

401MAN CW2

THE BUSINESS ENVIRONMENT



Student Assignment Brief

This document is intended for **University of Birmingham** Group students for their own use in completing their assessed work for this module. It must not be passed to third parties or posted on any website. If you require this document in an alternative format, please contact your Module Leader.

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The work you submit for this assignment must be your own independent work, or in the case of a group assignment your own groups' work. More information is available in the '[Assignment Task](#)' section of this assignment brief.

Assignment Information

Module Name: The Business Environment

Module Code: 401MAN CW2

Assignment Title: The Global Sports Events Industry: Organisational Types, Environmental Forces, and Stakeholder Requirements

Assignment Due: Friday 21st February 2025 @ 18:00 GMT

Assignment Credits: 20 credits

Word Count (or equivalent): 2000 words (+/- 10%)

Assignment Type: Written Report

Percentage Grade (Applied Core Assessment). You will be provided with an overall grade between 0% and 100%. You have one opportunity to pass the assignment at or above 40%. Resit attempts will be capped at 40%.

Assignment Scenario & Task

As Junior Analyst at The Sports Consultancy, you are tasked with providing insight and strategic recommendations to various clients within the global sports events industry. The global sports events industry is a complex and dynamic sector, involving a multitude of organisations from different sectors, each with distinct purposes and business models. It includes a diverse range of organisations, such as international governing bodies, event management companies, and media broadcasters. These organisations face numerous environmental forces and must meet the needs of a variety of stakeholders to achieve success.

Assignment Task:

Your task is to produce a **2000-word (+/-10%) comprehensive report** that explores the organisational types within the global sports events industry, examining the nature of the environment they operate in, and analyse the impact of environmental forces on these organisations.

The firm has provided you with three prominent case studies to focus on (but not restricted to):

- The International Olympic Committee (IOC)- oversee the organisation and execution of the Olympic games.
- The International Management Group (IMC)- manages events across sports like tennis (Wimbledon) and golf (PGA events).
- Dentsu Sports who work with the Olympic Games, FIFA World Cup, and other international sporting events.

You can use the above-mentioned case studies, or you can select your own global sports business. You are expected to illustrate the organisational types, environmental challenges, and stakeholder requirements in the global sports events industry.

Submission Instructions:

An individual student submission needs to be made in a Microsoft Word document via your campus AULA submission page.

There is a maximum word count of 2,000 words for this report, and students must not deviate more than 10% each way of this.

Marking and Feedback

How will my assignment be marked?

Your assignment will be marked by the module team.

How will I receive my grades and feedback?

Provisional marks will be released once internally moderated.

Feedback will be provided by the module team alongside grades release.

Feedback will be released via AULA at 6pm, 10 working days after the submission date. Feedback can be found alongside the overall grade for the submission attempt

What will I be marked against?

Details of the marking criteria for this task can be found at the [bottom of this assignment brief](#).

Assessed Module Learning Outcomes

The Learning Outcomes for this module align to the [marking criteria](#) which can be found at the end of this brief. Ensure you understand the marking criteria to ensure successful achievement of the assessment task. The following module learning outcomes are assessed in this task:

Learning Outcome 1: Explore the organisational types and purposes of businesses from a range of sectors.

Learning Outcome 2: Demonstrate an understanding of the nature of the environment that organisations operate in.

Learning Outcome 3: Illustrate and explain the impact of environmental forces on organisations at a micro and macro level.

Learning Outcome 4: Assess the significance of the impact of environmental forces at an organisation, market, sector, or industry level.

Learning Outcome 5: Demonstrate an understanding of the requirements of a variety of stakeholders to a chosen organisation.

Assignment Support and Academic Integrity

If you have any questions about this assignment, please see the [Student Guidance on Coursework](#) for more information.

Spelling, Punctuation, and Grammar:

You are expected to use effective, accurate, and appropriate language within this assessment task.

Academic Integrity:

The work you submit must be your own, or in the case of groupwork, that of your group. All sources of information need to be acknowledged and attributed; therefore, you must provide references for all sources of information and acknowledge any tools used in the production of your work, including Artificial Intelligence (AI). We use detection software and make routine checks for evidence of academic misconduct.

Definitions of academic misconduct, including plagiarism, self-plagiarism, and collusion can be found [on the Student Portal](#). All cases of suspected academic misconduct are referred for investigation, the outcomes of which can have profound consequences to your studies. For more information on academic integrity please visit the [Academic and Research Integrity](#) section of the Student Portal.

Support for Students with Disabilities or Additional Needs:

If you have a disability, long-term health condition, specific learning difference, mental health diagnosis or symptoms, and have discussed your support needs with health and wellbeing, you may be able to access support that will help with your studies.

If you feel you may benefit from additional support, but have not disclosed a disability to the University, or have disclosed but are yet to discuss your support needs, it is important to let us know so we can provide the right support for your circumstances. Visit [the Student Portal](#) to find out more.

