



MARBELLA
INTERNATIONAL
UNIVERSITY
CENTRE

Module Study Guide

Academic Year 2021–2022

Sport Event Management

Level: 4

Credits: 10 ECTS

Table of contents

Key team contact details.....	3
1 Module overview	4
1.1 Introduction.....	4
1.2 Module summary content and aims.....	4
1.3 Learning outcomes to be assessed.....	4
1.4 Indicative Contact Hours	4
1.5 Summative assessment grid	5
1.6 Assessment brief including criteria mapped to learning outcomes	5
Assessment 1: In-class Exercise (1).....	5
Assessment 2: In-class Exercise (2).....	6
Assessment 3: In-class Exercise (3).....	6
Assessment 4: Individual Presentation.....	6
Assessment 5: Final Sports Event Proposal.....	6
1.7 Learning materials	8
1.7.1. Core textbook(s):	8
1.7.2. IT, audio-visual or learning technology resources.....	8
1.7.3. Other recommended reading:	8
1.7.4. Other resources:	8
2 Things you need to know	9
2.1 Engagement	9
2.2 Need help, just ask.....	9
2.3 Getting support for your studies	10
2.4 Student support.....	10
2.5 Module evaluation – have your say!	10
3 Appendix — Research ethics and integrity	11
3.1 Research ethics guidance for students.....	11
Surely some types of research raise more ethical issues than others?	11
How can I understand and apply research ethics?	11
My research does not involve any of the above issues?	121
3.2 Easy steps to ethical approval.....	12
1.1.1. How it works	12

Key team contact details

Module Leader	Jenisej Krnjaic, MSc
Subject Area & School/College	Claude Littner BA in Sport Management
Email	sport@gmail.com
Phone	+34 952 86 00 00
Location	MIUC

Module Tutor	N/A
Email	
Phone	
Location	

Module/Course Administrator	Jelena Krajacic
Email	jelena.krajacic@miuc.org
Phone	+34 952 86 00 00
Location	MIUC

Subject Librarian	Teresa Muñoz-Écija
Email	library@miuc.org
Phone	+34 952 86 00 00
Location	MIUC

The Course Leader overseeing this module is Ming-Jin Jiang, and can be contacted at ming-jin@miuc.org

Chief Academic Officer responsible for this module is Mirjana Stefanovic, and can be contacted at m.stefanovic@miuc.org

1 Module overview

1.1 Introduction

Welcome to the module “Sports Event Management”. This is a Level 4 core module for the BA programme in Sports Management. Whether it’s a local event, state championship, or international competition, running a successful sport event requires the knowledge and skills to plan, organize, promote, lead, and communicate. The Sport Event Management module will provide students with a working knowledge of how to plan, manage, implement, and evaluate sport events. The module integrates timely theoretical insights with real-world practicality and application, affording students a strong foundation in event management.

1.2 Module summary content and aims

The module will run throughout the semester (14 weeks). Each week, key principles of event management will be presented and reinforced through examples from the sport industry. Case studies from a variety of sports and settings will offer a balanced, practical perspective for handling all levels of events. It is essential that you engage fully with your self-study week as the taught sessions will rely on the readings you will have completed previously. The module will have its own NEO LMS page on which you will access readings, sources and new pieces of information relevant to the case.

1.3 Learning outcomes to be assessed

At the end of the module you will be able to:

LO1. Define the basic concepts related to event management in sports.

LO2. Know and apply the organizational principles of a sport event.

LO3. Be able to put various aspects of managing a sport event into practice.

