 | D1                                                              | D2 | D3 | D4 |
| LEVEL 6 | LS3308      | International Golf Developments                    | COMP                                      |                             |    |    | ✓  |                         |    |    |                 | ✓  | ✓  |                                                                 |    |    |    |
|         | LS3602      | Contemporary Issues in Golf                        | COMP                                      |                             | ✓  | ✓  | ✓  | ✓                       | ✓  |    |                 | ✓  | ✓  |                                                                 |    |    |    |
|         | LS3603      | Dissertation                                       | COMP                                      |                             |    |    |    | ✓                       | ✓  |    |                 | ✓  | ✓  |                                                                 |    |    | ✓  |
|         | LS3608      | The Golf Business                                  | COMP                                      |                             | ✓  | ✓  |    | ✓                       |    | ✓  |                 |    | ✓  |                                                                 |    | ✓  | ✓  |
|         | LS3650      | Golf Industry Consultancy                          | COMP                                      |                             | ✓  | ✓  |    |                         |    |    |                 |    | ✓  |                                                                 |    | ✓  | ✓  |
|         |             |                                                    |                                           |                             |    |    |    |                         |    |    |                 |    |    |                                                                 |    |    |    |
| LEVEL 5 | LS2502      | Professional Golf Practice                         | COMP                                      | ✓                           |    | ✓  |    |                         |    | ✓  | ✓               |    | ✓  | ✓                                                               | ✓  | ✓  |    |
|         | LS2518      | Research Development                               | COMP                                      |                             | ✓  | ✓  |    | ✓                       |    | ✓  | ✓               | ✓  | ✓  | ✓                                                               | ✓  | ✓  | ✓  |
|         | LS2519      | Golf Club Operations                               | COMP                                      | ✓                           | ✓  | ✓  |    | ✓                       | ✓  | ✓  | ✓               | ✓  | ✓  | ✓                                                               | ✓  | ✓  | ✓  |
|         | LS2525      | Sports Event Management                            | COMP                                      | ✓                           | ✓  | ✓  |    | ✓                       | ✓  | ✓  | ✓               | ✓  | ✓  | ✓                                                               | ✓  | ✓  | ✓  |
|         | LS2651      | Coaching for Sport Performance                     | COMP                                      |                             | ✓  | ✓  | ✓  |                         | ✓  | ✓  |                 |    |    | ✓                                                               | ✓  | ✓  | ✓  |
|         | MR2350      | Industry Project                                   | COMP                                      | ✓                           | ✓  |    |    |                         | ✓  | ✓  | ✓               | ✓  | ✓  | ✓                                                               | ✓  | ✓  | ✓  |
|         |             |                                                    |                                           |                             |    |    |    |                         |    |    |                 |    |    |                                                                 |    |    |    |
| LEVEL 4 | LS1607      | An Introduction to Golf Course Design and Agronomy | COMP                                      | ✓                           |    | ✓  |    | ✓                       |    |    | ✓               | ✓  |    | ✓                                                               | ✓  | ✓  | ✓  |
|         | LS1652      | Introduction to Golf Business                      | COMP                                      | ✓                           | ✓  | ✓  |    | ✓                       | ✓  | ✓  | ✓               |    |    | ✓                                                               | ✓  | ✓  |    |
|         | LS1655      | Coaching Principles and Practice                   | COMP                                      | ✓                           | ✓  | ✓  | ✓  | ✓                       |    |    | ✓               | ✓  | ✓  |                                                                 | ✓  | ✓  | ✓  |
|         | LS1659      | Applied Golf Science and Equipment Technology      | COMP                                      | ✓                           |    | ✓  |    |                         |    | ✓  | ✓               |    | ✓  | ✓                                                               | ✓  | ✓  |    |
|         | LS1660      | Golf Retail Management                             | COMP                                      | ✓                           | ✓  | ✓  |    | ✓                       | ✓  | ✓  | ✓               | ✓  |    | ✓                                                               | ✓  |    |    |
|         | MR1351      | Academic and Professional Skills                   | COMP                                      | ✓                           | ✓  | ✓  |    | ✓                       |    | ✓  | ✓               | ✓  |    | ✓                                                               | ✓  | ✓  |    |
|         |             |                                                    |                                           |                             |    |    |    |                         |    |    |                 |    |    |                                                                 |    |    |    |

## **19. LEARNING OUTCOMES FOR EXIT AWARDS:**

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

### **Learning outcomes for the award of BA Golf Management:**

- A1. Develop a series of multi-disciplinary skills and knowledge that can be applied to golf management.
- A2. Critically appraise contemporary management concepts and industrial practices in golf.
- A3. Critically analyse and enhance a series of multidisciplinary skills and learning practices that can be applied in a variety of golf industry contexts.
- A4. Contextually examine holistic and developmental environmental characteristics of the golf industry.
  
- B1. Demonstrate an integrated approach to the principles and practices of contemporary golf management.
- B2. Apply strategies for critical evaluation of management concepts and issues applied to golf organisations and make appropriate recommendations.
- B3. Communicate effectively in a variety of means within the golf industry context.
  
- C1. Research and assess subject specific facts, theories, principles and concepts.
- C3. Display critical, analytical, problem-based and reasoning learning skills in an academic and vocational context.
  
- D1. Apply problem-solving skills
- D4. Critically analyse and develop the skills necessary for both autonomous practice and team working.

### **Learning outcomes for the award of Diploma of Higher Education Golf Management:**

- A1. Develop a series of multi-disciplinary skills and knowledge that can be applied to golf management.
- A2. Appraise contemporary management concepts and industrial practices in golf.
- A3. Analyse and enhance a series of multidisciplinary skills and learning practices that can be applied in a variety of golf industry contexts.
  
- B1. Demonstrate an integrated approach to the principles and practices of contemporary golf management.
- B2. Apply strategies for critical evaluation of management concepts and issues applied to golf organisations and make appropriate recommendations.
- B3. Communicate effectively in a variety of means within the golf industry context.
  
- C1. Research and assess subject specific facts, theories, principles and concepts.
  
- D1. Apply problem-solving skills
- D2. Display ability to self-appraise and reflect on practice
- D3. Implement self-determined action planning through self-reflection and awareness for future progression.
- D4. Analyse and develop the skills necessary for both autonomous practice and team working.

### **Learning outcomes for the award of Certificate of Higher Education:**

- A1. Develop a series of multi-disciplinary skills and knowledge that can be applied to golf management.
  
- B1. Demonstrate an integrated approach to the principles and practices of contemporary golf management.
- B3. Communicate effectively in a variety of means within the golf industry context.

C1. Research and assess subject specific facts, theories, principles and concepts.

D1. Apply problem-solving skills

D2. Display ability to self-appraise and reflect on practice

D3. Implement self-determined action planning through self-reflection and awareness for future progression.

## COURSE STRUCTURE: BA (Hons) Golf Management

| Year 1                                                                                               |            | Year 2                                                                           |            | Year 3                                                                            |            |
|------------------------------------------------------------------------------------------------------|------------|----------------------------------------------------------------------------------|------------|-----------------------------------------------------------------------------------|------------|
| Semester 1                                                                                           | Semester 2 | Semester 1                                                                       | Semester 2 | Semester 1                                                                        | Semester 2 |
| Academic and Professional Skills<br><br>Level 4<br>1 Module (20 Credits)<br>MR1351                   |            | Industry Project<br><br>Level 5<br>1 Module (20 Credits)<br>MR2350               |            | International Golf Developments<br><br>Level 6<br>1 Module (20 Credits)<br>LS3308 |            |
| Applied Golf Science and Equipment Technology<br><br>Level 4<br>1 Module (20 Credits)<br>LS1659      |            | Professional Golf Practice<br><br>Level 5<br>1 Module (20 Credits)<br>LS2502     |            | The Golf Business<br><br>Level 6<br>1 Module (20 Credits)<br>LS3608               |            |
| Coaching Principles and Practice<br><br>Level 4<br>1 Module (20 Credits)<br>LS1655                   |            | Sports Event Management<br><br>Level 5<br>1 Module (20 Credits)<br>LS2525        |            | Golf Industry Consultancy<br><br>Level 6<br>1 Module (20 Credits)<br>LS3650       |            |
| Golf Retail Management<br><br>Level 4<br>1 Module (20 Credits)<br>LS1660                             |            | Research Development<br><br>Level 5<br>1 Module (20 Credits)<br>LS2518           |            | Contemporary Issues in Golf<br><br>Level 6<br>1 Module (20 Credits)<br>LS3602     |            |
| An Introduction to Golf Course Design and Agronomy<br><br>Level 4<br>1 Module (20 Credits)<br>LS1607 |            | Golf Club Operations<br><br>Level 5<br>1 Module (20 Credits)<br>LS2519           |            | Dissertation<br><br>Level 6<br>Double Module (40 Credits)<br>LS3603               |            |
| Introduction to Golf Business<br><br>Level 4<br>1 Module (20 Credits)<br>LS1652                      |            | Coaching for Sport Performance<br><br>Level 5<br>1 Module (20 Credits)<br>LS2651 |            |                                                                                   |            |

## MODULE DESCRIPTOR

|                         |                                                    |                             |                                      |                     |                            |
|-------------------------|----------------------------------------------------|-----------------------------|--------------------------------------|---------------------|----------------------------|
| <b>MODULE TITLE</b>     | An Introduction to Golf Course Design and Agronomy |                             |                                      |                     |                            |
| <b>MODULE CODE</b>      | LS1607(L4)                                         | <b>JACS AND HECOS CODES</b> | W290<br>100048 (50%)<br>100990 (50%) | <b>CREDIT VALUE</b> | 20 Credits                 |
| <b>DATE OF APPROVAL</b> | June 2023                                          |                             |                                      |                     | <b>VERSION NUMBER</b><br>1 |
| <b>SCHOOL</b>           | Health, Social Work and Sport                      |                             | <b>PARTNER INSTITUTION</b>           | Myerscough College  |                            |

### RELATIONSHIP WITH OTHER MODULES

|                      |      |                       |      |                              |      |
|----------------------|------|-----------------------|------|------------------------------|------|
| <b>Co-requisites</b> | None | <b>Pre-requisites</b> | None | <b>Excluded Combinations</b> | None |
|----------------------|------|-----------------------|------|------------------------------|------|

### MODULE AIMS

This module aims to develop underpinning knowledge and skills necessary to manage golf course playing surfaces. The principles of golf course architecture, construction establishment and management will be appraised. The application and theory of cultural practices for golf course surfaces will be discussed alongside the role of the modern green keeper or grounds manager. Assessment for quality in playing surfaces will also be evaluated.

### MODULE CONTENT

- 1 Golf Course Architecture
- 2 Quality of Golf Playing surfaces
- 3 Golf Course Management

## INTENDED LEARNING OUTCOMES

| On successful completion of this module a student will be able to: |                                                                                                          |
|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| 1.                                                                 | Identify the concepts of golf course architecture and appraise golf courses for their design philosophy. |
| 2.                                                                 | Describe different construction methods on the golf course.                                              |
| 3.                                                                 | Describe a range of cultural practices for golf course surfaces.                                         |
| 4.                                                                 | Appraise the principles of playing quality for golf course surfaces.                                     |

## ASSESSMENT METHODS

| Number of Assessments | Form of Assessment | % weighting | Size of Assessment/Duration/ Wordcount | Category of assessment | Conducted within central examination period (Y/N) | Learning Outcomes being assessed |
|-----------------------|--------------------|-------------|----------------------------------------|------------------------|---------------------------------------------------|----------------------------------|
| 1                     | Report 1           | 50%         | 2000 words                             | Coursework             | N                                                 | 1, 2                             |
| 1                     | Report 2           | 50%         | 2000 words                             | Coursework             | N                                                 | 3, 4                             |

## MODULE PASS REQUIREMENTS

To pass this module you must achieve a mark of 40% or above, aggregated across all the assessments.

## APPENDIX

**MODULE CODE:** LS1607(L4) **MODULE TITLE:** An Introduction to Golf Course Design and Agronomy

**LOCATION OF STUDY:** MYERSCOUGH COLLEGE

|                        |               |
|------------------------|---------------|
| <b>MODULE TUTOR(S)</b> | Stewart Brown |
|------------------------|---------------|

|                                  |                                             |                   |  |            |                |            |  |
|----------------------------------|---------------------------------------------|-------------------|--|------------|----------------|------------|--|
| MODULE<br>DELIVERY -<br>DURATION |                                             | Semester 1        |  | Semester 2 |                | Semester 3 |  |
|                                  |                                             | Semester 1 & 2    |  | ✓          | Semester 2 & 3 |            |  |
|                                  |                                             | Semester 1, 2 & 3 |  |            |                |            |  |
|                                  | Other (please indicate pattern of delivery) |                   |  |            |                |            |  |

## MODULE LEARNING PLAN

### LEARNING, TEACHING AND ASSESSMENT STRATEGY

#### Full-time

A series of lectures and seminars will provide essential module information. This will be supported by practical exercises, group learning activities and individual project work. Core academic skills will be developed through the use of subject specific literature; student led presentations and guided tasks. These will enable students to understand key concepts and theories, evaluate the appropriateness of different approaches to solving problems and communicate the outcomes clearly using structured arguments. A virtual learning environment will also provide a range of additional lecture notes, relevant literature, self assessment activities, and links to online resources.

The diversity of teaching approaches combined with individual study will ensure all module aims are achieved and a rigorous approach to the acquisition of a range of subject specific, cognitive and transferable skills.

#### Online

A virtual learning environment provides a platform to distribute a series of documents providing principle subject knowledge. Further reading from a range of sources supplements core information and contributes towards the achievement of all module aims. Self-assessment activities facilitate formative assessment throughout the class and can offer instant feedback on learning. Regular synchronised online events using video conferencing software is used to simulate an authentic classroom experience to students in a distributed environment. Student interaction and debate is encouraged through a subject specific discussion board and individual support is available via email and telephone.

The assessment strategy is two written pieces, covering learning outcomes 1 and 2, and 3 and 4 respectively.

Assessment will be conducted as per the assessment strategy and assignments briefs defined within module information packs. Assessment will utilise a range of methods to ensure students have opportunity to offer a diverse range of evidence to meet the module learning outcomes.

### SCHEDULED LEARNING AND TEACHING ACTIVITY

Full-time (year long) - Lecture 2 hours per week

Online - Online students also have 24 hour access to a wide range of online learning materials and learning activities and are expected to log-in to the virtual learning environment for at least **2 hours per week** for a year long module to work through the module learning materials. Module tutor time equivalent to 3 hours per week for one semester is also allocated to support students.

**TOTAL SCHEDULED LEARNING HOURS**

60

**GUIDED INDEPENDENT STUDY**

**Development of independent learning** - Students are advised to use this time to develop themselves as independent learners. They will be required to develop a rigorous approach to the acquisition of a broad knowledge base and a range of subject specific skills.

**Reflection, research and further study** - Students should use this time to plan, evaluate and reflect on their learning, undertake further research and private study and engage in the library resources through direct and indirect reading. By developing these skills as independent learners, it will allow for graduate skills acquisition and contribute towards future employability.

**Preparation for assessments** - Students should use this time to interpret, prioritise, plan and structure their assessment requirements. They will need to select issues for research, conduct efficient research searches, interpret key information and analyse and proof their own assessments. Students will be required to develop essential skills in time management and self-motivation.

|                                                              |     |
|--------------------------------------------------------------|-----|
| <b>TOTAL GUIDED INDEPENDENT STUDY HOURS</b>                  | 140 |
| <b>PLACEMENT/YEAR ABROAD/WORK-BASED LEARNING</b>             |     |
| <b>TOTAL PLACEMENT/YEAR ABROAD/WORK-BASED LEARNING HOURS</b> |     |
| <b>TOTAL STUDENT LEARNING HOURS</b>                          | 200 |

## BIBLIOGRAPHY AND LEARNING SUPPORT MATERIAL

- Adams, W.A. and Gibbs, R.J. (2016) *Natural Turf for Sport and Amenity*, Science and Practice. CAB.
- Aldous, D.E. (ed) (2019) *International Turf Management Handbook*. London. Butterworth Heinemann.
- Arthur, J. (2017) *Practical Greenkeeping (4th Edition)*. R&A Scotland
- Beard, J.B. (2019) *Turf Management for Golf Courses 5th Edition*. Ann Arbor Press
- Christian, N. (2018) *Fundamentals of Turfgrass Management*. USA: Ann Arbor Press
- Cole, G.A. (2013) *Management Theory and Practice*. London: DP Publishers
- Cornish, G.S. & Whitten, R.E. (2018) *The Golf Course*. New York: Routledge Press
- Cornish, G.S. Whitten, R.E. (2019) *Architects of Golf*. Routledge Press.
- Doak, T. (2012) *Anatomy of a Golf Course*. Lyons and Burford.
- Hacker, J. and Shields, G. (2012) *Golf Course Presentation*. Professional Sportsturf Design.
- Hawtree, F.W. (2013) *The Golf Course*. Spon.
- Hawtree, M.G. (2012) *Golf Course Design and Planning*. RICS.
- HSE. (2014) *Health and Safety in Golf Course Management and Maintenance*. HSE.
- Hurdzan, M. (2014) *Golf Greens: History, Design and Construction*. UK: J Wiley & Sons
- Hurdzan, M. (2016) *Golf Course Architecture*. Sleeping Bear Press.
- McCarty, L.B. (2017) *Best Golf Course Management Practices*. Prentice Hall
- McKenzie, A. (2012) *The Spirit of St Andrews*. USA: Sleeping Bear Press
- Mullins, L.J. (2018) *Management and Organisational Behaviour*. London: Pitman Publishers
- Perris, J. and Evans, R.D.C. (2016) *The Care of the Golf Course (2<sup>nd</sup> Edition)*. Bingley. STRI
- Royal and Ancient Golf Club of St. Andrews. (2018) *The Demand for Golf*.
- Sports Council. (2014) *After the Boom*. Sports Council.
- Sports Council. (2014) *Planning for Golf*. Sports Council.
- Turgeon, A.J. (2016) *Turfgrass Management*. Reston, Virginia, USA: Prentice-Hall

## JOURNALS

|                                  |         |
|----------------------------------|---------|
| International Turfgrass Bulletin | (STRI)  |
| Greenkeeper International        | (BIGGA) |
| The Groundsman                   | (IOG)   |
| Greenside                        | (GCSAI) |
| Golf Course Management           | (GCSAA) |
| Golf Course Architecture         | (EIGCA) |

## MODULE DESCRIPTOR

|                         |                               |                             |                            |                     |                            |
|-------------------------|-------------------------------|-----------------------------|----------------------------|---------------------|----------------------------|
| <b>MODULE TITLE</b>     | Introduction to Golf Business |                             |                            |                     |                            |
| <b>MODULE CODE</b>      | LS1652(L4)                    | <b>JACS AND HECOS CODES</b> | C690<br>100083 (100%)      | <b>CREDIT VALUE</b> | 20 Credits                 |
| <b>DATE OF APPROVAL</b> | June 2023                     |                             |                            |                     | <b>VERSION NUMBER</b><br>1 |
| <b>SCHOOL</b>           | Health, Social Work and Sport |                             | <b>PARTNER INSTITUTION</b> | Myerscough College  |                            |

### RELATIONSHIP WITH OTHER MODULES

|                      |      |                       |      |                              |      |
|----------------------|------|-----------------------|------|------------------------------|------|
| <b>Co-requisites</b> | None | <b>Pre-requisites</b> | None | <b>Excluded Combinations</b> | None |
|----------------------|------|-----------------------|------|------------------------------|------|

### MODULE AIMS

To provide an overview of the role of an entrepreneurship, marketing and a critical understanding of the management of golf events and further develop appropriate event management skills from planning, organisation and the delivery of a golf event.

### MODULE CONTENT

- 1 Event Types
- 2 Event Planning
- 3 Event Management
- 4 Event Marketing
- 5 Event Evaluation
- 6 Golf Marketing
- 7 Contemporary golf consumer buyer behaviour
- 8 The contemporary golf marketing mix: Product and price

## INTENDED LEARNING OUTCOMES

| On successful completion of this module a student will be able to: |                                                                                                                     |
|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| 1.                                                                 | Describe the characteristics, processes, dynamics and managerial requirements of sustainable golf events.           |
| 2.                                                                 | Apply event management principles to the planning, management, marketing and evaluation of sustainable golf events. |
| 3.                                                                 | Review the effective management of golf events.                                                                     |
| 4.                                                                 | Describe a number of marketing theories, strategies and tactics in the 21 <sup>st</sup> century sports context.     |
| 5.                                                                 | Review the marketing challenges faced by sports organisations operating in the global marketplace.                  |

## ASSESSMENT METHODS

| Number of Assessments | Form of Assessment              | % weighting | Size of Assessment/Duration/ Wordcount                               | Category of assessment | Conducted within central examination period (Y/N) | Learning Outcomes being assessed |
|-----------------------|---------------------------------|-------------|----------------------------------------------------------------------|------------------------|---------------------------------------------------|----------------------------------|
| 1                     | Report                          | 50%         | 2000 words                                                           | Coursework             | N                                                 | 1, 2 and 3                       |
| 1                     | Individual student presentation | 50%         | 30 minutes (20 minutes presentation time + 10 minutes for questions) | Practical Assessment   | N                                                 | 4 and 5                          |

## MODULE PASS REQUIREMENTS

To pass this module you must achieve a mark of 40% or above, aggregated across all the assessments.

## APPENDIX

**MODULE CODE:** LS1652(L4) **MODULE TITLE:** Introduction to Golf Business

**LOCATION OF STUDY:** MYERSCOUGH COLLEGE

|                        |                 |
|------------------------|-----------------|
| <b>MODULE TUTOR(S)</b> | Richard Daniels |
|------------------------|-----------------|

|                                   |                                             |                   |  |            |  |                |  |
|-----------------------------------|---------------------------------------------|-------------------|--|------------|--|----------------|--|
| <b>MODULE DELIVERY - DURATION</b> |                                             | Semester 1        |  | Semester 2 |  | Semester 3     |  |
|                                   |                                             | Semester 1 & 2    |  | ✓          |  | Semester 2 & 3 |  |
|                                   |                                             | Semester 1, 2 & 3 |  |            |  |                |  |
|                                   | Other (please indicate pattern of delivery) |                   |  |            |  |                |  |

## MODULE LEARNING PLAN

### LEARNING, TEACHING AND ASSESSMENT STRATEGY

#### Full-time

A series of lectures and seminars will provide essential module information. This will be supported by group learning activities and individual project work. Further academic skills will be developed through the use of subject specific literature, student led presentations and guided tasks. These will enable students to critically review, consolidate and extend a systematic and coherent body of knowledge and critically evaluate new concepts and evidence from a range of sources. A virtual learning environment will also provide a range of additional lecture notes, relevant literature, self-assessment activities, and links to online resources.

The diversity of teaching approaches combined with individual study will ensure all module aims are achieved and a rigorous approach to the transfer and application of subject specific, cognitive and transferable skills and problem-solving strategies to a range of situations. Students will be encouraged to solve complex problems; communicate solutions, arguments and ideas clearly and in a variety of forms.