Unable to Submit on Time?

The University wants you to do your best. However, we know that sometimes events happen which mean that you cannot submit your assessment by the deadline or sit a scheduled exam. If you think this might be the case, guidance on understanding what counts as an extenuating circumstance, and how to apply is [available on the Student Portal](#).

Administration of Assessment

Module Tutor Name: [REDACTED]

Module Tutor Email: [REDACTED]

Assignment Category: Written Report

Attempt Type: Standard

Component Code: 401MAN CW2

"VAH Sample Question Library"

Coventry University Generic Assessment Criteria: Undergraduate

Mark band	Outcome	Guidelines
80-100%	Meets learning outcomes	1 st - Exceptional work with very high degree of understanding, creativity, and critical/analytic skills. Evidence of exceptional research well beyond minimum recommended using a range of methodologies. Exceptional understanding of knowledge and subject-specific theories. Demonstrates creative flair, a high degree of originality and autonomy.
1st		Exceptional ability to apply learning resources. Demonstrates well-developed problem-solving skills. Work completed with very high degree of accuracy and proficiency and autonomy. Exceptional communication and expression, significant evidence of professional skill set. Student evidences deployment of a full range of exceptional technical, including proficiency in the English Language, and/or artistic skills.
70-79%		1 st - Excellent work with clear evidence of understanding, creativity and critical/analytical skills. Thorough research well beyond the minimum recommended using methodologies beyond the usual range. Excellent understanding of knowledge and subject-specific theories with evidence of considerable originality and autonomy.
1st		Excellent ability to apply learning resources. Demonstrates consistent, coherent substantiated argument and interpretation. Demonstrates considerable creativity and clear problem-solving skills. Assessment completed with accuracy, proficiency, and considerable autonomy. Excellent communication and expression, some evidence of professional skill set. Student evidences deployment of a highly developed range of technical, including proficiency in the English Language, and/or artistic skills.
60-69%		2:1 - Very good work demonstrating strong understanding of theories, concepts and issues with clear critical analysis. Thorough research, using established methodologies accurately, beyond the recommended minimum with little, if any, irrelevant material present. Very good understanding, evidencing breadth and depth, of knowledge and subject-specific theories with some originality and autonomy.
2:1	Fails to achieve learning outcomes	Very good ability to apply learning resources. Demonstrates coherent substantiated argument and interpretation. Demonstrates some originality, creativity and problem-solving skills. Work completed with accuracy, proficiency, and autonomy. Very good communication and expression with evidence of professional skill set. Student has a thorough command of a good range of technical, including proficiency in the English Language, and/or artistic skills.
50-59%		2:2 - Good understanding of relevant theories, concepts and issues with some critical analysis. Research undertaken accurately using established methodologies, enquiry beyond that recommended may be present. Some errors may be present and some
2:2		inclusion of irrelevant material. Good understanding, with evidence of breadth and depth, of knowledge and subject-specific theories with indications of originality and autonomy.
40-49%	3 rd Class	Good ability to apply learning resources. Demonstrates logical argument and interpretation with supporting evidence. Demonstrates some originality, creativity and problem-solving skills but with inconsistencies. Expression and presentation mostly accurate, proficient, and conducted with some autonomy. Good communication and expression with appropriate professional skill set. Student consistently demonstrates a well-developed range of technical, including proficiency in the English Language, and/or artistic skills.
3 rd Class		3 rd - Meet the learning outcomes with a basic understanding of relevant theories, concepts and issues. Demonstrates an understanding of knowledge and subject-specific theories sufficient to deal with concepts. Assessment may be incomplete and with some errors. Research scope sufficient to evidence use of some established methodologies. Some irrelevant material likely to be present.
30-39%	Fails to achieve learning outcomes	Fail – Outcomes not met. Limited understanding of relevant theories, concepts and issues. Little evidence of research and use of established methodologies. Some relevant material will be present. Deficiencies evident in analysis. Fundamental errors and some misunderstanding likely to be present.
Fail		Limited ability to apply learning resources. Student's arguments are weak and poorly constructed. Limited originality, creativity, and struggles with problem-solving skills. Expression and presentation insufficient for accuracy and proficiency. Insufficient communication and expression and with deficiencies in professional skill set. Student demonstrates some deficiencies in technical, including in their use of the English Language, and/or artistic skills.
0-29%		Fail – Outcomes not met. Clear failure demonstrating very little understanding of relevant theories, concepts and issues. Minimal evidence of research and use of established methodologies and incomplete knowledge of the area. Serious and fundamental errors and aspects missing.
Fail		Very little evidence of ability to apply learning resources. Student's arguments are very weak and with no evidence of alternative views. Little evidence of originality, creativity, and problem-solving skills. Expression and presentation deficient for accuracy and proficiency. Insufficient communication and expression and with deficiencies in professional skill set. Student demonstrates a lack of technical, including in their use of the English Language, and/or artistic skills.