Physical Education and Sports Science
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SPORT SCIENCE & MANAGEMENT
SS2329 EVENT AND FACILITIES MANAGEMENT

Academic Year	2025-26	Semester	1
Course Coordinator			
Course Code	SS2329		
Course Title	Event and Facilities Management		
Pre-requisites	-		
No of AUs	3		
Contact Hours	39		

Course Aims

This course is designed to enable you to gain a basic understanding of key factors involved in managing sporting events, such as location, revenue, promotion, and risk management. In addition, you will be exposed to knowledge of sport facilities/venues in relation to planning, designing, maintaining and operations.

Intended Learning Outcomes (ILO)

By the end of this course, you should be able to:

1. command knowledge of event management.
2. apply event planning, operations, promotion, safety, and risk management theories to enable a successful event.
3. explain key facility management concepts and theories.
4. utilise facility development, promotion, maintenance and operations theories and principles.

Course Content

The following topics will be covered:

1. Event Planning
2. Event Partners
3. Event Promotion/Sponsorship
4. Event Health, Safety and Risk Management
5. Facility Management: An Overview
6. Facility Design and New Facilities
7. Facility Marketing
8. Facility Operations

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NTU Competencies & Graduate Attributes

NTU Competencies

Character	√
Competence	√
Cognitive agility	

NTU Graduate Attributes

Graduate Attributes	Level (i.e., basic, intermediate, advanced)
1. Collaboration	Intermediate
2. Communication	Intermediate
3. Global Perspective	Intermediate
4. Project Management	Intermediate
5. Decision Making	Basic

Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Weighting	Team/ Individual	Assessment Rubrics
1. Group Assignment	1, 2	40%	Team	Appendix 1
2. Individual Presentation	3, 4	30%	Individual	Appendix 2
3. Class Test	1, 2, 3, 4	30%	Individual	
Total		100%		

Formative Feedback

Feedback for learning will be verbally provided during each in-class discussion, where you have the opportunity to reflect on the depth and width of your thinking and learning. Generic verbal and written feedback will be provided to the class for the assignment, presentation, and class test.

Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning outcomes?
Lectures	Lectures will provide information for key learning concepts and theories and support understanding of key concepts.
Tutorials	Tutorials will: - Give hands-on practical learning to support key theories and information provided in class. - Provide tasks for you to utilise what they recently learned to solve specific problems. - Give space and time for small group activities and discussions to allow you to assimilate the content and for sharing learning. - Allow the opportunity for verbal feedback from the instructor on discussion results and theory application.

Online Learning	Time will be given for learning from online materials as a part of the flip teaching approach. These materials will support key concepts covered in lectures and tutorials.

Reading and References

NIE Research and Publications

Nil

Other Readings and References

1. Beech, J., Kaiser, S., & Kaspar, R. (2014). *The business of event management*. Harlow: Pearson.

2. Bowdin, G., Allen, J., Harris, R., McDonnell, I., & O'Toole, W. (2011). *Events management* (3rd ed.). Oxford: Butterworth-Heinemann.

3. Fried, G. (2015). *Managing sport facilities* (3rd ed.). Champaign, IL: Human Kinetics.

4. Masterman, G. (2014). *Strategic sports event management* (3rd ed.). Abingdon: Routledge.

5. Rossman, J. R., & Schlatter, B. E. (2015). *Recreation programming* (7th ed.). Champaign, IL: Sagamore.

6. Schwarz, E. C., Hall, S. A., & Shibli, S. (2010). *Sport facility operations management*. Oxford: Butterworth-Heinemann.

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all classes – lecture and laboratory – punctually, submit all scheduled assignments and take tests by due dates. You are not allowed to swap laboratory groups without express permission from the course coordinator. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for sessions they have missed. You are expected to participate in all discussions and class activities unless there is a valid medical reason not to do so.

(2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick, supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

(3) Absence Due to Medical or Other Reasons

If you are sick and not able to complete a test or submit an assignment, you have to submit the original Medical Certificate (or another relevant document) to the Sport Science & Management (or Home School) administration to obtain official leave. Without this, the missed assessment component will not be counted towards the final grade. There are no make-ups allowed.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognise your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion, and cheating. If you are uncertain of the definitions of any of these terms, you should go to the NTU Student Academic Integrity Policy and Procedures link in the Student Portal for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Special note: Generative AI tools will be allowed to the extent stipulated for each assignment in the assignment instructions, and any such use must be duly referenced or disclosed.