#### On-line

A virtual learning environment provides a platform to distribute a series of documents providing principle subject knowledge. Further reading from a range of sources supplements core information and contributes towards the achievement of all module aims. Self-assessment activities facilitate formative assessment throughout the class and can offer instant feedback on learning. Regular synchronised online events using video conferencing software is used to simulate an authentic classroom experience to students in a distributed environment. Student interaction and debate is encouraged through a subject specific discussion board and individual support is available via email and telephone.

The assessment strategy is one written piece and one oral presentation, covering learning outcomes 1, 2 and 3 and 4 & 5 respectively.

Assessment will be conducted as per the assessment strategy and assignments briefs defined within module information packs. Assessment will utilise a range of methods to ensure students have opportunity to offer a diverse range of evidence to meet the module learning outcomes.

### SCHEDULED LEARNING AND TEACHING ACTIVITY

**Full-time** - Lecture 2 hours per week

**On-line** – On-line students also have 24 hour access to a wide range of online learning materials and learning activities and are expected to log-in to the virtual learning environment for at least **2 hours per week** for a yearlong module to work through the module learning materials. Module tutor time equivalent to 3 hours per week for one semester is also allocated to support students.

**TOTAL SCHEDULED LEARNING HOURS**

60

**GUIDED INDEPENDENT STUDY**

**Development of independent learning** - Students are advised to use this time to extend themselves as independent learners. They will be required to develop a rigorous approach to further research and the critical evaluation of complex concepts and ideas.

**Reflection, research and further study** - Students should use this time to plan, critically analyse and reflect on their learning, undertake extensive further research through private study and engage in the library resources through wider direct and indirect reading. By developing these skills as independent learners it will allow for the enhancement of graduate skills and contribute towards future employability.

**Preparation for assessments** – Students should use this time to critically analyse, prioritise, plan and structure their assessment requirements. They will need to select issues for research, conduct extensive research searches, critically review, analyse and interpret new concepts and evaluate and proof their own assessments. Students will be required to enhance their skills in time management, complex problem solving and self-motivation.

|                                             |     |
|---------------------------------------------|-----|
| <b>TOTAL GUIDED INDEPENDENT STUDY HOURS</b> | 140 |
|---------------------------------------------|-----|

|                                                  |  |
|--------------------------------------------------|--|
| <b>PLACEMENT/YEAR ABROAD/WORK-BASED LEARNING</b> |  |
|--------------------------------------------------|--|

|                                                              |  |
|--------------------------------------------------------------|--|
| <b>TOTAL PLACEMENT/YEAR ABROAD/WORK-BASED LEARNING HOURS</b> |  |
|--------------------------------------------------------------|--|

|                                     |     |
|-------------------------------------|-----|
| <b>TOTAL STUDENT LEARNING HOURS</b> | 200 |
|-------------------------------------|-----|

## BIBLIOGRAPHY AND LEARNING SUPPORT MATERIAL

### EVENT MANAGEMENT

#### eBooks

- Allen, A. (2019) *Event Planning*. New York, John Wiley & Sons
- Barow, C. (2017) *The Business Plan Workbook* (6<sup>th</sup> Edition). London: Kogan Page
- Cooke, S. (2020) *Customer Care* (3<sup>rd</sup> Edition). London: Kogan Page
- Richard, N.S. et al (2015) *Strategic Marketing Management* (6th Edition). Oxford: Elsevier
- Ritchie, B. W., Hall, C. M., & Cooper, C. (2014). *Sport Tourism : Interrelationships, Impacts and Issues*. Channel View Publications
- Silk, M. L., Andrews, D. L., & Cole, C. L. (2014). *Sport and Corporate Nationalisms*. Berg Publishers.
- Stranks, J. (2013). *Managers Guide to Health and Safety at Work*. Kogan Page, Limited
- Wagen, L. and Carlos, B. (2015) *Event Management for Tourism, Cultural, Business and Sporting Events*. New Jersey: Pearson, Prentice Hall.

#### Books

- Allen, J. et al (2020) *Festivals & Special Event Management* (5th Edition). Australia: John Wiley & Sons
- American Sport Education Programme. (2016) *Event Management for Sport Directors*. Champaign IL: Human Kinetics
- Bowdin, G., McDonnell, I., Allen, J. & O'Toole, W. (2016) *Events Management*, Oxford: Butterworth-Heinemann.
- Byl, J. (2018) *Organising Successful Tournaments* (4th Edition). Champaign IL: Human Kinetics
- Cashman, R. & Hughes, A. (2019) *Staging the Olympics: The Event and its Impact*. Sydney: University of New South Wales Press
- Gilchrist, K. (2018) *Organising Effective Events*. Kingston upon Thames: Croner
- Gilchrist, K. (2019) *Organising an Event*. West Mailing: Charities Aid Foundation
- Goldblatt, J. (2017) *Special Events: Best Practices in Modern Event Management* (5th Edition). New York: John Wiley & Sons
- Goldblatt, J. & Nelson, K.S. (2017) *Event Management* (5th Edition). Canada: John Wiley & Sons
- Goldblatt, J. & Stedman, G. (2015) *The Ultimate Guide to Sport Event Management and Marketing*. New York: John Wiley & Sons
- Health and Safety Executive. (2019) *The Event Safety Guide: A Guide to Health, Safety and Welfare at Music and Similar Events* (4th Edition). Norwich: HSE Books
- Kaser, K (2014) *Sports and entertainment management*. Mason Ohio: South Western
- McDonnell, I. Allen, J. & O'Toole, W. (2019) *Festival and Special Event Management*. Brisbane: Wiley & Sons
- Naylor, H. (2018) *Project Management*. (6th Edition). Harlow: Pearson Education
- Roth, B. (2019) *Stay Safe in Sports and Event Management*. Aldershot: Gower
- Schmitt, B.H. (2013) *Customer Experience Management*. New York: John Wiley & Sons
- Smith, A. & Stewart, B. (2019) *Sports Management*. St Leonards, NSW: Allen and Unwin
- Stayte, & Watt, D. (2018) *Event: From Start to Finish*. Reading: ILAM
- Stedman, G & Delpy Neirotti, L (2017). *The ultimate guide to sports marketing* (4th Edition). New York: McGraw Hill
- Walton, J. (2019) *Strategic Human Resources Management*. Harlow: Pearson Education

Watt, D. (2018) *Event Management in Leisure and Tourism*. London: Pitman

## **JOURNALS**

Golf Club Management  
Golf Course Management  
Event Management  
International Journal of Event Management Research  
Journal of Sports Management  
International Journal of Sports Management and Marketing  
Journal of Convention and Event Tourism  
Journal of Venue and Event Management

## **MARKETING**

Amis, J. And Cornwell, T.B. (2015) *Global Sport Sponsorship*. Oxford. Berg.

Beck Burridge, M. and Walton, J. (2017) *Sports Sponsorship and Brand Development*. Basingstoke. Palgrave.

Beech, J. and Chadwick, S. (2017) (Eds) *The Marketing of Sport*. Harlow. Pearson.

Blythe, J. (2006) *Essentials of Marketing Communications*. Harlow. FT Prentice Hall

Chadwick, S. And Arthur, D. (2018) (Eds) *International Cases in the Business of Sport*. Oxford. Butterworth-Heinemann.

Czinkota, M.R. and Ronkainen, I.A. (2017) *International Marketing*. 8<sup>th</sup> edition. New York. Thomson Learning.

Desbordes, M (2017) (Ed) *Marketing & Football. An International Perspective*. Oxford. Butterworth-Heinemann.

Doole, I. and Lowe, R. (2014) *International Marketing Strategy: Analysis, Development and Implementation*. 4<sup>th</sup> edition. London. Thomson Learning.

Egan, J. (2017) *Marketing Communications*. London. Thomson Learning.

Ferland, A. And McCarthy, S. (2019) *Marketing the Sports Organisation*. Abingdon. Routledge.

Gronroos, C. (2017) *Service Management and Marketing: Customer Management in Service Competition*. 3<sup>rd</sup> edition. Chichester. John Wiley.

Irwin, R.L., Sutton, W.A. and McCarthy, L.M. (2015) *Sport Promotion and Sales Management*. Champaign, IL. Human Kinetics.

Jobber, D. (2017) *Principles and Practice of Marketing*, 5<sup>th</sup> edition. Maidenhead. McGraw-Hill.

Johnson, P. (2018) *Ambush Marketing: a practical guide to protecting the brand of a sporting event*. London. Sweet & Maxwell.

Keller, K.L. (2018) *Strategic Brand Management*. 3<sup>rd</sup> edition. Upper Saddle River, NJ. Pearson.

Kotler, P. (2019) *Marketing Management*. 15<sup>th</sup> edition. London. Prentice Hall

Lagae, W. (2015) *Sports Sponsorship and Marketing Communications: A European Perspective*. Harlow. Prentice Hall.

Masterman, G. (2014) *Strategic Sports Event Management*. Oxford. Elsevier.

Milne, G.R. and McDonald, M.A. (2019) *Sport Marketing. Managing the Exchange Process*. Boston. Jones and Bartlett.

Mullin B.J., Hardy S. and Sutton W.A., (2020) *Sport Marketing*, Leeds. Human Kinetics.

Pickton, D. (2015) *Integrated Marketing Communications*. 2<sup>nd</sup> edition. Harlow. FT Prentice Hall.

Pitts, B.G. (2013) *Case Studies in Sports Marketing*. Morgantown. Fitness Information Technology.

Pitts, G.G., and Stotlar, D.K. (2017) *Fundamentals of Sport Marketing*. Morgantown. Fitness Information Technology.

Schwarz, E.C. and Hunter, J.D. (2018) *Advanced Theory and Practice in Sport Marketing*. Oxford. Butterworth-Heinemann.

Shank, M.D., (2019) *Sports Marketing, A Strategic Perspective*. New Jersey. Prentice Hall.

Stedman, G., Delpy Neirotti, L. and Goldblatt, J.J. (2017) *The Ultimate Guide to Sports Marketing*. 2<sup>nd</sup> edition New York. McGraw Hill.

Stotlar, D.K. (2015) *Developing Successful Sport Sponsorship Plans*. Morgantown. Fitness Information Technology.

[Link to Blackwells Reading List](#)

#### **JOURNALS AND ELECTRONIC SOURCES**

Brand Strategy

European Sport Management Quarterly

International Journal of Advertising

International Journal of Sports Marketing & Sponsorship

Journal of Marketing

Journal of Marketing Communications

**Journal of Marketing Management**

Journal of Services Marketing

Journal of Sports Management

Leisure Management

Marketing

Sport Business International

Sport Marketing Quarterly

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

[www.sportbusiness.com](http://www.sportbusiness.com)

## MODULE DESCRIPTOR

|                         |                                  |                            |                            |                     |                            |
|-------------------------|----------------------------------|----------------------------|----------------------------|---------------------|----------------------------|
| <b>MODULE TITLE</b>     | Coaching Principles and Practice |                            |                            |                     |                            |
| <b>MODULE CODE</b>      | LS1655(L4)                       | <b>JACS AND HECOS CODE</b> | C610<br>100095 (100%)      | <b>CREDIT VALUE</b> | 20 Credits                 |
| <b>DATE OF APPROVAL</b> | June 2023                        |                            |                            |                     | <b>VERSION NUMBER</b><br>1 |
| <b>SCHOOL</b>           | Health, Social Work and Sport    |                            | <b>PARTNER INSTITUTION</b> | Myerscough College  |                            |

### RELATIONSHIP WITH OTHER MODULES

|                      |      |                       |      |                              |      |
|----------------------|------|-----------------------|------|------------------------------|------|
| <b>Co-requisites</b> | None | <b>Pre-requisites</b> | None | <b>Excluded Combinations</b> | None |
|----------------------|------|-----------------------|------|------------------------------|------|

### MODULE AIMS

The focus of this module is to provide the foundation theories of the coaching process. It outlines the knowledge required for a coach to be able to operate safely in different coaching environments. The practical element of the module allows for experience in planning, delivering and then reviewing of a session. A development of reflection and self-awareness will challenge students to understand their own backgrounds and philosophies which underpin key components of the coaching process, whilst supporting them in their coaching journey.

### MODULE CONTENT

- 1 Coaching Principles – The coaching process and factors that impact on this. The philosophy of coaching, the roles of a coach, coaching styles and reflective practice.
- 2 Health and Safety – implications when coaching
- 3 Coaching Practice – The application of the coaching process, planning, conducting and evaluating coaching performance.
- 4 Coaching theories applied to practice.
- 5 The child in sport – Developmental considerations and LTAD when coaching youth sport
- 6 Coaching Ethics – child protection, equity, coaching and the law.
- 7 Skills for practical coaching – Key coaching points, coaching delivery, technique development.

## INTENDED LEARNING OUTCOMES

| On successful completion of this module a student will be able to: |                                                                                   |
|--------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| 1.                                                                 | Review the roles and responsibilities of a safe and equitable coach.              |
| 2.                                                                 | Construct a session plan demonstrating the key principles of coaching practice.   |
| 3.                                                                 | Assess & consider contemporary issues surrounding coaching.                       |
| 4.                                                                 | Apply aspects of the coaching process through the delivery of a coaching session. |
| 5.                                                                 | Evaluate coaching performance through self-reflection and session evaluation.     |

## ASSESSMENT METHODS

| Number of Assessments | Form of Assessment | % weighting | Size of Assessment/Duration/ Wordcount | Category of assessment | Conducted within central examination period (Y/N) | Learning Outcomes being assessed |
|-----------------------|--------------------|-------------|----------------------------------------|------------------------|---------------------------------------------------|----------------------------------|
| 1                     | Report             | 50%         | 2000 words equivalent                  | Coursework             | N                                                 | 1, 2 & 5                         |
| 1                     | Coaching session   | 50%         | 30 minutes                             | Practical assessment   | N                                                 | 3, 4 & 5                         |

## MODULE PASS REQUIREMENTS

To pass this module you must achieve a mark of 40% or above, aggregated across all the assessments.

## APPENDIX

**MODULE CODE:** LS1655(L4) **MODULE TITLE:** Coaching Principles and Practice

**LOCATION OF STUDY:** MYERSCOUGH COLLEGE

|                        |           |
|------------------------|-----------|
| <b>MODULE TUTOR(S)</b> | Rob Henry |
|------------------------|-----------|

|                                   |                                             |                   |  |            |  |                |  |
|-----------------------------------|---------------------------------------------|-------------------|--|------------|--|----------------|--|
| <b>MODULE DELIVERY - DURATION</b> |                                             | Semester 1        |  | Semester 2 |  | Semester 3     |  |
|                                   |                                             | Semester 1 & 2    |  | ✓          |  | Semester 2 & 3 |  |
|                                   |                                             | Semester 1, 2 & 3 |  |            |  |                |  |
|                                   | Other (please indicate pattern of delivery) |                   |  |            |  |                |  |

## MODULE LEARNING PLAN

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>LEARNING, TEACHING AND ASSESSMENT STRATEGY</b><br><p>A series of lectures and seminars will provide essential module information. This will be supported by practical exercises, group learning activities and individual project work. Core academic skills will be developed through the use of subject specific literature, student led presentations and guided tasks. These will enable students to understand key concepts and theories, evaluate the appropriateness of different approaches to solving problems and communicate the outcomes clearly using structured arguments. A virtual learning environment will also provide a range of additional lecture notes, relevant literature, self-assessment activities, and links to online resources.</p> <p>The diversity of teaching approaches combined with individual study will ensure all module aims are achieved and a rigorous approach to the acquisition of a range of subject specific, cognitive and transferable skills. The assessment methods will follow a written report for assignment 1 and a practical coaching assessment for assignment 2.</p> <p>Assessment will be conducted as per the assessment strategy and assignments briefs defined within module information packs. Assessment will utilise a range of methods to ensure students have opportunity to offer a diverse range of evidence to meet the module learning outcomes.</p> |            |
| <b>SCHEDULED LEARNING AND TEACHING ACTIVITY</b><br>Lecture 1 hour per week plus practical session 1 hour per week                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |
| <b>TOTAL SCHEDULED LEARNING HOURS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 60         |
| <b>GUIDED INDEPENDENT STUDY</b><br><p><b>Development of independent learning</b> - Students are advised to use this time to develop themselves as independent learners. They will be required to develop a rigorous approach to the acquisition of a broad knowledge base and a range of subject specific skills.</p> <p><b>Reflection, research and further study</b> - Students should use this time to plan, evaluate and reflect on their learning, undertake further research and private study and engage in the library resources through direct and indirect reading. By developing these skills as independent learners it will allow for graduate skills acquisition and contribute towards future employability.</p> <p><b>Preparation for assessments</b> - Students should use this time to interpret, prioritise, plan and structure their assessment requirements. They will need to select issues for research, conduct efficient research searches, interpret key information and analyse and proof their own assessments. Students will be required to develop essential skills in time management and self-motivation.</p>                                                                                                                                                                                                                                                                                   |            |
| <b>TOTAL GUIDED INDEPENDENT STUDY HOURS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 140        |
| <b>PLACEMENT/YEAR ABROAD/WORK-BASED LEARNING</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            |
| <b>TOTAL PLACEMENT/YEAR ABROAD/WORK-BASED LEARNING HOURS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            |
| <b>TOTAL STUDENT LEARNING HOURS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>200</b> |

## BIBLIOGRAPHY AND LEARNING SUPPORT MATERIAL

- Armour, K. L., Jones, R. L. and Potrac, P. (2003) *Sports coaching cultures: from practice to theory*. Routledge, London.
- Cassidy, T., Jones, R. L. and Potrac, P. (2004) *Understanding sports coaching: the social, cultural and pedagogical foundations of coaching practice*. Routledge, London.
- Dauids, K., Button, C., & Bennet, S. (2008) *Dynamics of Skill Acquisition – A Constraints-Led Approach*. Human Kinetics
- Gratton, C., & Jones, I. (2004). Research methods for sports studies. London: Routledge
- Horrocks, D., McKenna, J., Whitehead, A., Taylor, P & Morley, P. (2016) Qualitative perspectives on how Manchester United Football Club developed and sustained serial winning. *International Journal of Sports Science & Coaching*. Vol. 1, pp467-477
- Jones, R. Armour, K. and Potrac, P. (2003) *Sports Coaching Concepts: From practice to theory*. London: Routledge
- Jones, R., Hughes, M., Kingston, K. (2008). *Introduction to sports coaching: From science and theory to practice*. London: Routledge.
- Lyle, J. (2004) *Sports Coaching Concepts: A Framework for Coaches' Behaviour*. Routledge, London.
- Potrac, P., Brewer, C., Jones, P., Armour, K., Hoff, J. (2000). Toward an Understanding of the Coaching Process. *National Association for Physical Education in Higher Education*, Vol 52, pp186-199
- Strudwick, T. (2016) *Soccer Science*. Human Kinetics
- Sturgess, P. (2017). *Futsal: Training, technique and tactics*. A&C Black Advantage
- Turman, P. (2001). Situational Coaching Styles: The Impact of Success and Athlete Maturity Level on Coaches' Leadership styles over time. *Small group research*, Vol 32 (5), pp576-594
- Voight, M. (2007) Coaching Experience, Playing Experience, and Coaching Tenure. *International Journal of Sports Science & Coaching*, Vol 2 (2), pp137-140.

## MODULE DESCRIPTOR

|                         |                                               |                             |                       |                     |                            |
|-------------------------|-----------------------------------------------|-----------------------------|-----------------------|---------------------|----------------------------|
| <b>MODULE TITLE</b>     | Applied Golf Science and Equipment Technology |                             |                       |                     |                            |
| <b>MODULE CODE</b>      | LS1659(L4)                                    | <b>JACS AND HECOS CODES</b> | C650<br>101379 (100%) | <b>CREDIT VALUE</b> | 20 Credits                 |
| <b>DATE OF APPROVAL</b> | June 2023                                     |                             |                       |                     | <b>VERSION NUMBER</b><br>1 |
| <b>SCHOOL</b>           | Sport and Health Sciences                     | <b>PARTNER INSTITUTION</b>  | Myerscough College    |                     |                            |

### RELATIONSHIP WITH OTHER MODULES

|                      |      |                       |      |                              |      |
|----------------------|------|-----------------------|------|------------------------------|------|
| <b>Co-requisites</b> | None | <b>Pre-requisites</b> | None | <b>Excluded Combinations</b> | None |
|----------------------|------|-----------------------|------|------------------------------|------|

### MODULE AIMS

The module will identify the range of scientific advances made in relation to the game of golf and how such advances have impacted both the game itself and the equipment manufacturers.

Students will be introduced to the varying designs and materials used in club head construction and their effects on both ball flight and player performance.

Equipment rules and regulations produced by the R&A are also reviewed.

Health & Safety considerations and workshop activities are examined as are a variety of workshop terminology.

A range of equipment repair jobs/opportunities will be introduced.

The module will familiarise the student with scientific literature in the area of sport psychology and develop awareness of psychology practices in sport.

The module explores basic theoretical models inherent within the process of sport psychology with a view to enhancing athlete performance.

### MODULE CONTENT

Comprehensive workshop design and construction

Health & safety in the workshop

Introduction to clubhead design

Product knowledge

Clubhead design and construction

Practical workshop experience

Promoting the workshop

Workshop terminology

Research methods for Sports Psychology

Goal Setting and Improving Performance

Theories of Arousal, Arousal Regulation, Arousal, Stress and Anxiety

Imagery, Self-Talk, Progressive Muscle Relaxation & Breathing Techniques

Confidence, Self-Efficacy, and Characteristics of Confidence

Concentration, Attentional Focus and Optimal Performance

Motivation, Motivation Theories, Feedback, Reinforcement, and Intrinsic Motivation

Attribution Theory, Drive Theory, Inverted U Theory, and Catastrophe Theory

## INTENDED LEARNING OUTCOMES

| <b>On successful completion of this module a student will be able to:</b> |                                                                                                                                          |
|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.</b>                                                                 | Identify the range of scientific and technological advances that have been made relating to the game of golf.                            |
| <b>2.</b>                                                                 | Describe the impact of golf ball / club-head design and construction on a variety of performance characteristics.                        |
| <b>3.</b>                                                                 | Apply specialist workshop terminology and the ability to carry out a range of repairs to irons and metal woods to a prescribed standard. |
| <b>4.</b>                                                                 | Identify current theories and practices related to key psychological dimensions of sport performance.                                    |
| <b>5.</b>                                                                 | Identify current research and practice in relation to optimising the performance of athletes through psychological interventions.        |

## ASSESSMENT METHODS

| <b>Number of Assessments</b> | <b>Form of Assessment</b> | <b>% weighting</b> | <b>Size of Assessment/Duration/ Wordcount</b> | <b>Category of assessment</b> | <b>Conducted within central examination period (Y/N)</b> | <b>Learning Outcomes being assessed</b> |
|------------------------------|---------------------------|--------------------|-----------------------------------------------|-------------------------------|----------------------------------------------------------|-----------------------------------------|
| 1                            | Written Report            | 50%                | 2,000 words                                   | Coursework                    | N                                                        | 1 & 2                                   |
| 1                            | Examination               | 50%                | 1 hour 30 Minute                              | Written exam                  | Y                                                        | 3, 4 & 5                                |

## MODULE PASS REQUIREMENTS

To pass this module you must achieve a mark of 40% or above, aggregated across all the assessments.