1.4 Indicative Contact Hours

Teaching Contact Hours	56 hours
Independent Study Hours	144 hours (for modules with 20 UK credits) 44 hours (for modules with 10 UK credits)
Total Learning Hours	200 hours (for modules with 20 UK credits) 100 hours (for modules with 10 UK credits)

1.5 Summative assessment grid

Type of Assessment	Word Count or equivalent	Threshold (if Professional Body-PSRB applies)	Weighting	Pass Mark	Indicative Submission week	Method of Submission & Date of Feedback (refer to NEOImS)
In-class exercise (1)	Combination of true/false, fill in the gap, short answer, multiple choice and matching pairs questions	n/a	10%	40	Week 6 (Date and Time TBC)	Via NEO LMS 5 working days after in-class exercises
In-class exercise (2)	Combination of true/false, fill in the gap, short answer, multiple choice and matching pairs questions	n/a	10%	40	Week 10 (Date and Time TBC)	Via NEO LMS 5 working days after in-class exercises
In-class exercise (3)	Combination of true/false, fill in the gap, short answer, multiple choice and matching pairs questions	n/a	10%	40	Week 13 (Date and Time TBC)	Via NEO LMS 5 working days after in-class exercises
Individual Presentation	15 minutes	n/a	20%	40	Week 14 (Date and Time TBC)	Via NEO LMS
Final Sports Event Proposal	2,000 (+/- 10%)	n/a	50%	40	Week 16 (Date and Time TBC)	Via NEO LMS 10 working days after

1.6 Assessment brief including criteria mapped to learning outcomes

Assessment 1: In-class Exercise (1)

The first assessment will be an in-class exercise of 10 questions, during Week 6, covering weeks 1 through 5. The assessment will be a combination of true or false, fill in the gap, and multiple choice questions. Learning outcomes LO1 and LO2 will be assessed. With “true or false” questions the student must determine whether each statement is either true or false; it cannot be both. A “fill in the gap” question will consist of a phrase, sentence, or paragraph with a blank space indicating where the student should provide the missing word or words. With the “multiple choice” questions the student needs to choose one of the offered answers she/he believes to be correct and only one answer can be correct. The in-class assessment will be taken under closed book exam conditions. Each correct answer is worth 10 points. This assessment will have a time limit of 30 minutes. Correct responses will

be available on NEO LMS after the deadline.

Assessment criteria for Assessment 1 (LO1 and LO2 will be assessed)

This assessment will be marked according to the following criteria:

Knowledge and Understanding (100%): Students need to comprehend and apply the terminology specific to lessons covered so far. They need to define the most basic concepts in sport psychology and describe the most common psychological techniques used to improve performance and health.

Assessment 2: In-class Exercise (2)

The second assessment will be an in-class exercise of 10 questions, during Week 10, covering weeks 6 through 9. The assessment will be a combination of true or false, fill in the gap, and multiple choice questions. Learning outcomes LO1 and LO2 will be assessed.

With “true or false” questions the student must determine whether each statement is either true or false; it cannot be both. A “fill in the gap” question will consist of a phrase, sentence, or paragraph with a blank space indicating where the student should provide the missing word or words. With the “multiple choice” questions the student needs to choose one of the offered answers she/he believes to be correct and only one answer can be correct.

The in-class assessment will be taken under closed book exam conditions.

Each correct answer is worth 10 points.

This assessment will have a time limit of 30 minutes.

Correct responses will be available on NEO LMS after the deadline

Assessment criteria for Assessment 2 (LO1 and LO2 will be assessed)

This assessment will be marked according to the following criteria:

Knowledge and Understanding (100%): Students need to comprehend and apply the terminology specific to lessons covered so far. They need to define the most basic concepts in sport psychology and describe the most common psychological techniques used to improve performance and health.

Assessment 3: In-class Exercise (3)

The third assessment will be an in-class exercise of 10 questions, during Week 13, covering weeks 10 through 12. The assessment will be a combination of true or false, fill in the gap, and multiple choice questions. Learning outcomes LO1 and LO2 will be assessed.

With “true or false” questions the student must determine whether each statement is either true or false; it cannot be both. A “fill in the gap” question will consist of a phrase, sentence, or paragraph with a blank space indicating where the student should provide the missing word or words. With the “multiple choice” questions the student needs to choose one of the offered answers she/he believes to be correct and only one answer can be correct.

The in-class assessment will be taken under closed book exam conditions.

Each correct answer is worth 10 points.

This assessment will have a time limit of 30 minutes. Correct responses will be available on NEO LMS after the deadline.

