

### TLC Project Assessment Case Study

<b>Assessment Strategy</b>	Running a live event.
<b>Subject and module</b>	Sport Event Organisation
<b>Useful for students who are:</b>	Most associated with an 'Activist' or 'Kinaesthetic' Learning preference
<b>Keywords</b>	Problem based learning; experiential learning; reflective learning
<b>Assessment activity</b>	Students plan and organise a sporting event. The series of events that are run are also intended to raise money for an appropriate charity.
<b>How does this assessment improve student learning?</b>	The use of a live, real event with the aim of raising money for charity, enables students to put the knowledge and understanding gained from lectures and seminars into a real life context. Formal sub-group meetings during seminars allow for discussion and formative feedback from peers and the tutor. The post- event evaluation report enables students to reflect on the strengths and weaknesses of the event, and to use analytical and evaluative skills when making recommendations for future action
<b>Underpinning theory links</b>	Problem based learning learning. Reflective learning. Formative feedback.
<b>What went well</b>	<ul style="list-style-type: none"> <li>• A committed and approachable teaching team supported by the faculty's Finance Officer.</li> <li>• A good example of problem based learning, using real life learning environments.</li> <li>• The fundraising target of £1,250 was easily met.</li> <li>• All teaching material was on 'Learnwise'</li> <li>• It was fun!</li> </ul>
<b>What could be improved</b>	<ul style="list-style-type: none"> <li>• Some students' attendance was poor, resulting in a poor planning (Ass#1) portfolio.</li> <li>• Clearing up after the events to get letters, bank cheques/statements etc back was problematic.</li> <li>• A "sign off" stage after the portfolio could be introduced so that the group moves to Ass#2 only when the tutor is satisfied that they are adequately prepared and capable of running the event.</li> <li>• Emphasise the need to use planning tools such as Gantt charts.</li> <li>• Use an evaluation meeting to formalize the process of students returning borrowed goods, writing letters and arranging account closure .</li> </ul>

<b>What support for staff is needed to implement this method of assessment?</b>	Staff need to be experienced themselves in the planning and organisation of local events. They occur in real time and attention to detail and quick problem solving skills are required, as well as a commitment to letting students learn by their mistakes, and not stepping in to prevent a failure. Clear boundaries need to be set for tutor intervention, for example, if there is risk to safety, finance or the reputation of the university. Workshop activities in preparation may include: Chairing meetings., managing budgets, bookkeeping., organising sports tournaments, carrying out risk assessments
<b>What support for students is needed to implement this method of assessment?</b>	Workshop/advice on how meetings are managed, and the writing of action minutes. The students need to be given practical sessions in order to practice their tournament management skills. The Finance officer helped students administrate the bank a/c and book keeping details
<b>What are the time implications?</b>	The live events are usually run outside of normal classroom times, including in the evening. These times need to be negotiated with the tutor. The event time substitutes for class time.
<b>Other resource implications?</b>	Essential: Lecture and meeting rooms for students. £50 pump priming fund per group. Desirable resources: access to indoor and outdoor sports facilities. Access to a large charity.
<b>What are the risks?</b>	There can be some 'social loafing' with group work, which needs constant monitoring. With any live event things will go wrong, which can be stressful, especially if outsiders are involved.
<b>How can these be minimised?</b>	The use of group 'ground rules' reduces the risk of 'social loafing'. Attention to detail and contingency planning reduces the impact of things going wrong.
<b>Implications for dyslexic students?</b>	Live events allow other abilities than writing to be assessed – presentation, problem solving, and communication skills.
<b>Institution where this was trialed</b>	Southampton Solent University
<b>Lecturer</b>	Liam Higgins
<b>CATS</b>	20
<b>Level</b>	2
<b>Compulsory/optional</b>	Optional
<b>Relationship to other modules</b>	Transferable skills and knowledge from other units at level 1 and 2. e.g Finance, organizational behaviour, coaching practiced and developed in this module.
<b>Delivery pattern</b>	1 hour lecture and 1 hour seminar for 12 weeks. Then 12

	weekly meetings / group during seminar time to plan and organize the events.
<b>Student profile Year 2004/5</b>	Numbers. Approximately 30 – 35 students have chosen this option per year. Mainly male with between one to five dyslexic students per year.
<b>Learning outcomes assessed</b>	<p><b>A Knowledge &amp; Understanding</b></p> <ol style="list-style-type: none"> <li>1. Sports event planning and feasibility techniques</li> <li>2. Sports tournament organisation, health &amp; safety, and licensing legislation.</li> <li>3. Sports event promotion, including pre event fundraising</li> <li>4. Sports event financial management.</li> </ol> <p><b>B Intellectual Skills –</b></p> <ol style="list-style-type: none"> <li>1. The comprehension of event planning and feasibility techniques</li> <li>2. The investigation and evaluation of different sports tournament formats and their organisation, with the implications of health &amp; safety and licensing legislation.</li> <li>3. The evaluation and use of sports event promotion techniques.</li> <li>4. The application of financial management techniques to sports events.</li> </ol> <p><b>C Practical &amp; Professional Skills</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate an appreciation of accepted good practice in sports event management</li> <li>2. Communicate effectively with other event staff, using appropriate technical language.</li> <li>3. Justify judgements on the design parameters of sports tournaments.</li> <li>4. Explain and demonstrate the correct use of risk assessments of sports events.</li> <li>5. Construct diagrams and flow charts to illustrate technical aspects of sports events.</li> </ol> <p><b>D Key Skills</b> Formulate written business communication</p>
<b>References</b>	BOWDIN, G., I. M <sup>c</sup> DONNELL, J. ALLEN, R. HARRIS and W. O'TOOLE, 2006. 2 <sup>nd</sup> Edition. <i>Events Management</i> .