## APPENDIX

**MODULE CODE:** LS1659(L4) **MODULE TITLE:** Applied Golf Science and Equipment Technology

**LOCATION OF STUDY:** MYERSCOUGH COLLEGE

|                        |                 |
|------------------------|-----------------|
| <b>MODULE TUTOR(S)</b> | Richard Daniels |
|------------------------|-----------------|

|                                  |                                             |                   |  |            |                |            |  |
|----------------------------------|---------------------------------------------|-------------------|--|------------|----------------|------------|--|
| MODULE<br>DELIVERY -<br>DURATION |                                             | Semester 1        |  | Semester 2 |                | Semester 3 |  |
|                                  |                                             | Semester 1 & 2    |  | ✓          | Semester 2 & 3 |            |  |
|                                  |                                             | Semester 1, 2 & 3 |  |            |                |            |  |
|                                  | Other (please indicate pattern of delivery) |                   |  |            |                |            |  |

## MODULE LEARNING PLAN

### LEARNING, TEACHING AND ASSESSMENT STRATEGY

#### Full-time

A series of lectures and seminars will provide essential module information. This will be supported by group learning activities and individual project work. Further academic skills will be developed through the use of subject specific literature, student led presentations and guided tasks. These will enable students to critically review, consolidate and extend a systematic and coherent body of knowledge and critically evaluate new concepts and evidence from a range of sources. A virtual learning environment will also provide a range of additional lecture notes, relevant literature, self-assessment activities, and links to online resources.

The diversity of teaching approaches combined with individual study will ensure all module aims are achieved and a rigorous approach to the transfer and application of subject specific, cognitive and transferable skills and problem-solving strategies to a range of situations. Students will be encouraged to solve complex problems; communicate solutions, arguments and ideas clearly and in a variety of forms.

#### On-line

A virtual learning environment provides a platform to distribute a series of documents providing principle subject knowledge. Further reading from a range of sources supplements core information and contributes towards the achievement of all module aims. Self-assessment activities facilitate formative assessment throughout the class and can offer instant feedback on learning. Regular synchronised online events using video conferencing software is used to simulate an authentic classroom experience to students in a distributed environment. Student interaction and debate is encouraged through a subject specific discussion board and individual support is available via email and telephone.

The assessment strategy is one written report and an examination, covering learning outcomes 1 and 2, and 3, 4 and 5 respectively.

Assessment will be conducted as per the assessment strategy and assignments briefs defined within module information packs. Assessment will utilise a range of methods to ensure students have opportunity to offer a diverse range of evidence to meet the module learning outcomes.

### SCHEDULED LEARNING AND TEACHING ACTIVITY

**Full-time** - Lecture 4 hours per week

**On-line** – On-line students also have 24 hour access to a wide range of online learning materials and learning activities and are expected to log-in to the virtual learning environment for at least **2 hours per week** for a year long module to work through the module learning materials.

**TOTAL SCHEDULED LEARNING HOURS**

120

**GUIDED INDEPENDENT STUDY**

**Development of independent learning** - Students are advised to use this time to extend themselves as independent learners. They will be required to develop a rigorous approach to further research and the critical evaluation of complex concepts and ideas.

**Reflection, research and further study** - Students should use this time to plan, critically analyse and reflect on their learning, undertake extensive further research through private study and engage in the library resources through wider direct and indirect reading. By developing these skills as independent learners it will allow for the enhancement of graduate skills and contribute towards future employability.

**Preparation for assessments** – Students should use this time to critically analyse, prioritise, plan and structure their assessment requirements. They will need to select issues for research, conduct extensive research searches, critically review, analyse and interpret new concepts and evaluate and proof their own assessments. Students will be required to enhance their skills in time management, complex problem solving and self-motivation.

|                                             |           |
|---------------------------------------------|-----------|
| <b>TOTAL GUIDED INDEPENDENT STUDY HOURS</b> | <b>80</b> |
|---------------------------------------------|-----------|

|                                                  |  |
|--------------------------------------------------|--|
| <b>PLACEMENT/YEAR ABROAD/WORK-BASED LEARNING</b> |  |
|--------------------------------------------------|--|

|                                                              |  |
|--------------------------------------------------------------|--|
| <b>TOTAL PLACEMENT/YEAR ABROAD/WORK-BASED LEARNING HOURS</b> |  |
|--------------------------------------------------------------|--|

|                                     |            |
|-------------------------------------|------------|
| <b>TOTAL STUDENT LEARNING HOURS</b> | <b>200</b> |
|-------------------------------------|------------|

## BIBLIOGRAPHY AND LEARNING SUPPORT MATERIAL

### Equipment Technology:

- Anderson, M. (2015) *Sport Psychology in Practice*. Leeds, Human Kinetics.
- Buckworth, J. and Dishman, R. (2020) *Exercise Psychology*. Leeds, Human Kinetics.
- Clarke, N. (2017) *Sports Nutrition Guidebook*. Leeds, Human Kinetics.
- A J Cochran (ed) (2015) "Golf the Scientific Way", Aston Publishing, Hemel Hempstead
- A J Cochran and J Stobbs (2015) "Search for the Perfect Swing", Triumph Books, Chicago, IL
- Cox, R. (2016) *Sports Psychology: Concepts and Applications*, 5<sup>th</sup> ed. London, McGraw-Hill.
- Draovich, P. and Westcott, W. (2019) *Complete Conditioning for Golf*. Leeds, Human Kinetics.
- Hamill, J. and Knutzen, K.M. (2015) *Biomechanical Basis of Human Movement*. London, Williams and Wilkins.
- Horn, T.S. (2017) *Advances in Sport Psychology*, 4<sup>th</sup> ed. Champaign, IL, Human Kinetics.
- J Jackson (2013) "Total Clubfitting", Dynacraft Golf Products, Inc, Ohio USA
- J Jackson (2016) "The Modern Guide to Golf Clubmaking", Dynacraft Golf Products, Inc, Ohio USA
- J Jackson & J Summitt (2018) "Total Clubfitting in the 21<sup>st</sup> Century", Dynacraft Golf Products Inc, Ohio USA
- Maltby, R. (2017) *The Complete Guide to Club Fitting Plan*. Newark, Ralph Maltby Enterprises Inc.
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- Rottella, B. (2017) *Golf is not a Game of Perfect*. New York, Simon and Schuster.
- Singer, R. Hausenblas, H. and Janel, C. (2017) *Handbook of Sport Psychology*. New York, Wiley and Sons.
- The Royal and Ancient Golf Club of St Andrews (2016) "A Guide to the Rules on Clubs and Balls", The Royal and Ancient Golf Club of St Andrews, St Andrews.
- Weinberg, R.S. and Gould, D. (2013) *Foundations of Sport and Exercise Psychology*, 3<sup>rd</sup> ed. Leeds, Human Kinetics.
- Wilmore, J. and Costill, D. (2014) *Physiology of Sports Exercise*, 3<sup>rd</sup> ed. Leeds, Human Kinetics.

### WEBSITES

[www.titleist.com](http://www.titleist.com)  
[www.callawaygolf.com](http://www.callawaygolf.com)  
[www.wilsonsports.com.au](http://www.wilsonsports.com.au)  
[www.taylormadegolf.com](http://www.taylormadegolf.com)  
[www.pinggolf.com](http://www.pinggolf.com)  
[www.golfindustry.com](http://www.golfindustry.com)  
[www.nationalgolfer.com](http://www.nationalgolfer.com)  
[www.bridgestone.com](http://www.bridgestone.com)  
[www.dynacraft.com](http://www.dynacraft.com)  
[www.proclubmakers.org](http://www.proclubmakers.org)  
[www.clubmaker-online.com](http://www.clubmaker-online.com)  
[www.wishongolf.com](http://www.wishongolf.com)  
[www.truetemper.com](http://www.truetemper.com)  
[www.ustgolfshaft.com](http://www.ustgolfshaft.com)  
[www.graphalloy.com](http://www.graphalloy.com)  
[www.fujikuragolf.com](http://www.fujikuragolf.com)  
[www.honma.net](http://www.honma.net)  
[www.fenwickgolf.com](http://www.fenwickgolf.com)  
[www.nipponshaft.com](http://www.nipponshaft.com)  
[www.golfpride.com](http://www.golfpride.com)  
[www.winngrips.com](http://www.winngrips.com)  
[www.tackimac.com](http://www.tackimac.com)

[www.karakal.com](http://www.karakal.com)  
[www.lamkingrips.com](http://www.lamkingrips.com)  
[www.usga.org](http://www.usga.org)  
[www.randa.org](http://www.randa.org)  
[www.maxfli.com](http://www.maxfli.com)  
[www.nikegolf.com](http://www.nikegolf.com)  
[www.thegolfworks.com](http://www.thegolfworks.com)  
[www.pinnaclegolf.com](http://www.pinnaclegolf.com)  
[www.preceptgolf.com](http://www.preceptgolf.com)  
[www.stratagolf.com](http://www.stratagolf.com)  
[www.srixon.net](http://www.srixon.net)  
[www.dynacrafteurope.co.uk](http://www.dynacrafteurope.co.uk)

### **Applied Golf Science:**

#### **Text Books:**

Burton, D., & Raedeke, T. (2018). *Sports Psychology for Coaches*. Human Kinetics; Champaign.  
Cox, R.H. (2019). *Sport Psychology: Concepts and Applications*, 6th ed. New York, WCB/McGraw-Hill.  
Martens, R. (2014). *Successful Coaching*. Champaign, IL, Human Kinetics Publishers.  
Van Raalte, J., & Brewer, B. (2018) *Exploring Sport and Exercise Psychology* (2<sup>nd</sup> ed) Port City Press: Baltimore.  
Weinberg, R.S. & Gould, D. (2017) *Foundations of Sport and Exercise Psychology*, 5<sup>th</sup> ed. Champaign IL, Human Kinetics.

#### **Journals:**

Bernier, M., & Fournier, J.F. (2018). Functions of Mental Imagery in Expert Golfers. *Journal of Sport & Exercise Psychology*, (11) 444-452  
Cotterill, S. T., Sanders, R., & Collins, D. (2019). Developing effective pre- performance routines in golf: Why don't we ask the golfer? *Journal of Applied Sport Psychology*, (22) 51–64  
Gratton, C & Jones, I. (2012). *Research Methods for Sports Studies*. (2<sup>nd</sup> edn) Routledge. London.  
Hayslip, B., Petrie, T., McIntyre, M.M., & Jones, G.M. (2019). The Influences of Skill Level, Anxiety, and Psychological Skills Use on Amateur Golfers' Performances. *Journal of Applied Sport*, (22) 123–133.

## MODULE DESCRIPTOR

|                         |                           |                             |                       |                     |                            |
|-------------------------|---------------------------|-----------------------------|-----------------------|---------------------|----------------------------|
| <b>MODULE TITLE</b>     | Golf Retail Management    |                             |                       |                     |                            |
| <b>MODULE CODE</b>      | LS1660(L4)                | <b>JACS AND HECOS CODES</b> | N520<br>100851 (100%) | <b>CREDIT VALUE</b> | 20 Credits                 |
| <b>DATE OF APPROVAL</b> | June 2023                 |                             |                       |                     | <b>VERSION NUMBER</b><br>1 |
| <b>SCHOOL</b>           | Sport and Health Sciences | <b>PARTNER INSTITUTION</b>  | Myerscough College    |                     |                            |

### RELATIONSHIP WITH OTHER MODULES

|                      |      |                       |      |                              |      |
|----------------------|------|-----------------------|------|------------------------------|------|
| <b>Co-requisites</b> | None | <b>Pre-requisites</b> | None | <b>Excluded Combinations</b> | None |
|----------------------|------|-----------------------|------|------------------------------|------|

### MODULE AIMS

The aim of this module is to provide an understanding and knowledge of the golf retailing business.

Students will investigate the key principles of retailing, identifying the factors influencing retail changes, business strategies for retailers, and the channels of distribution.

### MODULE CONTENT

- 1 Structure of golf retailing
- 2 Product categories and management
- 3 Store layout & design
- 4 Location and customer profiles
- 5 Channels of distribution
- 6 Consumer Rights
- 7 Stock care and presentation
- 8 Buying groups

## INTENDED LEARNING OUTCOMES

| On successful completion of this module a student will be able to: |                                                                                                                                                       |
|--------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.                                                                 | Describe the forces at work in the external and internal environments in relation to the golf industry and factors effecting buyer behaviour in golf. |
| 2.                                                                 | Review past market trends for golf retailing and assess current trends.                                                                               |
| 3.                                                                 | Describe approaches to segmentation, targeting and product positioning in the golf sector.                                                            |
| 4.                                                                 | Explain product categories & management, branding, inventory, distribution and location of customers and staff roles for an existing retail business. |
| 5.                                                                 | Consider the effectiveness of marketing and retail strategies on business development.                                                                |

## ASSESSMENT METHODS

| Number of Assessments | Form of Assessment | % weighting | Size of Assessment/Duration/ Wordcount | Category of assessment | Conducted within central examination period (Y/N) | Learning Outcomes being assessed |
|-----------------------|--------------------|-------------|----------------------------------------|------------------------|---------------------------------------------------|----------------------------------|
| 1                     | Exam               | 100%        | 3 hours                                | Written Exam           | Y                                                 | 1, 2, 3, 4, 5                    |

## MODULE PASS REQUIREMENTS

To pass this module you must achieve a mark of 40% or above.

## APPENDIX

**MODULE CODE:** LS1660(L4) **MODULE TITLE:** Golf Retail Management

**LOCATION OF STUDY:** MYERSCOUGH COLLEGE

|                        |                 |
|------------------------|-----------------|
| <b>MODULE TUTOR(S)</b> | Richard Daniels |
|------------------------|-----------------|

|                                   |                                             |                   |  |            |  |                |  |
|-----------------------------------|---------------------------------------------|-------------------|--|------------|--|----------------|--|
| <b>MODULE DELIVERY - DURATION</b> |                                             | Semester 1        |  | Semester 2 |  | Semester 3     |  |
|                                   |                                             | Semester 1 & 2    |  | ✓          |  | Semester 2 & 3 |  |
|                                   |                                             | Semester 1, 2 & 3 |  |            |  |                |  |
|                                   | Other (please indicate pattern of delivery) |                   |  |            |  |                |  |

## MODULE LEARNING PLAN

### LEARNING, TEACHING AND ASSESSMENT STRATEGY

#### Full-time

A series of lectures and seminars will provide essential module information. This will be supported by group learning activities and individual project work. Further academic skills will be developed through the use of subject specific literature, student led presentations and guided tasks. These will enable students to critically review, consolidate and extend a systematic and coherent body of knowledge and critically evaluate new concepts and evidence from a range of sources. A virtual learning environment will also provide a range of additional lecture notes, relevant literature, self-assessment activities, and links to online resources.

The diversity of teaching approaches combined with individual study will ensure all module aims are achieved and a rigorous approach to the transfer and application of subject specific, cognitive and transferable skills and problem-solving strategies to a range of situations. Students will be encouraged to solve complex problems; communicate solutions, arguments and ideas clearly and in a variety of forms.

#### On-line

A virtual learning environment provides a platform to distribute a series of documents providing principle subject knowledge. Further reading from a range of sources supplements core information and contributes towards the achievement of all module aims. Self-assessment activities facilitate formative assessment throughout the class and can offer instant feedback on learning. Regular synchronised online events using video conferencing software is used to simulate an authentic classroom experience to students in a distributed environment. Student interaction and debate is encouraged through a subject specific discussion board and individual support is available via email and telephone.

The assessment strategy is one examination, covering learning outcomes 1, 2, 3, 4 and 5 respectively. Assessment will be conducted as per the assessment strategy and assignments briefs defined within module information packs. Assessment will utilise a range of methods to ensure students have opportunity to offer a diverse range of evidence to meet the module learning outcomes.

### SCHEDULED LEARNING AND TEACHING ACTIVITY

**Full-time** - Lecture 2 hours per week

**On-line** – On-line students also have 24 hour access to a wide range of online learning materials and learning activities and are expected to log-in to the virtual learning environment for at least **2 hours per week** for a year long module to work through the module learning materials. Module tutor time equivalent to 3 hours per week for one semester is also allocated to support students.

|                                       |    |
|---------------------------------------|----|
| <b>TOTAL SCHEDULED LEARNING HOURS</b> | 60 |
|---------------------------------------|----|

**GUIDED INDEPENDENT STUDY**

**Development of independent learning** - Students are advised to use this time to extend themselves as independent learners. They will be required to develop a rigorous approach to further research and the critical evaluation of complex concepts and ideas.

**Reflection, research and further study** - Students should use this time to plan, critically analyse and reflect on their learning, undertake extensive further research through private study and engage in the library resources through wider direct and indirect reading. By developing these skills as independent learners it will allow for the enhancement of graduate skills and contribute towards future employability.

**Preparation for assessments** – Students should use this time to critically analyse, prioritise, plan and structure their assessment requirements. They will need to select issues for research, conduct extensive research searches, critically review, analyse and interpret new concepts and evaluate and proof their own assessments. Students will be required to enhance their skills in time management, complex problem solving and self motivation.

|                                             |     |
|---------------------------------------------|-----|
| <b>TOTAL GUIDED INDEPENDENT STUDY HOURS</b> | 140 |
|---------------------------------------------|-----|

|                                                  |  |
|--------------------------------------------------|--|
| <b>PLACEMENT/YEAR ABROAD/WORK-BASED LEARNING</b> |  |
|--------------------------------------------------|--|

|                                                              |  |
|--------------------------------------------------------------|--|
| <b>TOTAL PLACEMENT/YEAR ABROAD/WORK-BASED LEARNING HOURS</b> |  |
|--------------------------------------------------------------|--|

|                                     |     |
|-------------------------------------|-----|
| <b>TOTAL STUDENT LEARNING HOURS</b> | 200 |
|-------------------------------------|-----|

## BIBLIOGRAPHY AND LEARNING SUPPORT MATERIAL

- Armstrong, G. & Kotler, P.** (2008) *Marketing : An Introduction*. 12<sup>th</sup> Edition Prentice Hall
- \*Berman, B; Evans, J R** (2004) *Retail management: a strategic approach*. Prentice Hall
- Beardwell I** (2004) *Human Resource Management (A Contemporary Approach)* 4<sup>th</sup> Edition FT Prentice Hall
- Bee F & Bee R** (1999) *Customer Care (Management Shapers)* London: Institute of Personnel and Development
- Brassington, F (2013)** *Essentials of marketing*. 3<sup>rd</sup> Edition Harlow : Pearson 2013
- Chaffey D** (2006) *Internet Marketing* 3<sup>rd</sup> Edition FT Prentice Hall
- Chandrashekar, H. M. et. al** (2012). *Retail Marketing Management*, LAP LAMBERT Academic Publishing
- Clutterbuck D & Kernaghan S** (1993) *Making Customers Count: A Guide to Excellence in Customer Care* Didcot: Management Books
- Cook, S.** (2010) *Customer Care Excellence: How to Create an Effective Customer Focus*. 6<sup>th</sup> Edition Kogan Page
- \*Cox, R, Brittain,** (2004) *Retailing: an introduction*. Harlow : FT Prentice Hall
- Dibb, S. et al** (2012) *Marketing: Concepts and Strategies*. 6<sup>th</sup> Edition Andover: Cengage Learning
- \*Freathy, P (2003)** *The retailing book: principles and applications*. Harlow : Financial Times Prentice Hall
- Gilbert, D.** (2003) *Retail Marketing Management*. 2<sup>nd</sup> Edition Financial Times Prentice Hall
- James J** (1997) *People Talk: The Skills of Positive Communication and Customer Care* London: Industrial Society
- Martin D M** (1998) *One Stop Customer Care* Hemel Hempstead: ICSA Publishing in association with Prentice Hall Europe
- Mullins, L.J.** (2010) *Management & Organisational Behaviour*. 9<sup>th</sup> Edition Financial Times Prentice Hall
- \*Reynolds, J; Cuthbertson, C; Bell, R** (2004) *Retail strategy: the view from the bridge*. Oxford : Elsevier Butterworth-Heinemann
- Sewell C & Brown P** (1991) *The Golden Rules of Customer Care: How to Turn That One-time Buyer into a Super-loyal Lifelong Customer* Random House Business Books
- Wellemin J** (1997) *Successful Customer Care in a Week* 2<sup>nd</sup> Edition London: Hodder & Stoughton
- Wood, F. & Sangster, A.** (2008) *Business Accounting 1*. 11<sup>th</sup> Edition Financial Times Prentice Hall
- Woodside, A G** (2000) *Consumer psychology of tourism, hospitality and leisure*. Wallingford : CABI 2000
- \*Varley, R, Rafiq, M** (2004) *Principles of retail management*. Basingstoke : Palgrave Macmillan

### JOURNALS

Management Today  
Marketing  
Journals from defined fields  
Business Press  
Journal of Retailing

### WEBSITES

[www.americangolf.co.uk](http://www.americangolf.co.uk)  
[www.golfworks.com](http://www.golfworks.com)  
[www.pingolf.com](http://www.pingolf.com)  
<http://www.journals.elsevier.com/journal-of-retailing/>

## MODULE DESCRIPTOR

|                         |                                  |                             |                                      |                     |                            |
|-------------------------|----------------------------------|-----------------------------|--------------------------------------|---------------------|----------------------------|
| <b>MODULE TITLE</b>     | Academic and Professional Skills |                             |                                      |                     |                            |
| <b>MODULE CODE</b>      | MR1351(L4)                       | <b>JACS AND HECOS CODES</b> | X290<br>101278 (50%)<br>101088 (50%) | <b>CREDIT VALUE</b> | 20 Credits                 |
| <b>DATE OF APPROVAL</b> | 19 October 2022                  |                             |                                      |                     | <b>VERSION NUMBER</b><br>1 |
| <b>SCHOOL</b>           | Veterinary Medicine              |                             | <b>PARTNER INSTITUTION</b>           | Myerscough College  |                            |

### RELATIONSHIP WITH OTHER MODULES

|                      |      |                       |      |                              |      |
|----------------------|------|-----------------------|------|------------------------------|------|
| <b>Co-requisites</b> | None | <b>Pre-requisites</b> | None | <b>Excluded Combinations</b> | None |
|----------------------|------|-----------------------|------|------------------------------|------|

### MODULE AIMS

This module aims to develop student academic, cognitive, professional and transferable skills in order to help the transition from further to higher education and from dependent to independent learning and to aid future graduate employability potential.

### MODULE CONTENT

- Development of academic skills
- Professional research skills
- Personal development planning

## INTENDED LEARNING OUTCOMES

| On successful completion of this module a student will be able to: |                                                                              |
|--------------------------------------------------------------------|------------------------------------------------------------------------------|
| 1.                                                                 | Reflect on current skills and plan for future personal development           |
| 2.                                                                 | Apply effective academic, professional and research skills                   |
| 3.                                                                 | Develop collaborative relationships and communicate in a professional manner |

## ASSESSMENT METHODS

| Number of Assessments | Form of Assessment | % weighting | Size of Assessment/Duration/ Wordcount | Category of assessment | Conducted within central examination period (Y/N) | Learning Outcomes being assessed |
|-----------------------|--------------------|-------------|----------------------------------------|------------------------|---------------------------------------------------|----------------------------------|
| 1                     | Portfolio          | 100%        | 4000 words                             | Coursework             | N                                                 | 1, 2, 3                          |

## MODULE PASS REQUIREMENTS

To pass this module you must achieve a mark of 40% or above.