Assessment criteria for Assessment 3 (LO1 and LO2 will be assessed)

This assessment will be marked according to the following criteria:

Knowledge and Understanding (100%): Students need to comprehend and apply the terminology specific to lessons covered so far. They need to define the most basic concepts in sport psychology and describe the most common psychological techniques used to improve performance and health.

Assessment 4: Individual Presentation

Weighting: 20%

Date and method of submission: Week 14h - submitted through NEO LMS

Word count or equivalent: 10 minutes presentation + 5 minutes discussion (word count N/A)

Referencing should be done in accordance to Harvard style, including in-text referencing and full list of references.

The oral presentation, to be prepared for Week 14, will require each student to present a PowerPoint presentation. Students will do an individual in-class presentation related to the topic chosen for the final sport event proposal. The proposal topic will be approved by the professor by week 7. Students will have 10min to show the rest of the class the project that they have been working on. The class and the professor will provide feedback and recommendations for the student. The presentation should last about 10 minutes with 5 minutes of discussion with the group.

Assessment criteria for Assessment 4 (LO1, LO2 and LO3 will be assessed)

This assessment will be marked according to the following criteria:

- **KNOWLEDGE AND UNDERSTANDING (30%):** The student has an understanding of the different issues in sports event management and group-work discussed in class and the readings.
- **COGNITIVE SKILLS (30%):** The student is able to demonstrate knowledge through the use of examples, and evidence.
- **PRACTICAL AND PROFESSIONAL SKILLS (20%):** The student is able to demonstrate knowledge in a coherent and appropriate structure and organization where the main points are developed logically and where the relevance of the material to the theme is made clear.
- **TRANSFERABLE SKILLS (20%):** The student is able to communicate ideas fluently in oral and written form. This oral presentation requires students to be able to present their ideas coherently and to use the necessary ICTs in their presentation.

Assessment 5: Final Sports Event Proposal

Weighting: 50% of the final mark

Date/time/method of submission: Week 16 via NEO LMS.

Word count or equivalent: 2,000 words (+/-10%)

Proposal approval by Week 7.

The student will need to write a Sport Event Proposal, intended to schedule, plan and describe sport event of your choice, and justify the event concept in relation to the topics learned throughout this module.

Assessment criteria for Assessment 5 (LO1, LO2 and LO3 will be assessed)

This assessment will be marked according to the following criteria:

- **KNOWLEDGE AND UNDERSTANDING (30%)**
- **COGNITIVE SKILLS (30%)**
- **PRACTICAL AND PROFESSIONAL SKILLS (20%)**
- **TRANSFERABLE SKILLS (20%)**

For guidance on online submission of assignments, including how to submit and how to access online feedback, please refer to the MIUC lms student guideline.

1.7 Learning materials

The reading list for this module is available on lms in the module area

1.7.1. Core textbook(s):

Aicher, T.J., Newland, B.J., Paule-Koba, A.L. (2019.) Sport Facility & Event Management. Jones and Bartlett Learning

Greenwell, T.C., Denzey – Bussel, L.A., Shonk, D.J. (2014.) Managing Sport Events. Human Kinetics

1.7.2. IT, audio-visual or learning technology resources

1.7.3. Other recommended reading:

Baker, R.E., Esherick, C. (2013) Fundamentals of Sport Management. Human Kinetics

Supovitz, F. (2013) The Sports Event Management and Marketing Playbook. Wiley Events

1.7.4. Other resources:

Remember to log into MIUC lms daily to receive all the latest news and support available at your module sites!

2 Things you need to know

2.1 Engagement

During the academic year 2020-21, the health, welfare and safety of all our students and staff is our top priority as Spain continues to deal with the ongoing implications of the COVID-19 outbreak.

Face to-face-teaching, access to MIUC facilities and being part of our unique University community are key parts of the excellent student experience at MIUC. We have been working to create a safe and efficient plan that will allow us to deliver these elements when you start with us in the fall semester, subject to government regulation.

MIUC will be ready to teach in September and we are committed to engaging with you as closely as we can, and to ensuring that you have a rich educational experience that is safe and protected to ensure that you continue to get the most from the University life and the city of Marbella.