Course Instructors

Instructor	Office Location	Phone	Email
TBA			

Planned Weekly Schedule

Week	Topic	ILO	Readings/ Activities
1	The Rich Diversity of Events and An Overview of Event Management	1, 2	Beech, Kaiser and Kaspar (2014), Chapter 1 and Chapter 2
2	Planning for Sports Events	1	Masterman (2014)
3	Enabling Sports Events – Working with Partners	1, 2	Bowdin et al. (2011)
4	Sport Event Sponsorship Programmes	1, 2	Masterman (2014)
5	Sport Event Health, Safety and Risk Management	1, 2	Bowdin et al. (2011); Masterman (2014)
6	Event Legacy	1, 2	Masterman (2014)
7	Sport Facility Management – A Panoramic View	2	Fried (2015), Chapter 1

	Recess Week		
8	Developing New Facilities	3, 4	Fried (2015), Chapter 4, Chapter 5 and Chapter 6
9	Marketing Sport Facilities	3, 4	Fried (2015), Chapter 11
10	Operations and Risk Management of Sport Facilities	3, 4	Fried (2015), Chapter 7 and Chapter 8
11	Sport Facilities (A Contemporary or Global Perspective)	3, 4	Schwarz, Hall and Shibli (2010)
12	Individual Presentations (Assignment 2)	3, 4	Not Applicable
13	Class Test	1, 2, 3, 4	Not Applicable

Appendix 1: Assessment Criteria for Group Assignment (40% Final Grade – marked out of 100)

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
Professionalism of the plan/report and appropriate layout (max 40)	The plan/report is professionally and appropriately presented. A clear and professional layout is adopted.	The plan/report is generally professionally and appropriately presented. An adequate layout is adopted.	There are weaknesses or absences in regard to the plan/report. The layout is characterised by a certain degree of lack of clarity.	The plan/report lacks professionalism. Much of the information provided does not answer the question. The layout is difficult to follow.	Little relevant information is provided, and the flow/layout is unclear.
The logic and clarity of the structure (max 25)	The structure of the plan/report is logical and easy to follow.	The plan/report is representative of a generally decent level of logic and clarity.	The logic and clarity of the structure of the plan/report is generally acceptable.	There are noteworthy weaknesses that apply to the logic and clarity of the structure of the plan/report.	The report/plan is not logical and devoid of clarity.
Appropriate use of appendices (max 10)	The appendices provide valuable supporting information and are presented appropriately.	The appendices are generally informative and easy to follow.	The appendices provide some useful information despite limited clarity and coherence.	The utility of appendices is limited.	There is no useful appendix included.
Communication and teamwork* (max 25)	Communication is very clear and easy to understand. All members of the team make active contributions.	Communication is clear and easy to understand most of the time. Most members of the team make good contributions.	Communication is unclear at times. Varied contributions of different team members.	Communication is unclear and there and difficult to understand. Most contributions provided by a single team member.	Communication is unclear and not possible to understand. No team member makes an active contribution.
*All individuals within the group are expected to contribute to work involved in the planning, data collection and output. An individual's score may vary from that of the team based on feedback and observations in this area.					

Appendix 2: Assessment Criteria for Individual Presentation (30% Final Grade – marked out of 100)

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
Quality of presentation (max 25)	Information provided clearly answers the question set out. Presentation is clear and the flow is coherent and logical. Pace is appropriate.	Information mostly answers the question set. Presentation is mostly clear and the flow generally coherent and logical.	There are weaknesses or absences in the information provided, and the flow of presentation is unclear at times.	Much of the information provided does not answer the question, and the flow is difficult to understand.	Little relevant information and unclear flow.
Demonstration of material (max 40)	Demonstrates a very good understanding of the material. Able to answer questions in a poised and articulate manner with a high level of confidence.	Demonstrates a good understanding of the material. Able to answer most of the questions clearly and with confidence.	Demonstrates a basic understanding of the material. Able to answer some of the questions clearly but lacks confidence at times.	Demonstrates a weak understanding of the material. Has difficulty answering questions and lacks confidence.	Unable to demonstrate any understanding of the material. Unable to answer questions.
Use of technology (max 10)	Uses relevant technology very well to supplement and enhance the quality of presentation.	Good use of technology to improve the presentation.	Some use of technology to help improve the presentation.	Little use of relevant technology in the presentation.	No clear use of technology in the presentation.
Communication (max 25)	Communication is very clear and easy to understand.	Communication is clear and easy to understand most of the time.	Communication is unclear at times.	Communication is unclear and there and difficult to understand. contribution	Communication is unclear and not possible to understand. makes