## APPENDIX

**MODULE CODE:** MR1351(L4) **MODULE TITLE:** Academic and Professional Skills

**LOCATION OF STUDY:** MYERSCOUGH COLLEGE

|                        |                                   |
|------------------------|-----------------------------------|
| <b>MODULE TUTOR(S)</b> | Kirsty Aspinall, Nichola Bradshaw |
|------------------------|-----------------------------------|

|                                   |                                             |                   |   |                |  |            |  |
|-----------------------------------|---------------------------------------------|-------------------|---|----------------|--|------------|--|
| <b>MODULE DELIVERY - DURATION</b> |                                             | Semester 1        |   | Semester 2     |  | Semester 3 |  |
|                                   |                                             | Semester 1 & 2    | ✓ | Semester 2 & 3 |  |            |  |
|                                   |                                             | Semester 1, 2 & 3 |   |                |  |            |  |
|                                   | Other (please indicate pattern of delivery) |                   |   |                |  |            |  |

## MODULE LEARNING PLAN

### LEARNING, TEACHING AND ASSESSMENT STRATEGY

A series of lectures and seminars will provide essential module information. This will be supported by practical exercises, group learning activities and individual project work. Core academic skills will be developed through the use of subject specific literature, student-led presentations and guided tasks. These will enable students to understand key concepts and theories, evaluate the appropriateness of different approaches to solving problems and communicate the outcomes clearly using structured arguments. A virtual learning environment will also provide a range of additional lecture notes, relevant literature, self-assessment activities, and links to online resources.

The diversity of teaching approaches combined with individual study will ensure all module aims are achieved and a rigorous approach to the acquisition of a range of subject specific, cognitive and transferable skills.

This module coursework is assessed with a breakdown of the overall portfolio, into individual tasks assessed throughout the academic year. The tasks are set to assess research skills, review skills, data collection and analysis skills, presentation skills and preparation for industry. All tasks include a reflective activity to encourage skills reflection and development throughout. Teaching and assessment methods will aim to develop graduate communication skills in a post Covid industry.

Assessment will be conducted as per the assessment strategy and assignments briefs defined within module information packs. Assessment will utilise a range of methods to ensure students have opportunity to offer a diverse range of evidence to meet the module learning outcomes.

### SCHEDULED LEARNING AND TEACHING ACTIVITY

Theory lecture / seminar – 2 hours per week

### TOTAL SCHEDULED LEARNING HOURS

60

### GUIDED INDEPENDENT STUDY

**Development of independent learning** - Students are advised to use this time to develop themselves as independent learners. They will be required to develop a rigorous approach to the acquisition of a broad knowledge base and a range of subject specific skills.

**Reflection, research and further study** - Students should use this time to plan, evaluate and reflect on their learning, undertake further research and private study and engage in the library resources through direct and indirect reading. By developing these skills as independent learners it will allow for graduate skills acquisition and contribute towards future employability.

**Preparation for assessments** - Students should use this time to interpret, prioritise, plan and structure their assessment requirements. They will need to select issues for research, conduct efficient research searches, interpret key information and analyse and proof their own assessments. Students will be required to develop essential skills in time management and self-motivation.

### TOTAL GUIDED INDEPENDENT STUDY HOURS

140

|                                                              |            |
|--------------------------------------------------------------|------------|
| <b>PLACEMENT/YEAR ABROAD/WORK-BASED LEARNING</b>             |            |
| <b>TOTAL PLACEMENT/YEAR ABROAD/WORK-BASED LEARNING HOURS</b> |            |
| <b>TOTAL STUDENT LEARNING HOURS</b>                          | <b>200</b> |

## BIBLIOGRAPHY AND LEARNING SUPPORT MATERIAL

### TEXTBOOKS

Adair, J. and Allen M. (2003) *The concise time management and personal development*. London, Thorogood,

Bowden, J. (2002) *Writing a report: how to prepare, write and present powerful reports* 6<sup>th</sup> ed. Oxford, How To Books.

Brockbank A. and McGill I. (1998) *Facilitating reflective learning in HE*. Milton Keynes, Open University Press.

Crème, P. and Lea, M. R. (2008) *Writing at university: A guide for students*. Milton Keynes, Open University Press.

Chatfield, T. (2022) *Critical Thinking*. Sage Publications Ltd

Cottrell, S. (2013) *The study skills handbook* 3<sup>rd</sup> ed. Basingstoke, Palgrave Macmillan.

Cottrell, S. (2010) *Skills for success: the personal development planning handbook*, 2<sup>nd</sup> Ed. Basingstoke, Palgrave Macmillan.

Cottrell, S. (2008) *The study skills handbook*. Basingstoke, Palgrave.

Cottrell, S. (2005) *Critical thinking skills*. Basingstoke: Palgrave

Hopkins, D and Reid, T. (2018) *The Academic Skills Handbook*. Sage Publications Ltd

Littleford, D. Halstead, J. and Mulraine, C. (2004) *Career skills: opening doors into the job market*. Basingstoke, Palgrave Macmillan.

Northedge, A. (2004) *The good study guide*. Milton Keynes, Open University Press.

Robbins, S. and Hunsaker, P. 2003. *Training in interpersonal skills* (3rd Edn.). Englewood Cliffs, Hadlow, Prentice-Hall.

Wiggins, L. & Walsh, M. (eds) (2003) *Introduction to research*. Cheltenham, Nelson Thornes

### ELECTRONIC BOOKS

Clegg, B. (2007) *Studying creatively*. Routledge

Palmer, R. (2005) *Studying for success*. Routledge

### JOURNALS

Management Learning

Harvard Business Review

Journal of Managerial Psychology

Journal of Workplace Learning

### FURTHER SOURCES OF INFORMATION

National Union of Students

Wiser at UCLan

## MODULE DESCRIPTOR

|                         |                               |                             |                            |                     |                            |
|-------------------------|-------------------------------|-----------------------------|----------------------------|---------------------|----------------------------|
| <b>MODULE TITLE</b>     | Professional Golf Practice    |                             |                            |                     |                            |
| <b>MODULE CODE</b>      | LS2502(L5)                    | <b>JACS AND HECOS CODES</b> | C610<br>100095 (100%)      | <b>CREDIT VALUE</b> | 20 Credits                 |
| <b>DATE OF APPROVAL</b> | June 2023                     |                             |                            |                     | <b>VERSION NUMBER</b><br>1 |
| <b>SCHOOL</b>           | Health, Social Work and Sport |                             | <b>PARTNER INSTITUTION</b> | Myerscough College  |                            |

### RELATIONSHIP WITH OTHER MODULES

|                      |      |                       |      |                              |      |
|----------------------|------|-----------------------|------|------------------------------|------|
| <b>Co-requisites</b> | None | <b>Pre-requisites</b> | None | <b>Excluded Combinations</b> | None |
|----------------------|------|-----------------------|------|------------------------------|------|

### MODULE AIMS

This module aims to evaluate how the different materials and equipment used in the game of golf may affect progress on an individual basis. The module will apply the principles of training to golf. The impact and effectiveness of sport psychology on golf will be evaluated.

### MODULE CONTENT

- 1 Mental Training Programme
- 2 Physical Training Programme
- 3 Golf Club Customisation

## INTENDED LEARNING OUTCOMES

| On successful completion of this module a student will be able to: |                                                                                                                            |
|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| 1.                                                                 | Give informed advice to golfers on club customisation and choice of golf equipment.                                        |
| 2.                                                                 | Design and implement a sustainable golf specific mental training programme.                                                |
| 3.                                                                 | Design and implement a sustainable golf specific physical training programme.                                              |
| 4.                                                                 | Analyse the effectiveness of mental and physical training programmes and make recommendations for future training regimes. |

## ASSESSMENT METHODS

| Number of Assessments | Form of Assessment  | % weighting | Size of Assessment/Duration/ Wordcount | Category of assessment | Conducted within central examination period (Y/N) | Learning Outcomes being assessed |
|-----------------------|---------------------|-------------|----------------------------------------|------------------------|---------------------------------------------------|----------------------------------|
| 1                     | Case Study / Report | 50%         | 2,000 words                            | Coursework             | N                                                 | 2, 3 and 4                       |
| 1                     | Examination         | 50%         | 1.5 hours                              | Written exam           | Y                                                 | 1, 2, 3 and 4                    |

## MODULE PASS REQUIREMENTS

To pass this module you must achieve a mark of 40% or above, aggregated across all the assessments.

## APPENDIX

**MODULE CODE:** LS2502(L5) **MODULE TITLE:** Professional Golf Practice

**LOCATION OF STUDY:** MYERSCOUGH COLLEGE

|                        |                 |
|------------------------|-----------------|
| <b>MODULE TUTOR(S)</b> | Richard Daniels |
|------------------------|-----------------|

|                                   |                                             |                   |  |            |  |                |  |
|-----------------------------------|---------------------------------------------|-------------------|--|------------|--|----------------|--|
| <b>MODULE DELIVERY - DURATION</b> |                                             | Semester 1        |  | Semester 2 |  | Semester 3     |  |
|                                   |                                             | Semester 1 & 2    |  | ✓          |  | Semester 2 & 3 |  |
|                                   |                                             | Semester 1, 2 & 3 |  |            |  |                |  |
|                                   | Other (please indicate pattern of delivery) |                   |  |            |  |                |  |

## MODULE LEARNING PLAN

### LEARNING, TEACHING AND ASSESSMENT STRATEGY

#### Full-time

A series of lectures and seminars will provide essential module information. This will be supported by group learning activities and individual project work. Further academic skills will be developed through the use of subject specific literature, student led presentations and guided tasks. These will enable students to apply and critically evaluate key concepts and theories within and outside the context in which they were first studied, generate ideas and effectively communicate information and arguments in a variety of forms. A virtual learning environment will also provide a range of additional lecture notes, relevant literature, self-assessment activities, and links to online resources.

The diversity of teaching approaches combined with individual study will ensure all module aims are achieved and a rigorous approach to the effective deployment of a range of subject specific, cognitive and transferable skills. Students will be encouraged to develop problem-solving strategies to well defined problems in the field of study.

#### Online

A virtual learning environment provides a platform to distribute a series of documents providing principle subject knowledge. Further reading from a range of sources supplements core information and contributes towards the achievement of all module aims. Self-assessment activities facilitate formative assessment throughout the class and can offer instant feedback on learning. Regular synchronised online events using video conferencing software is used to simulate an authentic classroom experience to students in a distributed environment. Student interaction and debate is encouraged through a subject specific discussion board and individual support is available via email and telephone.

The assessment strategy is one written report and an examination, covering learning outcomes 2, 3 and 4, and 1, 2, 3 and 4 respectively.

Assessment will be conducted as per the assessment strategy and assignments briefs defined within module information packs. Assessment will utilise a range of methods to ensure students have opportunity to offer a diverse range of evidence to meet the module learning outcomes.

### SCHEDULED LEARNING AND TEACHING ACTIVITY

Full-time - Lecture 2 hours per week

Online - Online students also have 24-hour access to a wide range of online learning materials and learning activities and are expected to log-in to the virtual learning environment for at least **2 hours per week** for a yearlong module to work through the module learning materials. Module tutor time equivalent to 3 hours per week for one semester is also allocated to support students.

### TOTAL SCHEDULED LEARNING HOURS

60

**GUIDED INDEPENDENT STUDY**

**Development of independent learning** - Students are advised to use this time to further develop themselves as independent learners. They will be required to develop a rigorous approach to further research and the acquisition of wider knowledge, concepts and ideas.

**Reflection, research and further study** - Students should use this time to plan, critically evaluate and reflect on their learning, undertake further research through private study and engage in the library resources through wider direct and indirect reading. By developing these skills as independent learners, it will allow for the further development of graduate skills and contribute towards future employability.

**Preparation for assessments** – Students should use this time to analyse, prioritise, plan and structure their assessment requirements. They will need to select issues for research, conduct efficient research searches, evaluate and interpret key information and critically analyse and proof their own assessments. Students will be required to develop essential skills in time management, problem solving and self-motivation.

|                                             |     |
|---------------------------------------------|-----|
| <b>TOTAL GUIDED INDEPENDENT STUDY HOURS</b> | 140 |
|---------------------------------------------|-----|

|                                                  |  |
|--------------------------------------------------|--|
| <b>PLACEMENT/YEAR ABROAD/WORK-BASED LEARNING</b> |  |
|--------------------------------------------------|--|

|                                                              |  |
|--------------------------------------------------------------|--|
| <b>TOTAL PLACEMENT/YEAR ABROAD/WORK-BASED LEARNING HOURS</b> |  |
|--------------------------------------------------------------|--|

|                                     |     |
|-------------------------------------|-----|
| <b>TOTAL STUDENT LEARNING HOURS</b> | 200 |
|-------------------------------------|-----|

## **BIBLIOGRAPHY AND LEARNING SUPPORT MATERIAL**

### **Coaching**

- Burton, D., Raedeke, T. (2018). Sport Psychology for Coaches. Human Kinetics; Champaign
- Cross, N, And Lyle, J. (2020). The Coaching Process; Principles and Practice for Sport. Butterworth-Heinemann
- Martens, R (2017). Successful Coaching. Human Kinetics: Champaign
- McMorris, T (2018). Acquisition & Performance of Sport Skills. Wiley: Chichester
- McMorris, T, and Hale, T. (2016). Coaching Science: Theory into Practice; Wiley: Chichester
- Pyke, F. (2017). Better Coaching: Advanced Coaches Manual. Human Kinetics: Champaign
- Williams, J. (2018) Applied Sport Psychology: Personal Growth to Peak Performance (4<sup>th</sup> ed). Mayfield: California

### **Sport Psychology**

- Anderson, M. (2020). Doing Sport Psychology. Human Kinetics: Champaign
- Bull, S., Albinson, J., and Shambrook, C. (2020). The Mental Game Plan: Getting Psyched for Sport. Sports Dynamics: Cheltenham
- Burton, D., Raedeke, T. (2018). Sport Psychology for Coaches. Human Kinetics; Champaign
- Cockerill, I. (2020). Solutions in Sport Psychology. Thompson: United Kingdom
- Hardy, L., Jones, G., Gould, D. (2016). Understanding Psychological Preparation for Sport: Theory and Practice of Elite Performers. Wiley: Chichester
- Hill, K. (2016). Frameworks for Sport Psychologists: Enhancing Performance. Human Kinetics; Champaign
- Moran, A. (2014). Sport & Exercise Psychology; A Critical Introduction. Routledge: London
- Moran, A. (2016). The Psychology of Concentration in Sport Performers. Psychology Press: New York
- Nesti, M. (2016). Existential Psychology and Sport: Theory & Application. Routledge: London
- Raalte, J., Brewer, B. (2015). Exploring Sport & Exercise Psychology. APA: Washington
- Weinberg, R., Gould, D. (2013). Foundations of sport and Exercise Psychology. Human Kinetics: Champaign.
- Williams, J. (2017) Applied Sport Psychology: Personal Growth to Peak Performance (4<sup>th</sup> ed). Mayfield: California

### **Sport Science**

- Bean, A. (2019). The Complete Guide to Sports Nutrition. A & C Black: London
- Dravovitch, P., Wescott, W. (2011). Complete Conditioning for Golf. Human Kinetics: Champaign
- McArdle, W., Katch, F., Katch, V. (2017). Exercise Physiology: Energy, Nutrition & Human Performance. Lippincott Williams & Wilkins: London
- Wilmore, J., Costill, D (2019). Physiology of Sport and Exercise. Human Kinetics: Champaign

### **Golf Coaching & Performance**

Bradley, N. (2014). The 7 Laws of the Golf Swing: Picturing the Perfect Swing. BBC Books: London

Farrally, M.R., Cochran, A.J. (2019) Science in Golf 3. Human Kinetics: Champaign

Harmon, B. (2017). The Four Cornerstones of Winning Golf. Fireside: New York

Jacobs, J. (2018). The Golf Swing Simplified. Index: London

Leadbetter, D (2011). The Golf Swing. Harper Collins: London

McLean, J. (2018). The Eight Step Swing. Harper Collins: New York

McLean, J. (2013). Golf Digests Ultimate Drill Book. Penguin Group: USA

Pelz, D. (2020). Putting Bible. Double Day: London

Thomas, P. (2016). Optimising Performance in Golf. Australian Academic Press

Wren, G. (2017). The PGA Manual of Golf: The Professionals Way to Play Better Golf. Macmillan: USA.

### **JOURNALS**

Journal of Sport and Exercise Psychology

### **OTHER PUBLICATIONS**

Golf Monthly  
Today's Golfer  
Lady Golfer

### **ELECTRONIC INFORMATION SOURCES**

[www.topendsports.com](http://www.topendsports.com)  
[www.golfpsych.com](http://www.golfpsych.com)  
[www.golfbrain.com](http://www.golfbrain.com)

## MODULE DESCRIPTOR

|                         |                               |                            |                            |                     |                            |
|-------------------------|-------------------------------|----------------------------|----------------------------|---------------------|----------------------------|
| <b>MODULE TITLE</b>     | Research Development          |                            |                            |                     |                            |
| <b>MODULE CODE</b>      | LS2518(L5)                    | <b>JACS AND HECOS CODE</b> | X210<br>100962 (100%)      | <b>CREDIT VALUE</b> | 20 Credits                 |
| <b>DATE OF APPROVAL</b> | June 2023                     |                            |                            |                     | <b>VERSION NUMBER</b><br>1 |
| <b>SCHOOL</b>           | Health, Social Work and Sport |                            | <b>PARTNER INSTITUTION</b> | Myerscough College  |                            |

### RELATIONSHIP WITH OTHER MODULES

|                      |      |                       |      |                              |      |
|----------------------|------|-----------------------|------|------------------------------|------|
| <b>Co-requisites</b> | None | <b>Pre-requisites</b> | None | <b>Excluded Combinations</b> | None |
|----------------------|------|-----------------------|------|------------------------------|------|

### MODULE AIMS

The aim of this module is to develop the ability of students to undertake investigative research and therefore underpin study at level 6 (level above), developing generic research skills that will be just as useful in the professional context as well as the academic context.

### MODULE CONTENT

- 1 Differentiation of information sources – primary and secondary sources
- 2 Searching for information – developing paper-based and electronic research strategies and techniques
- 3 Formal communication – writing reports; writing research papers/dissertations
- 4 Types of data – nominal, ordinal, scale
- 5 Research design – positivist and phenomenological approaches
- 6 Quantitative and qualitative data collection tools – questionnaire design, interviews, focus groups and observation
- 7 Basic statistics – mean, median, mode; variance & standard deviation; correlation coefficients; Chi squared; difference of means tests, t-tests and ANOVA; and, regression.
- 8 Analysis of qualitative data – transcription and content analysis.

## INTENDED LEARNING OUTCOMES

| On successful completion of this module a student will be able to: |                                                                                                                  |
|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| 1.                                                                 | Apply a range of information-related research skills appropriate to the context (i.e. Professional and academic) |
| 2.                                                                 | Evaluate and apply research methodologies                                                                        |
| 3.                                                                 | Apply a range of tools and techniques used for data analysis                                                     |
| 4.                                                                 | Work independently and take responsibility for the development of useful transferable skills                     |

## ASSESSMENT METHODS

| Number of Assessments | Form of Assessment             | % weighting | Size of Assessment/Duration/ Wordcount | Category of assessment | Conducted within central examination period (Y/N) | Learning Outcomes being assessed |
|-----------------------|--------------------------------|-------------|----------------------------------------|------------------------|---------------------------------------------------|----------------------------------|
| 1                     | Qualitative Research Proposal  | 50%         | 2000 words (equivalent)                | Coursework             | N                                                 | 1, 2, 3, 4                       |
| 1                     | Quantitative Research Proposal | 50%         | 2000 words (equivalent)                | Coursework             | N                                                 | 1, 2, 3, 4                       |

## MODULE PASS REQUIREMENTS

To pass this module you must achieve a mark of 40% or above, aggregated across all the assessments.

## APPENDIX

**MODULE CODE:** LS2518 (L5) **MODULE TITLE:** Research Development

**LOCATION OF STUDY:** MYERSCOUGH COLLEGE

|                        |              |
|------------------------|--------------|
| <b>MODULE TUTOR(S)</b> | David Barron |
|------------------------|--------------|

|                                   |                                             |                   |  |            |  |                |  |
|-----------------------------------|---------------------------------------------|-------------------|--|------------|--|----------------|--|
| <b>MODULE DELIVERY - DURATION</b> |                                             | Semester 1        |  | Semester 2 |  | Semester 3     |  |
|                                   |                                             | Semester 1 & 2    |  | ✓          |  | Semester 2 & 3 |  |
|                                   |                                             | Semester 1, 2 & 3 |  |            |  |                |  |
|                                   | Other (please indicate pattern of delivery) |                   |  |            |  |                |  |

## MODULE LEARNING PLAN

### LEARNING, TEACHING AND ASSESSMENT STRATEGY

#### Full-time

A series of lectures and seminars will provide essential module information. This will be supported by group learning activities and individual project work. Further academic skills will be developed through the use of subject specific literature, student led presentations and guided tasks. These will enable students to apply and critically evaluate key concepts and theories within and outside the context in which they were first studied, generate ideas and effectively communicate information and arguments in a variety of forms. A virtual learning environment will also provide a range of additional lecture notes, relevant literature, self-assessment activities, and links to online resources.

The diversity of teaching approaches combined with individual study will ensure all module aims are achieved and a rigorous approach to the effective deployment of a range of subject specific, cognitive and transferable skills. Students will be encouraged to develop problem-solving strategies to well defined problems in the field of study.

#### Online

A virtual learning environment provides a platform to distribute a series of documents providing principle subject knowledge. Further reading from a range of sources supplements core information and contributes towards the achievement of all module aims. Self-assessment activities facilitate formative assessment throughout the class and can offer instant feedback on learning. Regular synchronised online events using video conferencing software is used to simulate an authentic classroom experience to students in a distributed environment. Student interaction and debate is encouraged through a subject specific discussion board and individual support is available via email and telephone.

The assessment strategy is two written reports, both covering learning outcomes 1, 2, 3 and 4.

Assessment will be conducted as per the assessment strategy and assignments briefs defined within module information packs. Assessment will utilise a range of methods to ensure students have opportunity to offer a diverse range of evidence to meet the module learning outcomes.

### SCHEDULED LEARNING AND TEACHING ACTIVITY

Full-time - Lecture 1 hour per week plus seminar/workshop - 1 hour per week

Online - Online students also have 24 hour access to a wide range of online learning materials and learning activities and are expected to log-in to the virtual learning environment for at least **2 hours per week** for a yearlong module to work through the module learning materials. Module tutor time equivalent to 3 hours per week for one semester is also allocated to support students.

**TOTAL SCHEDULED LEARNING HOURS**

60

**GUIDED INDEPENDENT STUDY**

**Development of independent learning** - Students are advised to use this time to further develop themselves as independent learners. They will be required to develop a rigorous approach to further research and the acquisition of wider knowledge, concepts and ideas.

**Reflection, research and further study** - Students should use this time to plan, critically evaluate and reflect on their learning, undertake further research through private study and engage in the library resources through wider direct and indirect reading. By developing these skills as independent learners it will allow for the further development of graduate skills and contribute towards future employability.