	<p>Oxford: Butterworth Heinemann. BYL, J., 1999. <i>Organising Successful Tournaments</i>. Champaign: Human Kinetics KOLB, D., 1984. <i>Experiential learning: experience as the source of learning and development</i>. Prentice-Hall SHONE, A. and B. PARRY, 2004. <i>Successful Events</i>. 2<sup>nd</sup> ed. London: Thomson</p>
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### SCHEME OF WORK - SPORTS EVENT ORGANISATION

Week No	Lecture content	Seminar content	Learning outcome
1	Events – definitions & aims	Unit outline & assessment detail. Use of Learnwise. Agendas and minutes.	1
2	Event planning / feasibility	Gantt charts exercise	1
3	Event finance	Budgeting and finance – presentation by SBS Finance Officer	4
4	Event promotion	Press releases, do's and don'ts exercise	3
5	Event sponsorship	Writing a sponsorship proposal	3
6	Event safety and the law	Risk assessments, NOP and EAP exercise	3
7	Tournament organisation	Select subgroups via Belbin audit. Allocate practicals	2
8	Soton CC Events Team	Tournament organisation – planning and organisation	1,2,3,4
9	Catering and licensing	Tournament organisation – practical – indoor sport	2
10	Customer care	Tournament organisation – practical – indoor sport	2/3
11	Post event procedures	Tournament organisation – practical – sports quiz	1/4
<b>CHRISTMAS</b>			
12	Barnardo's presentation	Confirm sub groups and events. Roles and social loafers? Ground rules?	1/2
13	Meeting – Agenda and minutes. Aims? Objectives? Use a Gantt chart?		1/2
14	Meeting – Draft tournament structure / timings. Issue Barnardos merchandise?		3
15	Meeting – finance and start up costs? Pre-event fundraiser?		4
16	Meeting – book venue, promotion plan?		3
17	Meeting – site visit, risk assessment?		2
18	Meeting – prepare to <b>submit portfolio Ass #1</b>		1,2,3,4.
19	Meeting – portfolio feedback/action plan		1,2,3,4.
20	Meeting – detailed event checklist. Prizes? A dress rehearsal?		1,2,3,4.
21	No formal meetings.	Event # 1 Indoor and Event # 2 Sports Quiz.	
22	Time used in attendance at other events, and completing Ass#3.	Event # 3 Outdoor and Event # 4 Indoor	
23		<i>Event # 5 Sports Quiz and Event # 6 Outdoor</i>	
<b>EASTER</b>			
24	<i>Meeting – evaluation – return Barnardo's equipment, close bank account, get closing statement</i>		
25	Meeting – evaluation report (Ass#3)		
26	<b>Submit Ass # 3</b>		
27	<b>Submit Ass #4</b>		
28			

<b>EVENT MARKING CRITERIA</b>	35 - 39%	40- 49%	50 - 59%	60 - 69%	70+%					
<b>Ass #1. Pre-planning @ 13.75% submit portfolio by Week 19</b>										
1) clear division of roles & responsibilities for planning & event staffing	1	1.5	2	2.5	3	3.5	4	4.5	5	
2) accurate, clear & consistent minutes of meetings / agendas / written correspondence	0.5		1		1.5		2		2.5	
3) written confirmation of venue, a site plan & outline risk assessment	1		2		3		4		5	
4) a draft programme containing explanations of the event format, timing, rules & scoring.	1		2		3		4		5	
5) an opened group bank account, and effective financial system – cash book & petty cash.	1	1.5	2	2.5	3	3.5	4	4.5	5	
6) a contingency plan to cater for different numbers of participants / bad weather.	0.5		1		1.5		2		2.5	
7) a pre-event promotional plan – choice of media, material, schedule, & budget.	0.5		1		1.5		2		2.5	
<b>Ass #2. The event @ 22.5% takes place between weeks 23, 24, 25</b>										
8) customer care - clarity of instructions, opening 'briefing', appearance of staff & signage	0.5		1		1.5		2		2.5	
9) organised reception area & clear entry procedure	0.5		1		1.5		2		2.5	
10) dissemination of rules & timings in a programme, plus the presentation of a scoreboard	1	1.5	2	2.5	3	3.5	4	4.5	5	
11) awareness of & response to hazards (linked to a risk assessment)	1	2	3	4	5	6	7	8	9	10
12) effectiveness of event structure & equity considerations	1	1.5	2	2.5	3	3.5	4	4.5	5	
13) quality of refereeing & officiating	1	1.5	2	2.5	3	3.5	4	4.5	5	
14) event timings (compared to plan) & continuity	1	1.5	2	2.5	3	3.5	4	4.5	5	
15) customer satisfaction / numbers participating	1	1.5	2	2.5	3	3.5	4	4.5	5	
16) presentation of prizes & clear end to event, with thanks where appropriate	0.5		1		1.5		2		2.5	
17) efficient clear up and return of equipment.	0.5		1		1.5		2		2.5	
<b>Ass #3. Post event evaluation report @ 13.75% submit by week 26.</b>										
18) full and accurate financial accounts, and performance against financial targets.	1	1.5	2	2.5	3	3.5	4	4.5	5	
19) a closed bank account statement plus a cheque payable to Southampton Institute. All Barnardo's property returned to tutor.	1	1.5	2	2.5	3	3.5	4	4.5	5	
20) written thanks to relevant parties (posted via tutor)	0.5		1		1.5		2		2.5	
21) contribution at seminar meetings and all events (per group member)	1		2		3		4		5	
22) group report evaluating the positive and negative aspects of the event's management related to event management theory, including a summary of customer feedback information.	1	2	3	4	5	6	7	8	9	10

**TOTAL .....**

Students receive these criteria at the unit induction seminar Week 1.