Whether you are engaging with teaching and learning activities on site or via the MIUC Virtual Learning Environment, we expect the same level of commitment and engagement from you. If you are unable to attend scheduled on site or online activities or complete activities in the timeframes set out, you should let your module leaders know. You should aim to stick to assessment deadlines; if you are concerned that you will not be able to complete your assessments on time, you should talk to your module leaders. Your engagement, whether online or on site, will be tracked and if we see that you are not engaging, we will get in contact with you. However, we encourage you to let us know if you are struggling so we can work with you to find solutions and get you back on track as soon as possible. Give yourself the best possible chance to succeed by engaging with the full range of learning and teaching activities available to you.

2.2 Need help, just ask

The University recognises that there are times when you may encounter difficulties during your course of study and provisions are made to help you. If you are struggling with meeting deadlines please talk to us, whether it's your course/module leader, personal tutor or any member of staff, speak to them so they can get you the support you need to succeed. You can extend your deadline if you have a good reason why you are not able to submit a piece of coursework on time, [apply online for an extension](#) before your deadline. An extension will allow you an extra 10 working days. If an extension is not sufficient and circumstances beyond your control are preventing you from completing your assessment, then you can, [apply online for mitigation](#).

Please remember late submission without extension or mitigation will result in penalties depending on how late it is, see [Academic Regulations](#).

You are reminded that MIUC applies penalties to students who commit an academic offence, in which case the Academic Offences Regulations will be used to deal with any cases of academic misconduct including examination offences, plagiarism and other means of cheating to obtain an advantage.

You are encouraged to seek advice from the Students' Union and counselling service which support you with all aspects of your academic experience by providing advice and guidance to ensure you are fully informed of the academic regulations as well as advocate for student views.

You are expected to behave in line with University expectations, irrespective of whether your interactions with staff and other students are in person or online. As you will be engaging with others online and a range of online materials, it is important to consider how to stay safe online and ensure your communications are secure and appropriate. If you have any questions about how to manage your online activities, please contact your module leader.

If you have an issue about the module, you should speak to your Module Leader or Course Leader informally in the first instance. Your Course Representative can also raise your concerns at Course Committees, which take place each semester. If you are unable to resolve it informally, you should refer to the Complaints Procedure which is outlined in the student handbook and consult the Students' Union about it. The University aims to ensure that issues are resolved informally as quickly as possible to have minimum impact on your studies.

2.3 Getting support for your studies

Throughout your course of study, you will have access to a wide variety of sources of support depending on your individual circumstances and needs. Your first point of call for getting general academic support is your Personal Tutor. As well as approaching your Module Leader with any questions specifically related to your module and your Course Leader with questions on your Course, do contact your Personal Tutor for academic advice in relation your studies and your academic development.

Apart from the University-wide support framework, which encompasses the Module Leaders, Course Leader, the Subject Librarian and your Course Administrator, you will also have at your disposal the MIUC Academic Support Team. The Team offers Academic Skills Workshops throughout the year, helping you to develop skills relevant to your degree. Workshops include for instance Essay Planning and Writing; Critical Thinking; Reflective Writing; Group Work and Presentation Skills.

English Language support and One-to-one academic support opportunities are also available. For information about all these services, please consult the Academic Office.

2.4 Student support

In addition to the support listed in the previous section, there is also more help offered by MIUC Student services, consisting of Student Life Department, Internship Support, Life Coaching Service and Counselling service. They offer a wide range of support and services consisting of extracurricular activities; Careers and internship support; Student Welfare and Counselling.

Contact Student Services for more information at:

Student Life Department: student.life@miuc.org

Internship Support: cristina@miuc.org

Life Coaching Service: Ms. Ana Cantele, ana.cantle@miuc.org

Counselling Service: Ms. Eva Berkovic, eva@miuc.org

2.5 Module evaluation – have your say!

Towards the end of the module you will be invited to provide some anonymous feedback to the Module Leader through a (online) survey. This is your opportunity to give some direct feedback about the module through a series of questions and free text. Your constructive feedback will help the Module Leader and teaching team to understand the module experience from your perspective and helps inform the development of the module.