**Preparation for assessments** – Students should use this time to analyse, prioritise, plan and structure their assessment requirements. They will need to select issues for research, conduct efficient research searches, evaluate and interpret key information and critically analyse and proof their own assessments. Students will be required to develop essential skills in time management, problem-solving and self-motivation.

|                                             |     |
|---------------------------------------------|-----|
| <b>TOTAL GUIDED INDEPENDENT STUDY HOURS</b> | 140 |
|---------------------------------------------|-----|

|                                                  |  |
|--------------------------------------------------|--|
| <b>PLACEMENT/YEAR ABROAD/WORK-BASED LEARNING</b> |  |
|--------------------------------------------------|--|

|                                                              |  |
|--------------------------------------------------------------|--|
| <b>TOTAL PLACEMENT/YEAR ABROAD/WORK-BASED LEARNING HOURS</b> |  |
|--------------------------------------------------------------|--|

|                                     |     |
|-------------------------------------|-----|
| <b>TOTAL STUDENT LEARNING HOURS</b> | 200 |
|-------------------------------------|-----|

## BIBLIOGRAPHY AND LEARNING SUPPORT MATERIAL

- Bell, J. (2018) *Doing Your Research Project: A Guide for First-Time Researchers in Education, Health and Social Science (Open Up Study Skills)*. Open University Press, Milton Keynes.
- Black, T. (2019) *Doing Quantitative Research in The Social Sciences: An Integrated Approach*. London, Sage.
- Cohen, L., Manion, L. and Morrison, K. (2017) *Research Methods in Education*. 8<sup>th</sup> Ed. Routledge, London.
- Creswell, J.W. (2018) *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. 5<sup>th</sup> Ed. Sage Publications, London.
- Field, A. (2017) *Discovering Statistics: Using SPSS for Windows*. 5<sup>th</sup> Ed. London: Sage.
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- Howitt, D. (2020) *An Introduction to Statistics in Psychology: A Complete Guide for Students*, 2<sup>nd</sup> ed. Hemel Hempstead, Prentice Hall.
- Russell, H. (2020) *Social Research Methods: Qualitative and Quantitative Approaches*. London, Sage.
- Silverman, D. (2019) *Interpreting Qualitative Data*. 6<sup>th</sup> Ed. London, Sage.
- Silverman, D. (Ed) (2020) *Qualitative Research: Theory, Method and Practice*. London 5<sup>th</sup> Ed. Sage.
- Thomas, J., Martin, P., Etnier, J., Silverman, S. (2022) *Research Methods and Physical Education*, 8<sup>th</sup> ed. Leeds, Human Kinetics
- Veal, A.J. (2014) *Research Methods for Leisure and Tourism: A Practical Guide*, 4<sup>th</sup> ed. London, Pitman

## MODULE DESCRIPTOR

|                         |                               |                             |                       |                     |                            |
|-------------------------|-------------------------------|-----------------------------|-----------------------|---------------------|----------------------------|
| <b>MODULE TITLE</b>     | Golf Club Operations          |                             |                       |                     |                            |
| <b>MODULE CODE</b>      | LS2519(L5)                    | <b>JACS AND HECOS CODES</b> | N880<br>100097 (100%) | <b>CREDIT VALUE</b> | 20 Credits                 |
| <b>DATE OF APPROVAL</b> | June 2023                     |                             |                       |                     | <b>VERSION NUMBER</b><br>1 |
| <b>SCHOOL</b>           | Health, Social Work and Sport | <b>PARTNER INSTITUTION</b>  | Myerscough College    |                     |                            |

## RELATIONSHIP WITH OTHER MODULES

|                      |      |                       |      |                              |      |
|----------------------|------|-----------------------|------|------------------------------|------|
| <b>Co-requisites</b> | None | <b>Pre-requisites</b> | None | <b>Excluded Combinations</b> | None |
|----------------------|------|-----------------------|------|------------------------------|------|

## MODULE AIMS

This module aims to explore operations within the golf industry and the recent advent of the Commercial golf club environment. The module will investigate the range of facilities available and the relationship between customer demand and facility provision. The module will also explore the daily operation of facilities including staffing and maintenance.

## MODULE CONTENT

- 1 Golf Clubs**
  - 1.1 Private Members Clubs/Municipal/Public Clubs
  - 1.2 Golf Club Constitutions
  - 1.3 Employment Law & Legislation
- 2 Golf Club Operation**
  - 2.1 Design Principles & Maintenance
  - 2.2 Facilities
  - 2.3 Staffing
  - 2.4 Customer Service
  - 2.5 Health and Safety
  - 2.6 Financial Overview
- 3 Turf Grass Management**
  - 3.1 Course Maintenance
  - 3.2 Equipment Requirements

## INTENDED LEARNING OUTCOMES

| On successful completion of this module a student will be able to: |                                                                                                                                              |
|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| 1.                                                                 | Evaluate the main duties of the key personnel within different golf club member types (ie Private Member, Commercial and Public Golf Clubs). |
| 2.                                                                 | Analyse the basic design, costing concepts and operation of golf club facilities.                                                            |
| 3.                                                                 | Differentiate between Private Member, Commercial and Public facilities in terms of structure, fees, maintenance and dress code.              |
| 4.                                                                 | Design a sustainable Maintenance Schedule for the upkeep of a golf course.                                                                   |

## ASSESSMENT METHODS

| Number of Assessments | Form of Assessment | % weighting | Size of Assessment/Duration/ Wordcount | Category of assessment | Conducted within central examination period (Y/N) | Learning Outcomes being assessed |
|-----------------------|--------------------|-------------|----------------------------------------|------------------------|---------------------------------------------------|----------------------------------|
| 1                     | Report             | 50%         | 2,000 words                            | Coursework             | N                                                 | 1, 2, 3, 4                       |
| 1                     | Presentation       | 50%         | 30 minutes                             | Practical assessment   | N                                                 | 1, 2, 3, 4                       |

## MODULE PASS REQUIREMENTS

To pass this module you must achieve a mark of 40% or above, aggregated across all the assessments.

## APPENDIX

**MODULE CODE:** LS2519(L5) **MODULE TITLE:** Golf Club Operations

**LOCATION OF STUDY:** MYERSCOUGH COLLEGE

|                        |                 |
|------------------------|-----------------|
| <b>MODULE TUTOR(S)</b> | Richard Daniels |
|------------------------|-----------------|

|                                   |                                             |                   |  |                |   |            |  |
|-----------------------------------|---------------------------------------------|-------------------|--|----------------|---|------------|--|
| <b>MODULE DELIVERY - DURATION</b> |                                             | Semester 1        |  | Semester 2     | ✓ | Semester 3 |  |
|                                   |                                             | Semester 1 & 2    |  | Semester 2 & 3 |   |            |  |
|                                   |                                             | Semester 1, 2 & 3 |  |                |   |            |  |
|                                   | Other (please indicate pattern of delivery) |                   |  |                |   |            |  |

## MODULE LEARNING PLAN

### LEARNING, TEACHING AND ASSESSMENT STRATEGY

#### Full-time

A series of lectures and seminars will provide essential module information. This will be supported by group learning activities and individual project work. Further academic skills will be developed through the use of subject specific literature, student led presentations and guided tasks. These will enable students to apply and critically evaluate key concepts and theories within and outside the context in which they were first studied, generate ideas and effectively communicate information and arguments in a variety of forms. A virtual learning environment will also provide a range of additional lecture notes, relevant literature, self-assessment activities, and links to online resources.

The diversity of teaching approaches combined with individual study will ensure all module aims are achieved and a rigorous approach to the effective deployment of a range of subject specific, cognitive and transferable skills. Students will be encouraged to develop problem-solving strategies to well defined problems in the field of study.

#### Online

A virtual learning environment provides a platform to distribute a series of documents providing principle subject knowledge. Further reading from a range of sources supplements core information and contributes towards the achievement of all module aims. Self-assessment activities facilitate formative assessment throughout the class and can offer instant feedback on learning. Regular synchronised online events using video conferencing software is used to simulate an authentic classroom experience to students in a distributed environment. Student interaction and debate is encouraged through a subject specific discussion board and individual support is available via email and telephone.

The assessment strategy is one written report and one oral presentation, both covering learning outcomes 1, 2, 3 and 4.

Assessment will be conducted as per the assessment strategy and assignments briefs defined within module information packs. Assessment will utilise a range of methods to ensure students have opportunity to offer a diverse range of evidence to meet the module learning outcomes.

### SCHEDULED LEARNING AND TEACHING ACTIVITY

Full-time - Lecture - 4 hours per week

Online - Online students also have 24 hour access to a wide range of online learning materials and learning activities and are expected to log-in to the virtual learning environment for at least **2 hours per week** for a semester long module to work through the module learning materials. Module tutor time equivalent to 2 hours per week for one semester is also allocated to support students.

**TOTAL SCHEDULED LEARNING HOURS**

60

**GUIDED INDEPENDENT STUDY**

**Development of independent learning** - Students are advised to use this time to further develop themselves as independent learners. They will be required to develop a rigorous approach to further research and the acquisition of wider knowledge, concepts and ideas.

**Reflection, research and further study** - Students should use this time to plan, critically evaluate and reflect on their learning, undertake further research through private study and engage in the library resources through wider direct and indirect reading. By developing these skills as independent learners it will allow for the further development of graduate skills and contribute towards future employability.

**Preparation for assessments** – Students should use this time to analyse, prioritise, plan and structure their assessment requirements. They will need to select issues for research, conduct efficient research searches, evaluate and interpret key information and critically analyse and proof their own assessments. Students will be required to develop essential skills in time management, problem-solving and self-motivation.

|                                             |     |
|---------------------------------------------|-----|
| <b>TOTAL GUIDED INDEPENDENT STUDY HOURS</b> | 140 |
|---------------------------------------------|-----|

|                                                  |  |
|--------------------------------------------------|--|
| <b>PLACEMENT/YEAR ABROAD/WORK-BASED LEARNING</b> |  |
|--------------------------------------------------|--|

|                                                              |  |
|--------------------------------------------------------------|--|
| <b>TOTAL PLACEMENT/YEAR ABROAD/WORK-BASED LEARNING HOURS</b> |  |
|--------------------------------------------------------------|--|

|                                     |     |
|-------------------------------------|-----|
| <b>TOTAL STUDENT LEARNING HOURS</b> | 200 |
|-------------------------------------|-----|

## BIBLIOGRAPHY AND LEARNING SUPPORT MATERIAL

### CORE TEXTS:

Ammon, R. and Southall, R. (2013) *Sport facility management*. Fitness Information Technology.

Burniston, R. (2020) *A Guide to Golf Club Management Somerset*. The Association of Golf Club Secretaries.

Watt, D. (2017) *Sports management and administration*. Routledge.

### ADDITIONAL READING:

Adams, and Gibbs. (2014) *Natural Turf for Sport and Amenity*. Science & Practice.

Arthur, J. (2017) *Practical Greenkeeping*. R & A, St Andrews.

Beard. (2021) *Turf Management for Golf Courses*. Chelsea Ann Arbor Press.

Buswell, J. (2013) *Case Studies in Leisure Management Practice*. Longman.

Evans-Platt, C. (2020) *Health & Fitness Centres*. Longman with Institute of Baths & Recreation Management.

Grainger-Jones, B. (2019) *Managing Leisure*. Oxford, Butterworth-Heinemann.

John, G. (2015) *Indoor Sports – Handbook of Sports and Recreational Building Design*. Vol 2, 4th Ed.

Sciarra, S. (2014) *Employment Policy and the Regulation of Part-time Work in the European Union - A Comparative Analysis*. Cambridge.

Torkildsen, G. (2019) *Leisure & Recreation Management*. 6th Ed. Longman.

### OTHER PUBLICATIONS

Golf Club Management

Golf Industry News

Leisure Management

Health Club Management

Leisure Opportunities

Golf Range News

Marketing Magazine

Mintel Reports – Golf Industry Specific

### ELECTRONIC INFORMATION SOURCES

[www.golfbusinessnews.com](http://www.golfbusinessnews.com)

## MODULE DESCRIPTOR

|                         |                               |                             |                                      |                     |                            |
|-------------------------|-------------------------------|-----------------------------|--------------------------------------|---------------------|----------------------------|
| <b>MODULE TITLE</b>     | Sports Event Management       |                             |                                      |                     |                            |
| <b>MODULE CODE</b>      | LS2525(L5)                    | <b>JACS AND HECOS CODES</b> | N880<br>100097 (50%)<br>100083 (50%) | <b>CREDIT VALUE</b> | 20 Credits                 |
| <b>DATE OF APPROVAL</b> | June 2023                     |                             |                                      |                     | <b>VERSION NUMBER</b><br>1 |
| <b>SCHOOL</b>           | Health, Social Work and Sport |                             | <b>PARTNER INSTITUTION</b>           | Myerscough College  |                            |

### RELATIONSHIP WITH OTHER MODULES

|                      |      |                       |      |                              |      |
|----------------------|------|-----------------------|------|------------------------------|------|
| <b>Co-requisites</b> | None | <b>Pre-requisites</b> | None | <b>Excluded Combinations</b> | None |
|----------------------|------|-----------------------|------|------------------------------|------|

### MODULE AIMS

This module analyses the processes involved in successful organisation and management of a sporting event. Key academic principles involved in the operation of stadia, examination of relevant legal concepts, and funding and sponsorship, are related to event management processes throughout.

### MODULE CONTENT

#### 1 Review of Level 1 Introduction to Sport Events Content

- 1.1 Every opportunity – Range of Events, Activities and Facilities – Participation events, Individual activities, Team activities, Taster events, Tournaments.
- 1.2 Events research and feasibility – Evaluation of Facilities – Types of facilities, Suitability.
- 1.3 Event planning, structure, timing and objectives.
- 1.4 Sponsorship/Fund Raising – Sponsorship theory, Processes of obtaining sponsorship, Contracts, Sources of funds, Fund raising skills, Legal aspects.
- 1.5 Tournament organisation – Tournament types. Playing schedules, Seeding charts, Participation rules.
- 1.6 Team roles and responsibilities during the event management process.
- 1.7 Operational management of an event.
- 1.8 The concept of customer care.
- 1.9 Assessing customer care levels at sports events.

#### 2 Customer Care and Human Resources at Events

- 2.1 Job Description
- 2.2 Personal Specifications

#### 3 Event Brief

- 3.1 Aims and objectives
- 3.2 Social needs

- 3.3 Markets
- 3.4 Selection criteria
- 3.5 Decision making processes
- 3.6 Network analysis
- 3.7 Financial budgeting
- 3.8 Staffing requirements
- 3.9 Resource management
- 3.10 De-briefing process
- 3.11 Evaluation

## INTENDED LEARNING OUTCOMES

**On successful completion of this module a student will be able to:**

|    |                                                                                                                                    |
|----|------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Explain and apply knowledge of event management principles in the design, organisation and delivery of a sustainable sports event. |
| 2. | Describe and evaluate the process of fund-raising and sponsorship.                                                                 |
| 3. | Apply knowledge of the regulations governing the safe operation of a sports event.                                                 |
| 4. | Reflect upon the planning, organisation and management of a sports related event.                                                  |
| 5. | Reflect on their personal development and to seek appropriate, individual developmental needs.                                     |

## ASSESSMENT METHODS

| Number of Assessments | Form of Assessment      | % weighting | Size of Assessment/Duration/ Wordcount | Category of assessment | Conducted within central examination period (Y/N) | Learning Outcomes being assessed |
|-----------------------|-------------------------|-------------|----------------------------------------|------------------------|---------------------------------------------------|----------------------------------|
| 1                     | Event Feasibility Study | 60%         | 2500 words (equivalent)                | Coursework             | N                                                 | 1, 2 and 3                       |
| 1                     | Presentation            | 40%         | 20 minutes                             | Practical assessment   | N                                                 | 4 and 5                          |

## MODULE PASS REQUIREMENTS

To pass this module you must achieve a mark of 40% or above, aggregated across all the assessments.

## APPENDIX

**MODULE CODE:** LS2525(L5) **MODULE TITLE:** Sports Event Management

**LOCATION OF STUDY:** MYERSCOUGH COLLEGE

|                        |                 |
|------------------------|-----------------|
| <b>MODULE TUTOR(S)</b> | Richard Daniels |
|------------------------|-----------------|

|                                   |                                             |                   |  |            |  |                |  |
|-----------------------------------|---------------------------------------------|-------------------|--|------------|--|----------------|--|
| <b>MODULE DELIVERY - DURATION</b> |                                             | Semester 1        |  | Semester 2 |  | Semester 3     |  |
|                                   |                                             | Semester 1 & 2    |  | ✓          |  | Semester 2 & 3 |  |
|                                   |                                             | Semester 1, 2 & 3 |  |            |  |                |  |
|                                   | Other (please indicate pattern of delivery) |                   |  |            |  |                |  |

## MODULE LEARNING PLAN

### LEARNING, TEACHING AND ASSESSMENT STRATEGY

#### Full-time

A series of lectures and seminars will provide essential module information. This will be supported by group learning activities and individual project work. Further academic skills will be developed through the use of subject specific literature, student led presentations and guided tasks. These will enable students to apply and critically evaluate key concepts and theories within and outside the context in which they were first studied, generate ideas and effectively communicate information and arguments in a variety of forms. A virtual learning environment will also provide a range of additional lecture notes, relevant literature, self-assessment activities, and links to online resources.

The diversity of teaching approaches combined with individual study will ensure all module aims are achieved and a rigorous approach to the effective deployment of a range of subject specific, cognitive and transferable skills. Students will be encouraged to develop problem-solving strategies to well defined problems in the field of study.

#### Online

A virtual learning environment provides a platform to distribute a series of documents providing principle subject knowledge. Further reading from a range of sources supplements core information and contributes towards the achievement of all module aims. Self-assessment activities facilitate formative assessment throughout the class and can offer instant feedback on learning. Regular synchronised online events using video conferencing software is used to simulate an authentic classroom experience to students in a distributed environment. Student interaction and debate is encouraged through a subject specific discussion board and individual support is available via email and telephone.

Assessment strategy is a written event feasibility report and accompanying presentation, assessing learning outcomes 1, 2, and 3, and 4 and 5 respectively. This combination enables students to explain the relationship between academic principles and the practical application of the event itself.

Assessment will be conducted as per the assessment strategy and assignments briefs defined within module information packs. Assessment will utilise a range of methods to ensure students have opportunity to offer a diverse range of evidence to meet the module learning outcomes.

### SCHEDULED LEARNING AND TEACHING ACTIVITY

Full-time - Lecture 2 hours per week

Online - Online students also have 24 hour access to a wide range of online learning materials and learning activities and are expected to log-in to the virtual learning environment for at least **2 hours per week** for a year long module to work through the module learning materials. Module tutor time equivalent to 3 hours per week for one semester is also allocated to support students.

**TOTAL SCHEDULED LEARNING HOURS**

60

**GUIDED INDEPENDENT STUDY**

**Development of independent learning** - Students are advised to use this time to further develop themselves as independent learners. They will be required to develop a rigorous approach to further research and the acquisition of wider knowledge, concepts and ideas.

**Reflection, research and further study** - Students should use this time to plan, critically evaluate and reflect on their learning, undertake further research through private study and engage in the library resources through wider direct and indirect reading. By developing these skills as independent learners it will allow for the further development of graduate skills and contribute towards future employability.

**Preparation for assessments** – Students should use this time to analyse, prioritise, plan and structure their assessment requirements. They will need to select issues for research, conduct efficient research searches, evaluate and interpret key information and critically analyse and proof their own assessments. Students will be required to develop essential skills in time management, problem-solving and self-motivation.

|                                             |     |
|---------------------------------------------|-----|
| <b>TOTAL GUIDED INDEPENDENT STUDY HOURS</b> | 140 |
|---------------------------------------------|-----|

|                                                  |  |
|--------------------------------------------------|--|
| <b>PLACEMENT/YEAR ABROAD/WORK-BASED LEARNING</b> |  |
|--------------------------------------------------|--|

|                                                              |  |
|--------------------------------------------------------------|--|
| <b>TOTAL PLACEMENT/YEAR ABROAD/WORK-BASED LEARNING HOURS</b> |  |
|--------------------------------------------------------------|--|

|                                     |     |
|-------------------------------------|-----|
| <b>TOTAL STUDENT LEARNING HOURS</b> | 200 |
|-------------------------------------|-----|

## BIBLIOGRAPHY AND LEARNING SUPPORT MATERIAL

- Allen, A. (2016) *Event Planning*. New York, John Wiley & Sons
- American Sport Education Programme. (1996) *Event Management for Sport Directors*. Champaign, IL, Human Kinetics
- Byl, J. (1998) *Organizing Successful Tournaments*. 2<sup>nd</sup> ed. Champaign, IL, Human Kinetics
- Cashman, R. and Hughes, A. (1999) *Staging the Olympics: The Event and its Impact*. Sydney, University of New South Wales Press
- Gilchrist, K. (1998) *Organising Effective Events*. Kingston-upon-Thames, Croner
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- Mallen, C. & Adams, L. (2017). *Event Management in Sport, Recreation and Tourism*. Routledge.
- Masterman, G. (2021). *Strategic Sports Event Management*. Routledge.
- McDonnell, I., Allen, J. and O'Toole, W. (1999) *Festival and Special Event Management*. Brisbane, Wiley
- Roth, B. (1999) *Stay Safe in Sports and Event Management*. Aldershot, Gower
- Smith, A. and Stewart, B. (1999) *Sports Management*. St Leonards, NSW, Allen & Unwin
- Stayte, S. and Watt, D. (2014) *Events: From Start to Finish*. Reading, ILAM
- Stedman, G., Goldblatt, J.J. and Neirotti, L.D. (1995) *The Ultimate Guide to Sport Event Management and Marketing*. Irwin Professional, Chicago
- Watt, D. (1998) *Event Management in Leisure and Tourism*. London, Pitman.

## MODULE DESCRIPTOR

|                         |                                |                            |                            |                     |                            |
|-------------------------|--------------------------------|----------------------------|----------------------------|---------------------|----------------------------|
| <b>MODULE TITLE</b>     | Coaching for Sport Performance |                            |                            |                     |                            |
| <b>MODULE CODE</b>      | LS2651(L5)                     | <b>JACS AND HECOS CODE</b> | C610<br>100095 (100%)      | <b>CREDIT VALUE</b> | 20 Credits                 |
| <b>DATE OF APPROVAL</b> | June 2023                      |                            |                            |                     | <b>VERSION NUMBER</b><br>1 |
| <b>SCHOOL</b>           | Health, Social Work and Sport  |                            | <b>PARTNER INSTITUTION</b> | Myerscough College  |                            |

### RELATIONSHIP WITH OTHER MODULES

|                      |      |                       |      |                              |      |
|----------------------|------|-----------------------|------|------------------------------|------|
| <b>Co-requisites</b> | None | <b>Pre-requisites</b> | None | <b>Excluded Combinations</b> | None |
|----------------------|------|-----------------------|------|------------------------------|------|

### MODULE AIMS

This module assesses the principles and practices of high-performance coaching settings. This covers a variety of factors, such as team cultures and performance behaviours, to ensure the requisite strategies are in place to manage and develop elite athletes.

### MODULE CONTENT

- 1 Coaching High Performance Athletes and Team Performance
- 2 Measuring Performance and Success in Elite Sport
- 3 Sport Science Support
- 4 Managing a Coaching and Support Team
- 5 Assessing and Monitoring Training Load
- 6 Elite Team Cultures
- 7 Elite Mind-set and Behaviours
- 8 Peaking for Performance
- 9 Elite Athlete Lifestyle
- 10 Multidisciplinary Performance Systems

## INTENDED LEARNING OUTCOMES

| On successful completion of this module a student will be able to: |                                                                                                                     |
|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| 1.                                                                 | Assess how monitoring, analysis and diagnosis of performance can be used to support the coaching of elite athletes. |
| 2.                                                                 | Apply theoretical concepts to the development of an inter-disciplinary approach to coaching elite athletes.         |
| 3.                                                                 | Interpret evidence and data to prepare an elite athlete for performance.                                            |
| 4.                                                                 | Review the planning, design, management and delivery of activities in the coaching of elite performance.            |

## ASSESSMENT METHODS

| Number of Assessments | Form of Assessment | % weighting | Size of Assessment/Duration/ Wordcount | Category of assessment | Conducted within central examination period (Y/N) | Learning Outcomes being assessed |
|-----------------------|--------------------|-------------|----------------------------------------|------------------------|---------------------------------------------------|----------------------------------|
| 1                     | Report             | 60%         | 2400 words                             | Coursework             | N                                                 | 1, 2, 3                          |
| 1                     | Presentation       | 40%         | 20 minutes                             | Practical Assessment   | N                                                 | 3, 4                             |

## MODULE PASS REQUIREMENTS

To pass this module you must achieve a mark of 40% or above, aggregated across all the assessments.

## APPENDIX

**MODULE CODE:** LS2651(L5) **MODULE TITLE:** Coaching for Sport Performance

**LOCATION OF STUDY:** MYERSCOUGH COLLEGE

|                        |           |
|------------------------|-----------|
| <b>MODULE TUTOR(S)</b> | Rob Henry |
|------------------------|-----------|

|                                   |                                             |                   |  |            |  |                |  |
|-----------------------------------|---------------------------------------------|-------------------|--|------------|--|----------------|--|
| <b>MODULE DELIVERY - DURATION</b> |                                             | Semester 1        |  | Semester 2 |  | Semester 3     |  |
|                                   |                                             | Semester 1 & 2    |  | ✓          |  | Semester 2 & 3 |  |
|                                   |                                             | Semester 1, 2 & 3 |  |            |  |                |  |
|                                   | Other (please indicate pattern of delivery) |                   |  |            |  |                |  |

## MODULE LEARNING PLAN

### LEARNING, TEACHING AND ASSESSMENT STRATEGY

A series of lectures and seminars will provide essential module information. This will be supported by group learning activities and individual project work. Further academic skills will be developed through the use of subject specific literature, student led presentations and guided tasks. These will enable students to critically review, consolidate and extend a systematic and coherent body of knowledge and critically evaluate new concepts and evidence from a range of sources. A virtual learning environment will also provide a range of additional lecture notes, relevant literature, self-assessment activities, and links to online resources.

The diversity of teaching approaches combined with individual study will ensure all module aims are achieved and a rigorous approach to the transfer and application of subject specific, cognitive and transferable skills and problem-solving strategies to a range of situations. Students will be encouraged to solve complex problems; communicate solutions, arguments and ideas clearly and in a variety of forms. The assessments will be in the form of a written report for assignment 1 and a practical presentation for assignment 2, which enables the practical application of theory from one assessment to another.

Assessment will be conducted as per the assessment strategy and assignments briefs defined within module information packs. Assessment will utilise a range of methods to ensure students have opportunity to offer a diverse range of evidence to meet the module learning outcomes.

### SCHEDULED LEARNING AND TEACHING ACTIVITY

Lecture 2 hours per week

### TOTAL SCHEDULED LEARNING HOURS

60

### GUIDED INDEPENDENT STUDY

**Development of independent learning** - Students are advised to use this time to extend themselves as independent learners. They will be required to develop a rigorous approach to further research and the critical evaluation of complex concepts and ideas.

**Reflection, research and further study** - Students should use this time to plan, critically analyse and reflect on their learning, undertake extensive further research through private study and engage in the library resources through wider direct and indirect reading. By developing these skills as independent learners it will allow for the enhancement of graduate skills and contribute towards future employability.

**Preparation for assessments** – Students should use this time to critically analyse, prioritise, plan and structure their assessment requirements. They will need to select issues for research, conduct extensive research searches, critically review, analyse and interpret new concepts and evaluate and proof their own assessments. Students will be required to enhance their skills in time management, complex problem solving and self-motivation.

### TOTAL GUIDED INDEPENDENT STUDY HOURS

140

|                                                              |            |
|--------------------------------------------------------------|------------|
| <b>PLACEMENT/YEAR ABROAD/WORK-BASED LEARNING</b>             |            |
| <b>TOTAL PLACEMENT/YEAR ABROAD/WORK-BASED LEARNING HOURS</b> |            |
| <b><i>TOTAL STUDENT LEARNING HOURS</i></b>                   | <b>200</b> |

## BIBLIOGRAPHY AND LEARNING SUPPORT MATERIAL

- Anderson, S.V., Ronglan, L.T. and Houlihan, B. (2016). *Managing Elite Sport Systems: Research and Practice*. London, Routledge
- Cassidy, T. Jones, R. and Potrac, P. (2004) *Understanding Sports Coaching*, London, Routledge.
- Crisfield, P. (1999) *Analysing Your Coaching*, Leeds: National Coaching Foundation
- Cross, N. and Lyle, J. (Eds.) (1999) *The Coaching Process: Principles and Practice for Sport*. Oxford, Butterworth – Heinemann.
- Davids, K. (2015). *Complex Systems in Sport*. London, Routledge
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- Shannon, D. (2018). *Interdisciplinary Approaches to Pedagogy and Place-Based Education*. Springer International Publishing.
- Sotiriadou, P. and De Bosscher, V. (2013). *Managing High Performance Sport*. London, Routledge
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- Taylor, B. and Garratt, D. (2008). *The Professionalisation of Sports Coaching in the UK: Issues and Conceptualisation*. Sports Coach UK, Leeds
- Timson-Katchis, M. and North, J. (2010). *UK Coach Tracking Study*. Sports Coach UK, Leeds

### JOURNALS

International Journal of Sport Science and Coaching  
Journal of Sport & Exercise Psychology  
Journal of Sports Science  
The Sport Psychologist  
Journal of Teaching in Physical Education  
Physical Education and Sport Pedagogy

### ELECTRONIC INFORMATION SOURCES

[www.sportscoachuk.org](http://www.sportscoachuk.org)  
[www.sportengland.org](http://www.sportengland.org)  
[www.uksport.gov.uk](http://www.uksport.gov.uk)  
[www.bases.org.uk](http://www.bases.org.uk)  
[www.sportsci.org](http://www.sportsci.org)

## MODULE DESCRIPTOR

|                         |                         |                            |                       |                     |                            |
|-------------------------|-------------------------|----------------------------|-----------------------|---------------------|----------------------------|
| <b>MODULE TITLE</b>     | Industry Project        |                            |                       |                     |                            |
| <b>MODULE CODE</b>      | MR2350(L5)              | <b>JACS AND HECOS CODE</b> | X290<br>100812 (100%) | <b>CREDIT VALUE</b> | 20 Credits                 |
| <b>DATE OF APPROVAL</b> | 20 June 2025            |                            |                       |                     | <b>VERSION NUMBER</b><br>2 |
| <b>SCHOOL</b>           | Engineering & Computing | <b>PARTNER INSTITUTION</b> | Myerscough College    |                     |                            |

### RELATIONSHIP WITH OTHER MODULES

|                      |      |                       |      |                              |      |
|----------------------|------|-----------------------|------|------------------------------|------|
| <b>Co-requisites</b> | None | <b>Pre-requisites</b> | None | <b>Excluded Combinations</b> | None |
|----------------------|------|-----------------------|------|------------------------------|------|

### MODULE AIMS

This module aims to provide an understanding of the requirements of work-based projects during the year, relating theoretical knowledge to practical work and reflecting on these experiences to develop knowledge of work and employability skills.

### MODULE CONTENT

- 1 Project Development**
  - 1.1 Identifying suitable projects in relation to career aspirations
  - 1.2 Project planning
  - 1.3 Project management
  - 1.4 Project review
- 2 Industry Project**

The scope and nature of the project will be negotiated with the module tutor and / or project supervisor. The project may be based on an individual business, an organisation, a development project, a current system of work or an aspect of the industry. The project should include one or more of the following aspects:

  - 2.1 Business management
  - 2.2 Market research or product/service promotion
  - 2.3 Logistical systems
  - 2.4 Resource development
  - 2.5 Project management
  - 2.6 Communication/Information technology systems
  - 2.7 New project initiatives/design implementation
- 3 Professional Practice**
  - 3.1 Working to deadlines
  - 3.2 Problem solving
  - 3.3 Professional report writing
  - 3.4 Presentation techniques
  - 3.5 Consultation
  - 3.6 Project Implementation

## INTENDED LEARNING OUTCOMES

| On successful completion of this module a student will be able to: |                                                                            |
|--------------------------------------------------------------------|----------------------------------------------------------------------------|
| 1.                                                                 | Propose an industry research project.                                      |
| 2.                                                                 | Formulate and develop creative solutions for a project.                    |
| 3.                                                                 | Evaluate the project outcomes and the learning experience.                 |
| 4.                                                                 | Develop relationships in the industry through professional communications. |

## ASSESSMENT METHODS

| Number of Assessments | Form of Assessment                   | % weighting | Size of Assessment/Duration/ Wordcount | Category of assessment | Conducted within central examination period (Y/N) | Learning Outcomes being assessed |
|-----------------------|--------------------------------------|-------------|----------------------------------------|------------------------|---------------------------------------------------|----------------------------------|
| 1                     | Project proposal poster presentation | 25%         | 15 minutes                             | Practical assessment   | N                                                 | 1, 2                             |
| 1                     | Project report/portfolio             | 75%         | 3000 words                             | Coursework             | N                                                 | 2, 3, 4                          |
| 1                     | ONLINE TEST (ACADEMIC INTEGRITY)     | Pass/Fail   | 30 MINS (Note- not time restricted)    | N/A                    | N/A                                               | N/A                              |

## MODULE PASS REQUIREMENTS

To pass this module you must achieve a mark of 40% or above, aggregated across all the assessments.

## APPENDIX

**MODULE CODE:** MR2350(L5) **MODULE TITLE:** Industry Project

**LOCATION OF STUDY:** MYERSCOUGH COLLEGE

|                        |        |
|------------------------|--------|
| <b>MODULE TUTOR(S)</b> | I Weir |
|------------------------|--------|

|                                   |                                             |                   |   |            |                |            |  |
|-----------------------------------|---------------------------------------------|-------------------|---|------------|----------------|------------|--|
| <b>MODULE DELIVERY - DURATION</b> |                                             | Semester 1        | ✓ | Semester 2 |                | Semester 3 |  |
|                                   |                                             | Semester 1 & 2    |   | ✓          | Semester 2 & 3 |            |  |
|                                   |                                             | Semester 1, 2 & 3 |   |            |                |            |  |
|                                   | Other (please indicate pattern of delivery) |                   |   |            |                |            |  |

## MODULE LEARNING PLAN

### LEARNING, TEACHING AND ASSESSMENT STRATEGY

**Full-time** - A series of lectures and seminars will provide essential module information. This will be supported by group learning activities and individual project work. Further academic skills will be developed through the use of subject specific literature, student led presentations and guided tasks. These will enable students to apply and critically evaluate key concepts and theories within and outside the context in which they were first studied, generate ideas and effectively communicate information and arguments in a variety of forms. A virtual learning environment will also provide a range of additional lecture notes, relevant literature, self-assessment activities, and links to online resources.

The diversity of teaching approaches combined with individual study will ensure all module aims are achieved and a rigorous approach to the effective deployment of a range of subject specific, cognitive and transferable skills. Students will be encouraged to develop problem-solving strategies to well defined problems in the field of study.

**On-line** - A virtual learning environment provides a platform to distribute a series of documents and video presentations providing principle subject knowledge. Further reading from a range of sources supplements core information and contributes towards the achievement of all module aims. Self-assessment activities facilitate formative assessment throughout the class and can offer instant feedback on learning. Student interaction and debate is encouraged through a subject specific discussion board and individual support is available via email and telephone.

Assessment will be conducted as per the assessment strategy and assignments briefs defined within module information packs. Assessment will utilise a range of methods to ensure students have opportunity to offer a diverse range of evidence to meet the module learning outcomes.

### SCHEDULED LEARNING AND TEACHING ACTIVITY

**Full-time** (year long) – Lecture/Practical 2 hours per week

**On-line** - On-line students also have 24 hour access to a wide range of on-line learning materials and learning activities and are expected to log-in to the virtual learning environment for at least **4 hours per week** for a single semester (**2 hours per week** for year long) to work through the module learning materials. Module tutor time equivalent to 3 hours per week for one semester is also allocated to support students.

|                                       |    |
|---------------------------------------|----|
| <b>TOTAL SCHEDULED LEARNING HOURS</b> | 60 |
|---------------------------------------|----|

**GUIDED INDEPENDENT STUDY**

**Development of independent learning** - Students are advised to use this time to further develop themselves as independent learners. They will be required to develop a rigorous approach to further research and the acquisition of wider knowledge, concepts and ideas.

**Reflection, research and further study** - Students should use this time to plan, critically evaluate and reflect on their learning, undertake further research through private study and engage in the library resources through wider direct and indirect reading. By developing these skills as independent learners it will allow for the further development of graduate skills and contribute towards future employability.

**Preparation for assessments** – Students should use this time to analyse, prioritise, plan and structure their assessment requirements. They will need to select issues for research, conduct efficient research searches, evaluate and interpret key information and critically analyse and proof their own assessments. Students will be required to develop essential skills in time management, problem solving and self-motivation.

|                                             |     |
|---------------------------------------------|-----|
| <b>TOTAL GUIDED INDEPENDENT STUDY HOURS</b> | 140 |
|---------------------------------------------|-----|

**PLACEMENT/YEAR ABROAD/WORK-BASED LEARNING**

|                                                              |  |
|--------------------------------------------------------------|--|
| <b>TOTAL PLACEMENT/YEAR ABROAD/WORK-BASED LEARNING HOURS</b> |  |
|--------------------------------------------------------------|--|

|                                     |     |
|-------------------------------------|-----|
| <b>TOTAL STUDENT LEARNING HOURS</b> | 200 |
|-------------------------------------|-----|

**BIBLIOGRAPHY AND LEARNING SUPPORT MATERIAL**

Up to date publications are posted on University Centre Myerscough's virtual learning environment, Canvas.

## MODULE DESCRIPTOR

|                         |                                 |                             |                       |                     |                            |
|-------------------------|---------------------------------|-----------------------------|-----------------------|---------------------|----------------------------|
| <b>MODULE TITLE</b>     | International Golf Developments |                             |                       |                     |                            |
| <b>MODULE CODE</b>      | LS3308(L6)                      | <b>JACS AND HECOS CODES</b> | C620<br>100096 (100%) | <b>CREDIT VALUE</b> | 20 Credits                 |
| <b>DATE OF APPROVAL</b> | June 2023                       |                             |                       |                     | <b>VERSION NUMBER</b><br>1 |
| <b>SCHOOL</b>           | Health, Social Work and Sport   | <b>PARTNER INSTITUTION</b>  | Myerscough College    |                     |                            |

### RELATIONSHIP WITH OTHER MODULES

|                      |      |                       |      |                              |      |
|----------------------|------|-----------------------|------|------------------------------|------|
| <b>Co-requisites</b> | None | <b>Pre-requisites</b> | None | <b>Excluded Combinations</b> | None |
|----------------------|------|-----------------------|------|------------------------------|------|

### MODULE AIMS

This module analyses the range of professional golf tours and the complex relationship between their operation and development. The historical evolution of golf, as well as the social, economic and environmental consequences of globalisation are also covered.

### MODULE CONTENT

- 1 History of Golf**
  - 1.1 Origins of the game
  - 1.2 Development of golf in the UK
  - 1.3 Development of golf throughout the World
- 2 Golf Tours**
  - 2.1 Professional and amateur governing bodies
  - 2.2 PGA European Tour/Senior Tour. US PGA Tour/Senior Tour
  - 2.3 WPGET Tour and LPGA Tour
  - 2.4 Australian, South African Tours, Asian Tours
  - 2.5 European and US amateur Tours
- 3 Golf Tourism**
  - 3.1 Golf Tour operators, package deals
  - 3.2 Specialist hotel/golf/leisure complexes
  - 3.3 Meeting the demand, market trends
- 4 Impact of Golf Developments**
  - 4.1 Social impacts: cultures, opportunities, disadvantaged groups and discrimination
  - 4.2 Economic impact: financial advantages, imbalance of economies
  - 4.3 Environmental impact: the natural environment, urban regeneration
  - 4.4 Future aspects of golf development: new venues, potential advantages, disadvantages
  - 4.5 Sustainable Tourism

## INTENDED LEARNING OUTCOMES

| On successful completion of this module a student will be able to: |                                                                                                                    |
|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| 1.                                                                 | Compare the range of golf tours and critically analyse their operation and administration.                         |
| 2.                                                                 | Critically examine the extent of the development of golf on a worldwide basis and the potential for future growth. |
| 3.                                                                 | Critically assess the social, economic and environmental impact of world golf developments.                        |
| 4.                                                                 | Advise on choices of golf venues for specific clients.                                                             |

## ASSESSMENT METHODS

| Number of Assessments | Form of Assessment                           | % weighting | Size of Assessment/Duration/ Wordcount | Category of assessment | Conducted within central examination period (Y/N) | Learning Outcomes being assessed |
|-----------------------|----------------------------------------------|-------------|----------------------------------------|------------------------|---------------------------------------------------|----------------------------------|
| 1                     | Critical report on golf tours                | 50%         | 2000 words                             | Coursework             | N                                                 | 1, 2 and 4                       |
| 1                     | Written report on a golf complex development | 50%         | 2000 words                             | Coursework             | N                                                 | 1, 2 and 3                       |

## MODULE PASS REQUIREMENTS

To pass this module you must achieve a mark of 40% or above, aggregated across all the assessments.

## APPENDIX

**MODULE CODE:** LS3308(L6) **MODULE TITLE:** International Golf Developments

**LOCATION OF STUDY:** MYERSCOUGH COLLEGE

|                        |          |
|------------------------|----------|
| <b>MODULE TUTOR(S)</b> | John Fry |
|------------------------|----------|

|                                  |                                             |                   |  |            |                |            |  |
|----------------------------------|---------------------------------------------|-------------------|--|------------|----------------|------------|--|
| MODULE<br>DELIVERY -<br>DURATION |                                             | Semester 1        |  | Semester 2 |                | Semester 3 |  |
|                                  |                                             | Semester 1 & 2    |  | ✓          | Semester 2 & 3 |            |  |
|                                  |                                             | Semester 1, 2 & 3 |  |            |                |            |  |
|                                  | Other (please indicate pattern of delivery) |                   |  |            |                |            |  |

## MODULE LEARNING PLAN

### LEARNING, TEACHING AND ASSESSMENT STRATEGY

#### Full-time

A series of lectures and seminars will provide essential module information. This will be supported by group learning activities and individual project work. Further academic skills will be developed through the use of subject specific literature, student led presentations and guided tasks. These will enable students to critically review, consolidate and extend a systematic and coherent body of knowledge and critically evaluate new concepts and evidence from a range of sources. A virtual learning environment will also provide a range of additional lecture notes, relevant literature, self-assessment activities, and links to online resources.

The diversity of teaching approaches combined with individual study will ensure all module aims are achieved and a rigorous approach to the transfer and application of subject specific, cognitive and transferable skills and problem-solving strategies to a range of situations. Students will be encouraged to solve complex problems; communicate solutions, arguments and ideas clearly and in a variety of forms.

#### Online

A virtual learning environment provides a platform to distribute a series of documents providing principle subject knowledge. Further reading from a range of sources supplements core information and contributes towards the achievement of all module aims. Self-assessment activities facilitate formative assessment throughout the class and can offer instant feedback on learning. Regular synchronised online events using video conferencing software is used to simulate an authentic classroom experience to students in a distributed environment. Student interaction and debate is encouraged through a subject specific discussion board and individual support is available via email and telephone.

Assessment will be conducted as per the assessment strategy and assignments briefs defined within module information packs. Assessment will utilise a range of methods to ensure students have opportunity to offer a diverse range of evidence to meet the module learning outcomes.

### SCHEDULED LEARNING AND TEACHING ACTIVITY

Full-time - Lecture 1 hours per week plus Tutorial 1 hours per week

Online - Online students also have 24 hour access to a wide range of online learning materials and learning activities and are expected to log-in to the virtual learning environment for at least **2 hours per week** for year long module to work through the module learning materials. Module tutor time equivalent to 3 hours per week for one semester is also allocated to support students.

|                                       |    |
|---------------------------------------|----|
| <b>TOTAL SCHEDULED LEARNING HOURS</b> | 60 |
|---------------------------------------|----|

**GUIDED INDEPENDENT STUDY**

**Development of independent learning** - Students are advised to use this time to extend themselves as independent learners. They will be required to develop a rigorous approach to further research and the critical evaluation of complex concepts and ideas.

**Reflection, research and further study** - Students should use this time to plan, critically analyse and reflect on their learning, undertake extensive further research through private study and engage in the library resources through wider direct and indirect reading. By developing these skills as independent learners it will allow for the enhancement of graduate skills and contribute towards future employability.

**Preparation for assessments** – Students should use this time to critically analyse, prioritise, plan and structure their assessment requirements. They will need to select issues for research, conduct extensive research searches, critically review, analyse and interpret new concepts and evaluate and proof their own assessments. Students will be required to enhance their skills in time management, complex problem solving and self motivation.

|                                             |     |
|---------------------------------------------|-----|
| <b>TOTAL GUIDED INDEPENDENT STUDY HOURS</b> | 140 |
|---------------------------------------------|-----|

|                                                  |
|--------------------------------------------------|
| <b>PLACEMENT/YEAR ABROAD/WORK-BASED LEARNING</b> |
|--------------------------------------------------|

|                                                              |  |
|--------------------------------------------------------------|--|
| <b>TOTAL PLACEMENT/YEAR ABROAD/WORK-BASED LEARNING HOURS</b> |  |
|--------------------------------------------------------------|--|

|                                     |     |
|-------------------------------------|-----|
| <b>TOTAL STUDENT LEARNING HOURS</b> | 200 |
|-------------------------------------|-----|

## BIBLIOGRAPHY AND LEARNING SUPPORT MATERIAL

### eBooks

Brunt, S. Busby, G. and Connell, J. (2001) *Tourism: A Modern Synthesis*, London: Thompson Learning.

Holloway, C. (1998) *The Business of Tourism*, 4<sup>th</sup> ed. London: Pitman.

Holloway, C. (1998) *An Introduction to Tourism*, London: Pitman.

Middleton, T.C. (2001) *Marketing in Travel and Tourism*, Oxford: Butterworth-Heinemann.

### Books

Middleton, T.C. (2001) *Sustainable Tourism: A Marketing Perspective*, Oxford: Butterworth-Heinemann.

Millington, R. & Darnell, S. (2021). *Sport, Development and Environmental Sustainability*. Routledge.