3.1 Research ethics guidance for students

3.1.1 What is research ethics? Why it matters

You will be asked to seek ethical approval for all your research projects undertaken in the course of your studies. Research ethics provides a framework for conducting research that might range from a short questionnaire devised by an undergraduate student through to a multi-million-pound project carried out by a group of professional researchers. All researchers, across all disciplines, should be mindful of ethical issues when planning, conducting, and reporting on their work.

Research ethics works to preserve the safety and rights of research participants in addition to safeguarding the well-being and integrity of the researcher, and the trustworthiness of the research. The University does not adhere to the principles of research ethics in order to prevent research taking place, but to facilitate good research; respecting the interests of all parties, mitigating risks to participants and researcher, and delivering research outcomes that are robust.

Surely some types of research raise more ethical issues than others?

Yes. Typically, research that involves the following would raise ethical issues:

- human subjects,
- vulnerable individuals or groups,
- personal data,
- any type of clinical/physical intervention,
- when conducted in a sensitive or potentially dangerous location, or
- security sensitive information

These ethical issues require appropriate planning in the design of the research to identify and mitigate the risks to the participant or researcher.

Interviewing your peers or friends on certain issues to do a research project is, for example, a typical case where ethical approval is required. Desk-based research centred on journal articles and books would be unlikely to pose acute ethical issues, except in relation to the way the researcher might select the articles, and report on their findings.

In any case, no research should be undertaken without research-ethics approval.

How can I understand and apply research ethics?

First and foremost, research ethics will be addressed by your tutor or supervisor as part of your module. It may also be part of your recommended reading. Different disciplines conduct a range of research using a variety of approaches, so your teaching will cover ethical issues that are most likely to apply to your subject. If you have any questions about the design or conduct of research that you are planning, then you should seek the guidance of the tutor responsible for the module.

Secondly, Research Ethics Risk Assessment system employs a *Research-ethics and integrity risk assessment form* that you are required to complete before commencing your project. This easy-to-complete assessment form helps the University to identify and improve research projects that might raise ethical issues. Just as importantly, it will help you work through the potential ethical dimensions of your research in a structured step-by-step way.

My research does not involve any of the above issues?

You will still need to complete the *Research-ethics and integrity risk assessment form* before commencing your project.

Applying for ethics approval – a link to the ‘Research-ethics and integrity risk assessment form’ can be downloaded from MIUC Ims.

3.2 Easy steps to ethical approval

- Remember, the ethics application form **must** be submitted and approved **before** any research project starts and **before** any potential participants are approached.
- Make sure you have discussed any possible ethical issues with your Supervisor/Tutor/Module Leader before submitting your application. **You need your Supervisor’s/Module Leader’s/Tutor’s approval before getting started with the online approval.**
- The ‘Research ethics and integrity risk assessment form’ can be accessed on MIUC Ims.

At various points you will be asked to provide complementary documents. **Your application cannot be processed without these. You are advised to first type your project description (this is good practice for all applications and research proposals generally).** Make sure you include the following where your project utilises these research methods and instruments (A and B compulsory for all projects):

- A. The completed risk assessment form
- B. A completed *Project Proposal*
- C. A participant-information sheet
- D. An informed-consent form
- E. A copy of interview questions and/or the questionnaires/instruments you intend to use **or**, if you do not have these questionnaires/instruments, a statement of what will be used (in MS Word, with your application ID at the top)
- F. A data management and storage statement

Discuss these with your supervisor since details may vary according to project

1.1.1. How it works

1. The School/College Ethics Panel will review your application – **this is normally within two weeks of submission**
2. **You and your supervisor** will be informed of the outcome by email
3. Outcomes will be one of the following categories:
 - **Conditional** approval subject to review and re-submission (you must make the changes specified by the panel before you can start)
 - **Provisional** approval subject to additional information and re-submission (you can start your project, but you will need to provide further information at a date determined by the School/College Ethics Panel)
 - **Final** approval (the approval is final, and you do not need to re-submit unless you make subsequent changes to the project)
 - **Rejection** (you must discuss issues raised with your Supervisor)
 - **Referral** to University Research Ethics Committee where risk is identified that requires such referral.