Coakley, J.J. (1998). *Sport in Society; Issues and Controversies*. 6<sup>th</sup> Ed. Singapore: McGraw Hill.

Cooper, C. and Fletcher, J. et al. (1998) *Tourism, Principles and Practice*, 2<sup>nd</sup> ed. New York: Longman.

Gillington, A. (2005) *Foundations of Sport Management*. Nottingham: Fitness Information Technology.

Laws, E. (1995) *Tourist Destination Management*, London: Routledge.

Likorish, L. (1991) *Developing Tourism Destinations*, Harlow UK.

Liston, K., Maguire, J., & Falcous, M. (Eds.) (2021). *The Palgrave Handbook of Globalization and Sport*. (1 ed.) Palgrave Macmillan.

Witt, S. and Brooke, M. (1995) *The Management of International Tourism*, London: Routledge.

Youell, R. (1998) *Tourism: An Introduction*, New York: Longman.

### JOURNALS

International Journal of Service Industry Management

Leisure reference collection

Leisure Studies: The Journal of LSA

Management of Recreation and Leisure & Sports Management

Managing Leisure

Sociology of Sport Journal

International Review for the Sociology of Sport

Golf Monthly

Golf World

Lady Golfer

Golf International Magazine

Golf Digest

World of Golf

Golf Today

Hospitality and Tourism e-journal

Leisure, recreation and tourism e-journal

Sport Discuss

### ELECTRONIC INFORMATION SOURCES

[www.pgatour.com](http://www.pgatour.com)

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

[www.pga.info](http://www.pga.info)

[www.europeantour.com](http://www.europeantour.com)

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

## MODULE DESCRIPTOR

|                         |                               |                             |                       |                     |                            |
|-------------------------|-------------------------------|-----------------------------|-----------------------|---------------------|----------------------------|
| <b>MODULE TITLE</b>     | Contemporary Issues in Golf   |                             |                       |                     |                            |
| <b>MODULE CODE</b>      | LS3602(L6)                    | <b>JACS AND HECOS CODES</b> | C690<br>100433 (100%) | <b>CREDIT VALUE</b> | 20 Credits                 |
| <b>DATE OF APPROVAL</b> | June 2022                     |                             |                       |                     | <b>VERSION NUMBER</b><br>1 |
| <b>SCHOOL</b>           | Health, Social Work and Sport | <b>PARTNER INSTITUTION</b>  | Myerscough College    |                     |                            |

### RELATIONSHIP WITH OTHER MODULES

|                      |      |                       |      |                              |      |
|----------------------|------|-----------------------|------|------------------------------|------|
| <b>Co-requisites</b> | None | <b>Pre-requisites</b> | None | <b>Excluded Combinations</b> | None |
|----------------------|------|-----------------------|------|------------------------------|------|

### MODULE AIMS

This module explores the theory and practice of such elements as drugs in golf, player management and equality in the world of golf and the impact of media on golf will also be analysed.

This will develop within the students, analytical skills which will enable them to examine issues that are relevant in the modern golf industry.

### MODULE CONTENT

#### 1 Player Management in golf

- 1.1 The role of the player manager.
- 1.2 Player management companies – IMG, ISM, SFX, World Sport Solutions.
- 1.3 Contractual agreements and legislation.
- 1.4 Globalisation of the golf industry.
- 1.5 Analysis of contemporary developments in player management companies.

#### 2 Equal opportunities in golf

- 2.1 Evaluation of the impact of racism, sexism, ageism on golf.
- 2.2 Evaluation of Equal Opportunity policy and its application in golf.
- 2.3 Analysis of contemporary developments in equal opportunities issues.

#### 3 The Impact of television on golf

- 3.1 World wide television companies.
- 3.2 Technical advances and the future of golf coverage.
- 3.3 Analysis of contemporary developments in broadcast media.
- 3.4 Legislation of professional bodies.

## INTENDED LEARNING OUTCOMES

| On successful completion of this module a student will be able to: |                                                                      |
|--------------------------------------------------------------------|----------------------------------------------------------------------|
| 1.                                                                 | Critically evaluate the role and value of golf management companies. |
| 2.                                                                 | Critically evaluate golf's application of Equal Opportunity policy.  |
| 3.                                                                 | Critically analyse the impact and role of television in golf.        |

## ASSESSMENT METHODS

| Number of Assessments | Form of Assessment                    | % weighting | Size of Assessment/Duration/ Wordcount | Category of assessment | Conducted within central examination period (Y/N) | Learning Outcomes being assessed |
|-----------------------|---------------------------------------|-------------|----------------------------------------|------------------------|---------------------------------------------------|----------------------------------|
| 1                     | Written report on Television and golf | 50%         | 2000 words                             | Coursework             | N                                                 | 3                                |
| 1                     | Exam                                  | 50%         | 1.5 hours                              | Written exam           | Y                                                 | 1, 2 and 3                       |

## MODULE PASS REQUIREMENTS

To pass this module you must achieve a mark of 40% or above, aggregated across all the assessments.

## APPENDIX

**MODULE CODE:** LS3602(L6) **MODULE TITLE:** Contemporary Issues in Golf

**LOCATION OF STUDY:** MYERSCOUGH COLLEGE

|                        |                  |
|------------------------|------------------|
| <b>MODULE TUTOR(S)</b> | Stuart Priestley |
|------------------------|------------------|

|                                   |                                             |                   |  |            |  |                |  |
|-----------------------------------|---------------------------------------------|-------------------|--|------------|--|----------------|--|
| <b>MODULE DELIVERY - DURATION</b> |                                             | Semester 1        |  | Semester 2 |  | Semester 3     |  |
|                                   |                                             | Semester 1 & 2    |  | ✓          |  | Semester 2 & 3 |  |
|                                   |                                             | Semester 1, 2 & 3 |  |            |  |                |  |
|                                   | Other (please indicate pattern of delivery) |                   |  |            |  |                |  |

## MODULE LEARNING PLAN

### LEARNING, TEACHING AND ASSESSMENT STRATEGY

#### Full-time

A series of lectures and seminars will provide essential module information. This will be supported by group learning activities and individual project work. Further academic skills will be developed through the use of subject specific literature, student led presentations and guided tasks. These will enable students to critically review, consolidate and extend a systematic and coherent body of knowledge and critically evaluate new concepts and evidence from a range of sources. A virtual learning environment will also provide a range of additional lecture notes, relevant literature, self-assessment activities, and links to online resources.

The diversity of teaching approaches combined with individual study will ensure all module aims are achieved and a rigorous approach to the transfer and application of subject specific, cognitive and transferable skills and problem-solving strategies to a range of situations. Students will be encouraged to solve complex problems; communicate solutions, arguments and ideas clearly and in a variety of forms.

#### Online

A virtual learning environment provides a platform to distribute a series of documents providing principle subject knowledge. Further reading from a range of sources supplements core information and contributes towards the achievement of all module aims. Self-assessment activities facilitate formative assessment throughout the class and can offer instant feedback on learning. Regular synchronised online events using video conferencing software is used to simulate an authentic classroom experience to students in a distributed environment. Student interaction and debate is encouraged through a subject specific discussion board and individual support is available via email and telephone.

Assessment will be conducted as per the assessment strategy and assignments briefs defined within module information packs. Assessment will utilise a range of methods to ensure students have opportunity to offer a diverse range of evidence to meet the module learning outcomes.

### SCHEDULED LEARNING AND TEACHING ACTIVITY

Full-time - Lecture 2 hours per week

Online - Online students also have 24 hour access to a wide range of online learning materials and learning activities and are expected to log-in to the virtual learning environment for at least **2 hours per week** for a single semester to work through the module learning materials. Module tutor time equivalent to 3 hours per week for one semester is also allocated to support students.

### TOTAL SCHEDULED LEARNING HOURS

60

**GUIDED INDEPENDENT STUDY**

**Development of independent learning** - Students are advised to use this time to extend themselves as independent learners. They will be required to develop a rigorous approach to further research and the critical evaluation of complex concepts and ideas.

**Reflection, research and further study** - Students should use this time to plan, critically analyse and reflect on their learning, undertake extensive further research through private study and engage in the library resources through wider direct and indirect reading. By developing these skills as independent learners it will allow for the enhancement of graduate skills and contribute towards future employability.

**Preparation for assessments** – Students should use this time to critically analyse, prioritise, plan and structure their assessment requirements. They will need to select issues for research, conduct extensive research searches, critically review, analyse and interpret new concepts and evaluate and proof their own assessments. Students will be required to enhance their skills in time management, complex problem solving and self-motivation.

|                                             |     |
|---------------------------------------------|-----|
| <b>TOTAL GUIDED INDEPENDENT STUDY HOURS</b> | 140 |
|---------------------------------------------|-----|

|                                                  |  |
|--------------------------------------------------|--|
| <b>PLACEMENT/YEAR ABROAD/WORK-BASED LEARNING</b> |  |
|--------------------------------------------------|--|

|                                                              |  |
|--------------------------------------------------------------|--|
| <b>TOTAL PLACEMENT/YEAR ABROAD/WORK-BASED LEARNING HOURS</b> |  |
|--------------------------------------------------------------|--|

|                                     |     |
|-------------------------------------|-----|
| <b>TOTAL STUDENT LEARNING HOURS</b> | 200 |
|-------------------------------------|-----|

## BIBLIOGRAPHY AND LEARNING SUPPORT MATERIAL

### eBooks

- [Boyle](#), R. & [Haynes](#), R. (1999) *Power Play: Sport, the Media and Popular Culture*. London: Longman
- Hoye, R. (2005) *Sport management*, Oxford: Butterworth-Heinemann.
- Loland, S. (2003) [Fair Play in Sport: A Moral Norm System](#). London: Routledge
- Rowe, D. (2003) *Sport, Culture and the Media: The Unruly Trinity*. Buckingham: Open University Press
- Watt, D.C. (2003) *Sports management and administration*. New York: Routledge.
- Whannel, G. (2002) *Media sport stars: Masculinities and Moralities*. London: Routledge.

### Books

- Byers, T. (2015). *Contemporary Issues in Sport Management: A Critical Introduction*. SAGE.
- Chester, N. & Mottram, D.R. (2018). *Drugs in Sport*. Routledge.
- Coakley, J.J. (1998) *Sport in Society; Issues and Controversies*. 6<sup>th</sup> Ed. Singapore: McGraw Hill.
- Creedon, P. (1994) *Women, Media and Sport: Challenging Gender Values*. London: Sage.
- Crosset, T. (1995) *Outsiders in the Clubhouse: The World of Women's Professional Golf*. Albany: State University of New York Press.
- Gillentine, A. (2005) *Foundations of sport management*. West Virginia: Fitness Information Technology.
- Maguire, J. Jarvie, G. Mansfield, L. & Bradley, J. (2002) *Sports Worlds – A Sociological Perspective*. Leeds: Human Kinetics.
- Mullin, B. Hardy, S. & Sutton, W. (2000) *Sports Marketing* 2nd Edition. Champaign, IL: Human Kinetics.
- Parkhouse, B.L. (2004) *The management of sport*. New York: McGraw-Hill.
- Parks, J. (ed) (2003) *Contemporary Sport Management*. Leeds: Human Kinetics.
- Smith, A. & Stewart, B. (1999) *Sports Management: A Guide to Professional Practice*. St Leonards NSW: Allen & Unwin.
- Stotlar, D.K. (2004) *Developing successful sport sponsorship plans*. West Virginia: Fitness Information Technology.
- Wolsey, C. & Abrams, J. (2001) *Understanding the Leisure and Sport Industry*. London: Pearson.

### JOURNALS

Corporate Golfer, E-Map Publications  
Golf Monthly  
Today's Golfer  
Lady Golfer  
International Journal of Service Industry Management  
Leisure reference collection  
Leisure Studies: The Journal of LSA  
Management of Recreation and Leisure & Sports Management  
Managing Leisure  
Sociology of Sport Journal  
International Review for the Sociology of Sport  
Golf Monthly  
Golf World

**ELECTRONIC INFORMATION SOURCES**

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

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

[www.corporategolfer.com](http://www.corporategolfer.com)

Hospitality and Tourism e-journal

Leisure, recreation and tourism e-journal

Sport Discuss

[www.pgatour.com](http://www.pgatour.com)

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

[www.pga.info](http://www.pga.info)

[www.europeantour.com](http://www.europeantour.com)

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

## MODULE DESCRIPTOR

|                         |                               |                             |                            |                     |                            |
|-------------------------|-------------------------------|-----------------------------|----------------------------|---------------------|----------------------------|
| <b>MODULE TITLE</b>     | Dissertation                  |                             |                            |                     |                            |
| <b>MODULE CODE</b>      | LS3603(L6)                    | <b>JACS AND HECOS CODES</b> | X210<br>100962 (100%)      | <b>CREDIT VALUE</b> | 40 Credits                 |
| <b>DATE OF APPROVAL</b> | June 2023                     |                             |                            |                     | <b>VERSION NUMBER</b><br>1 |
| <b>SCHOOL</b>           | Health, Social Work and Sport |                             | <b>PARTNER INSTITUTION</b> | Myerscough College  |                            |

### RELATIONSHIP WITH OTHER MODULES

|                      |      |                       |      |                              |      |
|----------------------|------|-----------------------|------|------------------------------|------|
| <b>Co-requisites</b> | None | <b>Pre-requisites</b> | None | <b>Excluded Combinations</b> | None |
|----------------------|------|-----------------------|------|------------------------------|------|

### MODULE AIMS

The aim of the dissertation is to provide an opportunity for students to pursue an in-depth study of their own choice which is related to their substantive areas of study. Students will work independently, under limited supervision, in order to develop and demonstrate their academic skills and abilities. The dissertation will normally be based on an academic topic using primary and/or secondary data collection techniques. In both cases academic theory is to be reviewed and applied to the research topic.

### MODULE CONTENT

- 1 Project topic identification
- 2 Project criteria and assessment
- 3 Producing aims and objectives
- 4 Writing a critical discussion of appropriate issues
- 5 Conducting a literature search and identifying appropriate sources of information
- 6 Personal development and consultancy skills
- 7 Communication with supervisor and employer

## INTENDED LEARNING OUTCOMES

| On successful completion of this module a student will be able to: |                                                                                                         |
|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| 1.                                                                 | Explore independently an area of investigation, using primary and secondary data collecting techniques. |
| 2.                                                                 | Integrate themes emerging from the study with the literature reviewed.                                  |
| 3.                                                                 | Discuss critically the outcomes of the dissertation based on the analysis undertaken.                   |
| 4.                                                                 | Provide a rationally constructed conclusion and identify the wider implications of the research.        |

## ASSESSMENT METHODS

| Number of Assessments | Form of Assessment | % weighting | Size of Assessment/Duration/ Wordcount | Category of assessment | Conducted within central examination period (Y/N) | Learning Outcomes being assessed |
|-----------------------|--------------------|-------------|----------------------------------------|------------------------|---------------------------------------------------|----------------------------------|
| 1                     | Presentation       | 20%         | 10 minutes                             | Practical assessment   | N                                                 | 1 and 2                          |
| 1                     | Project            | 70%         | 6000 words                             | Coursework             | N                                                 | 1, 2, 3 and 4                    |
| 1                     | Poster             | 10%         | 500 words equivalent                   | Coursework             | N                                                 | 1, 2, 3 and 4                    |

## MODULE PASS REQUIREMENTS

To pass this module you must achieve a mark of 40% or above, aggregated across all the assessments.

## APPENDIX

**MODULE CODE:** LS3603(L6) **MODULE TITLE:** Dissertation

**LOCATION OF STUDY:** MYERSCOUGH COLLEGE

|                        |          |
|------------------------|----------|
| <b>MODULE TUTOR(S)</b> | John Fry |
|------------------------|----------|

|                                   |                                             |                   |  |            |  |                |  |
|-----------------------------------|---------------------------------------------|-------------------|--|------------|--|----------------|--|
| <b>MODULE DELIVERY - DURATION</b> |                                             | Semester 1        |  | Semester 2 |  | Semester 3     |  |
|                                   |                                             | Semester 1 & 2    |  | ✓          |  | Semester 2 & 3 |  |
|                                   |                                             | Semester 1, 2 & 3 |  |            |  |                |  |
|                                   | Other (please indicate pattern of delivery) |                   |  |            |  |                |  |

## MODULE LEARNING PLAN

### LEARNING, TEACHING AND ASSESSMENT STRATEGY

Introductory seminars will provide essential information on the module. This will be supported by course tutorial sessions, meetings with individual supervisors and, where projects require lab work, meetings with laboratory staff. Submission of project proposals and the progress presentation assessment will also allow formative feedback. Much of the scheduled time will involve individual field and lab project work. Further academic skills will be developed through the use of subject specific literature which will enable students to critically review, consolidate and extend a systematic and coherent body of knowledge and critically evaluate new concepts and evidence from a range of sources. A virtual learning environment will also provide a range of additional information, relevant literature and links to online resources.

The seminar, tutorials and individual supervision combined with individual study will ensure all module aims are achieved and a rigorous approach to the transfer and application of subject specific, cognitive and transferable skills and problem-solving strategies to a range of situations. Students will be encouraged to solve complex problems; communicate solutions, arguments and ideas clearly and in a variety of forms.

The assessment strategy is a feasibility presentation first, to help with selection and planning of project, followed by submission of main thesis and academic poster following completion of work.

Assessment will be conducted as per the assessment strategy and assignments briefs defined within module information packs. Assessment will utilise a range of methods to ensure students have opportunity to offer a diverse range of evidence to meet the module learning outcomes.

### SCHEDULED LEARNING AND TEACHING ACTIVITY

Direct supervision for 15 hours, plus seminar/tutorial for 5 hours and 60 hours of fieldwork

### TOTAL SCHEDULED LEARNING HOURS

80

### GUIDED INDEPENDENT STUDY

**Development of independent learning** - Students are advised to use this time to extend themselves as independent learners. They will be required to develop a rigorous approach to further research and the critical evaluation of complex concepts and ideas.

**Reflection, research and further study** - Students should use this time to plan, critically analyse and reflect on their learning, undertake extensive further research through private study and engage in the library resources through wider direct and indirect reading. By developing these skills as independent learners it will allow for the enhancement of graduate skills and contribute towards future employability.

**Preparation for assessments** – Students should use this time to critically analyse, prioritise, plan and structure their assessment requirements. They will need to select issues for research, conduct extensive research searches, critically review, analyse and interpret new concepts and evaluate and proof their own assessments. Students will be required to enhance their skills in time management, complex problem solving and self-motivation.

### TOTAL GUIDED INDEPENDENT STUDY HOURS

320

|                                                              |            |
|--------------------------------------------------------------|------------|
| <b>PLACEMENT/YEAR ABROAD/WORK-BASED LEARNING</b>             |            |
| <b>TOTAL PLACEMENT/YEAR ABROAD/WORK-BASED LEARNING HOURS</b> |            |
| <b><i>TOTAL STUDENT LEARNING HOURS</i></b>                   | <b>400</b> |

## BIBLIOGRAPHY AND LEARNING SUPPORT MATERIAL

- Bryman, A. (2001) *Quantitative Data Analysis with SPSS Release 10 for Windows: A Guide for Social Scientists*. Hove: Routledge.
- Bryman, A. (2016). *Social Research Methods*. London: Oxford University Press
- Gash, S. (2000) *Effective Literature Searching for Research*. (2nd Ed.) Aldershot: Gower.
- Dawson, C. (2019). *Introduction to Research Methods 5th Edition: A Practical Guide for Anyone Undertaking a Research Project* Paperback.
- Finn, M. (2000) *Tourism and Leisure Research Methods: Data Collection, Analysis and Interpretation*. Harlow: Longman.
- Gratton, C. and Jones, I. (2004) *Research Methods for Sports Studies* London: Routledge
- Howitt, D. (2000) *An Introduction to Statistics in Psychology: A Complete Guide for Students*. (2nd Ed.) Hemel Hempstead: Prentice Hall.
- Jarvie, G. (2012). *Sport, Culture and Society: An Introduction*. Taylor & Francis Ltd
- LLRS, (2000) *Getting it Right: A Short Guide to Citations, References, Footnotes. Latin Abbreviations, Punctuation, Spelling and Other Puzzles in Academic Writing*. University of Central Lancashire.
- Long, J. (2007) *Researching Leisure, Sport and Tourism*, London: Sage
- Maylor, H. and Blackmon, K. (2005) *Researching Business and Management*. Basingstoke: Palgrave Macmillan.
- Milton, S. & McTeer, P. (1996) *Introduction to Statistics – International Edition*. New York: McGraw Hill
- Rudestam, K. (2001) *Surviving your Dissertation: A Comprehensive Guide to Content and Process* (2nd Ed) London: Sage
- Russell, H. (2000) *Social Research Methods: Qualitative and Quantitative Approaches*. London: Sage.
- Scarrott, M. (1999) *Sport, Leisure and Tourism Information Sources: A Guide for Researchers*. Oxford: Butterworth-Heinemann.
- Silverman, D. (2004) *Doing Qualitative Research: A Practical Handbook*. (2<sup>nd</sup> Ed) London: Sage.
- Silverman, D. (Ed.) (2004) *Qualitative Research: Theory, Method and Practice*. (2<sup>nd</sup> Ed) London: Sage.
- Smith, M. (2017). *Research Methods in Sport*. Learning Matters; Second edition
- Swetman, D. (2000) *Writing your Dissertation: How to Plan, Prepare and Present your Work Successfully*. (3rd Ed.) Plymouth: How To Books.
- Veal, A.J. (1997) *Research Methods for Leisure and Tourism: A Practical Guide*. (2nd Ed) London: Pitman.
- Walliman, N.S.R. (2004) *Your Undergraduate Dissertation*, London: Sage,

### JOURNALS

European Journal for Sport Management  
Journal of Sport management  
Leisure Studies  
Leisure Management  
Managing Leisure  
The Leisure Manager  
International Journal of Sport Policy and Politics

## MODULE DESCRIPTOR

|                         |                               |                             |                                      |                     |                            |
|-------------------------|-------------------------------|-----------------------------|--------------------------------------|---------------------|----------------------------|
| <b>MODULE TITLE</b>     | The Golf Business             |                             |                                      |                     |                            |
| <b>MODULE CODE</b>      | LS3608(L6)                    | <b>JACS AND HECOS CODES</b> | C600<br>100097 (50%)<br>100083 (50%) | <b>CREDIT VALUE</b> | 20 Credits                 |
| <b>DATE OF APPROVAL</b> | June 2023                     |                             |                                      |                     | <b>VERSION NUMBER</b><br>1 |
| <b>SCHOOL</b>           | Health, Social Work and Sport | <b>PARTNER INSTITUTION</b>  | Myerscough College                   |                     |                            |

### RELATIONSHIP WITH OTHER MODULES

|                      |      |                       |      |                              |      |
|----------------------|------|-----------------------|------|------------------------------|------|
| <b>Co-requisites</b> | None | <b>Pre-requisites</b> | None | <b>Excluded Combinations</b> | None |
|----------------------|------|-----------------------|------|------------------------------|------|

### MODULE AIMS

To provide an overview of the role of an entrepreneurship, marketing and a critical understanding of the management of golf events and further develop appropriate event management skills from planning, organisation and the delivery of a golf event.

### MODULE CONTENT

- 1 Event Types**
  - 1.1 Competitions/Tournaments; Corporate Activities; Vacation golf.
  - 1.2 Characteristics; components; aims and objectives.
- 2 Event Planning**
  - 2.1 Feasibility; sustainability; funding; logistics; venue selection; stakeholder analysis; staffing (volunteers); risk assessment; crowd control; security; hospitality; merchandising.
- 3 Event Management**
  - 3.1 People skills; leadership; motivation; team building, customer service management; event co-ordination.
- 4 Event Marketing**
  - 4.1 Market research; event opportunity; marketing mix; market segmentation; sponsorship.
- 5 Event Evaluation**
  - 5.1 Shutdown; review; feedback; personal developments.
- 6 Golf Marketing**
  - 6.1 Golf marketing planning and the golf business environment
- 7 Contemporary golf consumer buyer behaviour**
  - 7.1 Segmentation, targeting and positioning
- 8 The contemporary golf marketing mix: Product and price**
  - 8.1 Brand development

## INTENDED LEARNING OUTCOMES

| <b>On successful completion of this module a student will be able to:</b> |                                                                                                                            |
|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>1.</b>                                                                 | Critically analyse the characteristics, processes, dynamics and managerial requirements of sustainable golf events.        |
| <b>2.</b>                                                                 | Apply event management principles to the planning, management, marketing and evaluation of sustainable golf events.        |
| <b>3.</b>                                                                 | Critically assess the effective management of golf events, including critical self-appraisal.                              |
| <b>4.</b>                                                                 | Critically evaluate a number of marketing theories, strategies and tactics in the 21 <sup>st</sup> century sports context. |
| <b>5.</b>                                                                 | Critically analyse the marketing challenges faced by sports organisations operating in the global marketplace.             |

## ASSESSMENT METHODS

| <b>Number of Assessments</b> | <b>Form of Assessment</b>       | <b>% weighting</b> | <b>Size of Assessment/Duration/ Wordcount</b>                                     | <b>Category of assessment</b> | <b>Conducted within central examination period (Y/N)</b> | <b>Learning Outcomes being assessed</b> |
|------------------------------|---------------------------------|--------------------|-----------------------------------------------------------------------------------|-------------------------------|----------------------------------------------------------|-----------------------------------------|
| 1                            | Report                          | 50%                | 2000 words                                                                        | Coursework                    | N                                                        | 1, 2 and 3                              |
| 2                            | Individual student presentation | 50%                | 30 minutes presentation (20 minutes presentation time + 10 minutes for questions) | Practical Assessment          | N                                                        | 4 and 5                                 |

## MODULE PASS REQUIREMENTS

To pass this module you must achieve a mark of 40% or above, aggregated across all the assessments.

## APPENDIX

**MODULE CODE:** LS3608(L6) **MODULE TITLE:** The Golf Business

**LOCATION OF STUDY:** MYERSCOUGH COLLEGE

|                        |                  |
|------------------------|------------------|
| <b>MODULE TUTOR(S)</b> | Stuart Priestley |
|------------------------|------------------|

|                                   |                                             |                   |  |            |  |                |  |
|-----------------------------------|---------------------------------------------|-------------------|--|------------|--|----------------|--|
| <b>MODULE DELIVERY - DURATION</b> |                                             | Semester 1        |  | Semester 2 |  | Semester 3     |  |
|                                   |                                             | Semester 1 & 2    |  | ✓          |  | Semester 2 & 3 |  |
|                                   |                                             | Semester 1, 2 & 3 |  |            |  |                |  |
|                                   | Other (please indicate pattern of delivery) |                   |  |            |  |                |  |

## MODULE LEARNING PLAN

### LEARNING, TEACHING AND ASSESSMENT STRATEGY

#### Full-time

A series of lectures and seminars will provide essential module information. This will be supported by group learning activities and individual project work. Further academic skills will be developed through the use of subject specific literature, student led presentations and guided tasks. These will enable students to critically review, consolidate and extend a systematic and coherent body of knowledge and critically evaluate new concepts and evidence from a range of sources. A virtual learning environment will also provide a range of additional lecture notes, relevant literature, self-assessment activities, and links to online resources.

The diversity of teaching approaches combined with individual study will ensure all module aims are achieved and a rigorous approach to the transfer and application of subject specific, cognitive and transferable skills and problem-solving strategies to a range of situations. Students will be encouraged to solve complex problems; communicate solutions, arguments and ideas clearly and in a variety of forms.

#### Online

A virtual learning environment provides a platform to distribute a series of documents providing principle subject knowledge. Further reading from a range of sources supplements core information and contributes towards the achievement of all module aims. Self-assessment activities facilitate formative assessment throughout the class and can offer instant feedback on learning. Regular synchronised online events using video conferencing software is used to simulate an authentic classroom experience to students in a distributed environment. Student interaction and debate is encouraged through a subject specific discussion board and individual support is available via email and telephone.

The assessment strategy is a report with accompanying presentation, covering learning outcomes 1, 2, and 3, and 4 and 5 respectively.

Assessment will be conducted as per the assessment strategy and assignments briefs defined within module information packs. Assessment will utilise a range of methods to ensure students have opportunity to offer a diverse range of evidence to meet the module learning outcomes.

### SCHEDULED LEARNING AND TEACHING ACTIVITY

Full-time - Lecture 2 hours per week

Online - Online students also have 24 hour access to a wide range of online learning materials and learning activities and are expected to log-in to the virtual learning environment for at least **2 hours per week** for a year long module to work through the module learning materials. Module tutor time equivalent to 3 hours per week for one semester is also allocated to support students.

### TOTAL SCHEDULED LEARNING HOURS

60

**GUIDED INDEPENDENT STUDY**

**Development of independent learning** - Students are advised to use this time to extend themselves as independent learners. They will be required to develop a rigorous approach to further research and the critical evaluation of complex concepts and ideas.

**Reflection, research and further study** - Students should use this time to plan, critically analyse and reflect on their learning, undertake extensive further research through private study and engage in the library resources through wider direct and indirect reading. By developing these skills as independent learners it will allow for the enhancement of graduate skills and contribute towards future employability.

**Preparation for assessments** – Students should use this time to critically analyse, prioritise, plan and structure their assessment requirements. They will need to select issues for research, conduct extensive research searches, critically review, analyse and interpret new concepts and evaluate and proof their own assessments. Students will be required to enhance their skills in time management, complex problem solving and self-motivation.

|                                             |     |
|---------------------------------------------|-----|
| <b>TOTAL GUIDED INDEPENDENT STUDY HOURS</b> | 140 |
|---------------------------------------------|-----|

|                                                  |  |
|--------------------------------------------------|--|
| <b>PLACEMENT/YEAR ABROAD/WORK-BASED LEARNING</b> |  |
|--------------------------------------------------|--|

|                                                              |  |
|--------------------------------------------------------------|--|
| <b>TOTAL PLACEMENT/YEAR ABROAD/WORK-BASED LEARNING HOURS</b> |  |
|--------------------------------------------------------------|--|

|                                     |     |
|-------------------------------------|-----|
| <b>TOTAL STUDENT LEARNING HOURS</b> | 200 |
|-------------------------------------|-----|

## BIBLIOGRAPHY AND LEARNING SUPPORT MATERIAL

### Event Management

#### eBooks

- Allen, A. (1999) *Event Planning*. New York, John Wiley & Sons
- Barow, C. (2001) *The Business Plan Workbook* (4<sup>th</sup> Edition). London: Kogan Page
- Cooke, S. (2000) *Customer Care* (3<sup>rd</sup> Edition). London: Kogan Page
- Richard, N.S. et al (2005) *Strategic Marketing Management* (3<sup>rd</sup> Edition). Oxford: Elsevier
- Ritchie, B. W., Hall, C. M., & Cooper, C. (2004). *Sport Tourism : Interrelationships, Impacts and Issues*. Channel View Publications
- Silk, M. L., Andrews, D. L., & Cole, C. L. (2004). *Sport and Corporate Nationalisms*. Berg Publishers.
- Stranks, J. (2003). *Managers Guide to Health and Safety at Work*. Kogan Page, Limited
- Wagen, L. and Carlos, B. (2005) **Event Management** for Tourism, Cultural, Business and Sporting Events. New Jersey: Pearson, Prentice Hall.

#### Books

- Allen, J. et al (2002) *Festivals & Special Event Management* (2<sup>nd</sup> Edition). Australia: John Wiley & Sons
- American Sport Education Programme. (1996) *Event Management for Sport Directors*. Champaign IL: Human Kinetics
- Bowdin, G., McDonnell, I., Allen, J. & O'Toole, W. (2006) *Events Management*, Oxford: Butterworth-Heinemann.
- Byl, J. (1998) *Organising Successful Tournaments* (2<sup>nd</sup> Edition). Champaign IL: Human Kinetics
- Cashman, R. & Hughes, A. (1999) *Staging the Olympics: The Event and its Impact*. Sydney: University of New South Wales Press
- Gilchrist, K. (1998) *Organising Effective Events*. Kingston upon Thames: Croner
- Gilchrist, K. (1999) *Organising an Event*. West Mailing: Charities Aid Foundation
- Goldblatt, J. (1997) *Special Events: Best Practices in Modern Event Management* (2<sup>nd</sup> Edition). New York: John Wiley & Sons
- Goldblatt, J. & Nelson, K.S. (2012) *Event Management*. Canada: John Wiley & Sons
- Goldblatt, J. & Stedman, G. (1995) *The Ultimate Guide to Sport Event Management and Marketing*. New York: John Wiley & Sons
- Health and Safety Executive. (1999) *The Event Safety Guide: A Guide to Health, Safety and Welfare at Music and Similar Events* (2<sup>nd</sup> Edition). Norwich: HSE Books
- Kaser, K (2004) *Sports and entertainment management*. Mason Ohio: South Western.
- Masterman, G. (2021). *Strategic Sport Event Management*.
- Mallen, C. & Lorne, A. (2017). *Event Management in Sport, Recreation and Tourism*. Routledge.
- McDonnell, I. Allen, J. & O'Toole, W. (1999) *Festival and Special Event Management*. Brisbane: Wiley & Sons
- Miller, R.K. & Washington, K. (2019). *Sports Marketing*. Richard K. Miller Publishing.
- Naylor, H. (2003) *Project Management*. (3<sup>rd</sup> Edition). Harlow: Pearson Education
- Roth, B. (1999) *Stay Safe in Sports and Event Management*. Aldershot: Gower
- Schmitt, B.H. (2003) *Customer Experience Management*. New York: John Wiley & Sons
- Smith, A. & Stewart, B. (2016) *Sports Management*. St Leonards, NSW: Allen and Unwin
- Stayte, & Watt, D. (1998) *Event: From Start to Finish*. Reading: ILAM

Stedman, G & Delpy Neirotti, L (2007). *The ultimate guide to sports marketing* (2<sup>nd</sup> Edition). New York: McGraw Hill

Walton, J. (1999) *Strategic Human Resources Management*. Harlow: Pearson Education

Watt, D. (1998) *Event Management in Leisure and Tourism*. London: Pitman

## **JOURNALS**

Golf Club Management

Golf Course Management

Event Management

International Journal of Event Management Research

Journal of Sports Management

International Journal of Sports Management and Marketing

Journal of Convention and Event Tourism

Journal of Venue and Event Management

## **Marketing**

Amis, J. And Cornwell, T.B. (2005) *Global Sport Sponsorship*. Oxford. Berg.

Beck Burridge, M. and Walton, J. (2001) *Sports Sponsorship and Brand Development*. Basingstoke. Palgrave.

Beech, J. and Chadwick, S. (2007)(Eds) *The Marketing of Sport*. Harlow. Pearson.

Blythe, J. (2006) *Essentials of Marketing Communications*. Harlow. FT Prentice Hall

Chadwick, S. And Arthur, D. (2008) (Eds) *International Cases in the Business of Sport*. Oxford. Butterworth-Heinemann.

Czinkota, M.R. and Ronkainen, I.A. (2007) *International Marketing*. 8<sup>th</sup> edition. New York. Thomson Learning.

Desbordes, M (2007) (Ed) *Marketing & Football. An International Perspective*. Oxford. Butterworth-Heinemann.

Doole, I. and Lowe, R. (2004) *International Marketing Strategy: Analysis, Development and Implementation*. 4<sup>th</sup> edition. London. Thomson Learning.

Egan, J. (2007) *Marketing Communications*. London. Thomson Learning.

Ferand, A. And McCarthy, S. (2009) *Marketing the Sports Organisation*. Abingdon. Routledge.

Gronroos, C. (2007) *Service Management and Marketing: Customer Management in Service Competition*. 3<sup>rd</sup> edition. Chichester. John Wiley.

Irwin, R.L., Sutton, WA. and McCarthy, L.M. (2002) *Sport Promotion and Sales Management*. Champaign,IL. Human Kinetics.

Jobber, D. (2007) *Principles and Practice of Marketing*, 5<sup>th</sup> edition. Maidenhead. McGraw-Hill.

Johnson, P. (2008) *Ambush Marketing: a practical guide to protecting the brand of a sporting event*. London. Sweet & Maxwell.

Keller, K.L. (2008) *Strategic Brand Management*. 3<sup>rd</sup> edition. Upper Saddle River, NJ. Pearson.

Kotler, P. (2009) *Marketing Management*. 13<sup>th</sup> edition. London. Prentice Hall

Lagae, W. (2005) *Sports Sponsorship and Marketing Communications: A European Perspective*. Harlow. Prentice Hall.

Masterman, G. (2004) *Strategic Sports Event Management*. Oxford. Elsevier.

Milne, G.R. and McDonald, M.A. (1999) *Sport Marketing. Managing the Exchange Process*. Boston. Jones and Bartlett.

Mullin B.J., Hardy S. and Sutton W.A., (2000) *Sport Marketing*, Leeds. Human Kinetics.

Pickton, D. (2005) *Integrated Marketing Communications*. 2<sup>nd</sup> edition. Harlow. FT Prentice Hall.

Pitts, B.G. (2003) *Case Studies in Sports Marketing*. Morgantown. Fitness Information Technology.

Pitts, G.G., and Stotlar, D.K. (2002) *Fundamentals of Sport Marketing*. Morgantown. Fitness Information Technology.

Schwarz, E.C. and Hunter, J.D. (2008) *Advanced Theory and Practice in Sport Marketing*. Oxford. Butterworth-Heinemann.

Shank, M.D., (2009) *Sports Marketing, A Strategic Perspective*. New Jersey. Prentice Hall.

Stedman, G., Delpy Neirotti, L. and Goldblatt, J.J. (2001) *The Ultimate Guide to Sports Marketing*. 2<sup>nd</sup> edition New York. McGraw Hill.

Stotlar, D.K. (2005) *Developing Successful Sport Sponsorship Plans*. Morgantown. Fitness Information Technology.

[Link to Blackwells Reading List](#)

#### **JOURNALS AND ELECTRONIC SOURCES**

Brand Strategy

European Sport Management Quarterly

International Journal of Advertising

International Journal of Sports Marketing & Sponsorship

Journal of Marketing

Journal of Marketing Communications

**Journal of Marketing Management**

Journal of Services Marketing

Journal of Sports Management

Leisure Management

Marketing

Sport Business International

Sport Marketing Quarterly

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

[www.sportbusiness.com](http://www.sportbusiness.com)

## MODULE DESCRIPTOR

|                         |                               |                             |                       |                     |                            |
|-------------------------|-------------------------------|-----------------------------|-----------------------|---------------------|----------------------------|
| <b>MODULE TITLE</b>     | Golf Industry Consultancy     |                             |                       |                     |                            |
| <b>MODULE CODE</b>      | LS3650(L6)                    | <b>JACS AND HECOS CODES</b> | C690<br>100097 (100%) | <b>CREDIT VALUE</b> | 20 Credits                 |
| <b>DATE OF APPROVAL</b> | June 2023                     |                             |                       |                     | <b>VERSION NUMBER</b><br>1 |
| <b>SCHOOL</b>           | Health, Social Work and Sport | <b>PARTNER INSTITUTION</b>  | Myerscough College    |                     |                            |

### RELATIONSHIP WITH OTHER MODULES

|                      |      |                       |      |                              |      |
|----------------------|------|-----------------------|------|------------------------------|------|
| <b>Co-requisites</b> | None | <b>Pre-requisites</b> | None | <b>Excluded Combinations</b> | None |
|----------------------|------|-----------------------|------|------------------------------|------|

### MODULE AIMS

This module aims to provide students with the skills to undertake a process of environmental scanning and consultancy in a golf industry workplace. In doing so, students will carefully monitor an organisation's internal and external environments, detect early signs of opportunities and threats, and build a plan to influence current and future developments. This module will give students an awareness of the wider issues affecting golf business in relation to a specific industry sector. Students will be encouraged to record and reflect on their own personal development during the module and thus promote the transferable skills required to succeed in the ever changing golf industry.

### MODULE CONTENT

- 1 Business Ethics**
  - 1.1 Approaches to ethical thinking
  - 1.2 Application of ethical models to business
  - 1.3 Developing successful team, line management and supervisory skills
  - 1.4 Issues and bullying and intimidation within the workforce
  - 1.5 Issues and examples (legal and moral responsibility; discrimination; sustainability and environmental issues; advertising)
- 2 Consultancy Practice**
  - 2.1 Client/contractor/consultant relationships-obligations and responsibilities
  - 2.2 Insurance and liabilities
  - 2.3 Project management (brief, solution, reporting)
  - 2.4 Conflict management and leadership skills
  - 2.5 Intellectual Property
  - 2.6 Fees
- 3 Professional Development**
  - 3.1 Evaluation of current strengths and weaknesses
  - 3.2 Identification of continuing professional development needs
  - 3.3 Developing action plans for career progression

## INTENDED LEARNING OUTCOMES

| On successful completion of this module a student will be able to: |                                                                                                                                            |
|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| 1.                                                                 | Critically analyse the complex issues involved with a particular development project or change initiative within a specified organisation. |
| 2.                                                                 | Synthesise approaches to research skills, communication strategies, powers of critical analysis and self-management capabilities.          |
| 3.                                                                 | Critically reflect on the political dimensions of organisations.                                                                           |

## ASSESSMENT METHODS

| Number of Assessments | Form of Assessment         | % weighting | Size of Assessment/Duration/ Wordcount | Category of assessment | Conducted within central examination period (Y/N) | Learning Outcomes being assessed |
|-----------------------|----------------------------|-------------|----------------------------------------|------------------------|---------------------------------------------------|----------------------------------|
| 1                     | Consultancy Project Report | 75%         | 3000 words                             | Coursework             | N                                                 | 1, 2, 3                          |
| 1                     | Presentation               | 25%         | 15 minutes                             | Practical Assessment   | N                                                 | 1, 2, 3                          |

## MODULE PASS REQUIREMENTS

To pass this module you must achieve a mark of 40% or above, aggregated across all the assessments.

## APPENDIX

**MODULE CODE:** LS3650(L6) **MODULE TITLE:** Golf Industry Consultancy

**LOCATION OF STUDY:** MYERSCOUGH COLLEGE

|                        |                 |
|------------------------|-----------------|
| <b>MODULE TUTOR(S)</b> | Richard Daniels |
|------------------------|-----------------|

|                                   |                                             |                   |  |            |  |                |  |
|-----------------------------------|---------------------------------------------|-------------------|--|------------|--|----------------|--|
| <b>MODULE DELIVERY - DURATION</b> |                                             | Semester 1        |  | Semester 2 |  | Semester 3     |  |
|                                   |                                             | Semester 1 & 2    |  | ✓          |  | Semester 2 & 3 |  |
|                                   |                                             | Semester 1, 2 & 3 |  |            |  |                |  |
|                                   | Other (please indicate pattern of delivery) |                   |  |            |  |                |  |

## MODULE LEARNING PLAN

### LEARNING, TEACHING AND ASSESSMENT STRATEGY

The module will be blended learning with elements delivered both on-campus and via the Myerscough online learning platform. The campus based delivery will take place during afternoon/evening based study days and be made up of presentations, workshops, seminars, practical/management activities and discussions. A virtual learning environment provides a platform to distribute a series of additional learning materials in the form of recorded lectures, research publications, case studies, activities and tasks. Further reading from a range of sources supplements core information and contributes towards the achievement of all module aims. Self-assessment activities facilitate formative assessment and can offer instant feedback on learning. The learning materials included in both online and campus based sessions will be research-informed ensuring that students are obtaining the latest information on golf management issues. Student interaction and debate is encouraged through an online subject-specific discussion board and individual support is available via tutorials, email and telephone. The assessment strategy is a consultancy report and accompanying presentation, assessing learning outcomes 1, 2, & 3,

Assessment will be conducted as per the assessment strategy and assignments briefs defined within module information packs. Assessment will utilise a range of methods to ensure students have opportunity to offer a diverse range of evidence to meet the module learning outcomes.

### SCHEDULED LEARNING AND TEACHING ACTIVITY

Campus based seminars/workshops – 12 hrs (for on-campus students)

Online learning activities - Students also have 24 hour access to a wide range of on-line learning materials and learning activities and are expected to log-in to the virtual learning environment for at least **2 hours per week** to work through the module learning materials. Module tutor time equivalent to 2 hours per week for one semester is also allocated to support students.

### TOTAL SCHEDULED LEARNING HOURS

42

### GUIDED INDEPENDENT STUDY

**Development of independent learning** - Students are advised to use this time to extend themselves as independent learners. They will be required to develop a rigorous approach to further research and the critical evaluation of complex concepts and ideas.

**Reflection, research and further study** - Students should use this time to plan, critically analyse and reflect on their learning, undertake extensive further research through private study and engage in the library resources through wider direct and indirect reading. By developing these skills as independent learners it will allow for the enhancement of graduate skills and contribute towards future employability.

**Preparation for assessments** – Students should use this time to critically analyse, prioritise, plan and structure their assessment requirements. They will need to select issues for research, conduct extensive research searches, critically review, analyse and interpret new concepts and evaluate and proof their own assessments. Students will be required to enhance their skills in time management, complex problem solving and self-motivation.

### TOTAL GUIDED INDEPENDENT STUDY HOURS

158

|                                                              |            |
|--------------------------------------------------------------|------------|
| <b>PLACEMENT/YEAR ABROAD/WORK-BASED LEARNING</b>             |            |
| <b>TOTAL PLACEMENT/YEAR ABROAD/WORK-BASED LEARNING HOURS</b> |            |
| <b>TOTAL STUDENT LEARNING HOURS</b>                          | <b>200</b> |

## **BIBLIOGRAPHY AND LEARNING SUPPORT MATERIAL**

Cohen, W, (2009) *How to Make It Big As a Consultant*. AMACOM

Forsyth, P, (2006) *How to Write Reports and Proposals*, 2nd Ed. Kogan Page, Limited

Kakabadse N, K., Louchart, E and Kakabadse, A (2013) *Management Development Journal of Consultant's role: a qualitative inquiry from the consultant's perspective*. Emerald Group Publishing Limited

Nash, S, (2012) *Be a Successful Consultant: An Insider Guide to Setting Up and Running a Consultancy Practice*. Oxford How To Books, Ltd

Richman, L, (2011) *Project Management Step-by-Step*. AMACOM

Roberts, P, (2007) *Guide to Project Management*. Profile Books Limited/The Economist

Toppin, G and Czerniawska, F (2014) *Business Consulting : A Guide to How It Works and How to Make It Work*. Bloomberg Press.