

Programme Specification: PGCert Sports Events Leadership and Management

Course record information

Name and level of final award	Postgraduate Certificate - Sports Events Leadership and Management The award is Bologna FQ-EHEA second cycle degree or diploma compatible
Name and level of intermediate awards	
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Distance Learning
Language of delivery and assessment	English
QAA subject benchmarking group(s)	
Professional statutory or regulatory body	
Westminster course title, mode of attendance and standard length	Sports Events Leadership and Management, Open/Distance Learning Part time, September, January or May start - 1 year standard length
Valid for cohorts	From 2026/7

Additional Course Information

This course runs on a carousel model meaning there is an intake of new students in each semester/module. The potential entry points are: January, May and September

Admissions requirements

There are standard minimum entry requirements for all postgraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here:

<https://www.westminster.ac.uk/courses/postgraduate/how-to-apply>.

Aims of the programme

The PGCert in Sports Events Leadership and Management has been designed to equip professionals in the events industry with advanced knowledge, leadership and practical skills to operate at the highest standard of events management.

This online course has been developed in partnership with London Marathon Events (LME), and draws upon expertise and real world context with LME, who are responsible for delivering one of the world's most recognised mass-participation sporting events. However, the programme equally prepares students for the wider contexts including community and charity events.

The programme aims to develop critically informed practitioners who can analyse the multi-dimensions of facilitating global events, lead diverse teams and help design valuable event experiences.

Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. career/employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.

The programme has strong transferable skills, enabling students to complete the course and be successful in the events industry. A mixture of individual and team-based skills, blended with industry-standard output and reflecting upon their own professional development ensures students are contextualising learning in their own career map.

The specific emphasis on events/event leadership and event management is designed to prepare students for their career, equipping them with the skills needed. In particular, contextual knowledge, professional leadership development and practical event experience from community, corporate, mega/transnational event planning and digital engagement opportunities.

Industry connections are central to the design of the course with guest speakers participating on the programme. With LME as a partner, volunteer opportunities at LME races are continuous offer throughout this programme. Volunteer training will be made available to students, with opportunities for leadership roles in race volunteer teams. As LME runs races across the world, these opportunities are not restricted to domestic students and will be accessible for international students too.

The programme helps prepare students for careers including:

- Major sport events and performance pathways
- Sport development, community leadership and local government
- Sport marketing, commercial strategy and sponsorship
- Sport insight, data and analytics

Finding work experience, jobs, placements and other opportunities

The University's [Zone29 website](#) is your gateway to all the work-related opportunities on offer.

Whether you're looking for a part-time job, volunteering role, work experience, or trying to decide what to do next after graduation, make Zone29 your starting point.

When you're ready to dive into the details – job and opportunity listings, in-depth resources and tailored support – set up your personalised dashboard on the University's [CareerZone](#).

Ways that we can help

Here are some key people and teams who can help you make the most of all the opportunities:

- **Careers Consultants** can help you navigate everything that's available, as well as helping you write compelling CVs and graduate job applications. Book an appointment with a consultant on [CareerZone](#).
- **Mentors** can provide tips and insights from their own career journeys. Explore your mentoring options on our [mentoring webpage](#).
- **Our Work Experience and Placement Team** can help you find and apply for the right work experience. Book an appointment with the team on [CareerZone](#).
- **Our enterprise and freelance experts** can help you gain the skills, experience and networks to start your own business or build your freelance career. Find out more on our [Start or grow a business webpage](#).

What will you be expected to achieve?

Course learning outcomes

Learning outcomes are statements of what successful students have achieved as a result of learning.

These are threshold statements of achievement the learning outcomes broadly fall into four categories:

The overall knowledge and understanding you will gain from your course (KU)

Graduate attributes are characteristics that you will have developed during the duration of your course (GA)

Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)

Cognitive Skills, are learning outcomes that help build conceptual understanding that is necessary to devise and sustain arguments, and/or to solve problems and comment on research.

Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

Level 7 course learning outcomes: upon completion of Level 7 you will be able to:

- 001 Design and deliver resources for events that solve complex problems in unpredictable environments. (PPP KTS CS)
- 002 Act autonomously, creatively and ethically as a sports event leader. (PPP)
- 003 Formulate and analyse global events within wider organisational and destination strategies. (KU)
- 004 Synthesise advanced concepts of event management and design to develop effective strategies in response to stakeholders' objectives. (KU CS)
- 005 Lead projects that enhance sustainability in event design and management practice. (PPP)
- 006 Critically analyse how the design and delivery of events address the challenges of Equality, Diversity, and Inclusion (EDI) through creative thinking, collaboration, and empathy. (KTS)

How will you learn?

Learning methods

This programme employs a flexible format of delivery with a practice-centred approach. The learning approach is designed to reflect the realities of working in the events industry. Each module follows a consistent weekly structure, combining online, asynchronous recorded content focused on academy theory, and online live workshops that bring academic staff together with London Marathon Events professionals for the industry focus.

Online contact time is used for both teaching and discussion to ensure a continued professional exchange, encouraging regular engagement with critical theories and real-life application. This will be supplemented by the use of real-life working case studies from our speakers, which are applied as asynchronous activities and serve as a bridge between one class to the next. This helps develop independent and responsible learners, managing the complexity of juggling live attended online sessions with managing independent study time to ensure adequate preparation for subsequent sessions.

The continued engagement with industry professional through the programme ensures a richer learning experience that helps students envisage their own career trajectory too. By using theoretical knowledge, real-life application and self-reflection, students can journey through each module understanding how their knowledge can apply to the real-world scenarios they will face in their future careers.

The programme considers equality, diversity and inclusion throughout. This includes inputs from those who are largely considered marginalised in sport business/management academia. International perspectives are promoted through the use of global case studies, specifically targeting underrepresented or marginalised populations in sport - such as the Black Unity Bike Ride, the Paralympics, the Women's World Cup and the Out for Sport festival.

In the sport event management field, Equality, Diversity and Inclusion (EDI), sustainability, and artificial intelligence (AI) are increasingly interconnected priorities that shape the planning and delivery of successful events. EDI principles ensure that sporting events are accessible, welcoming, and representative of diverse participants, spectators, volunteers, and stakeholders, promoting social inclusion and reducing barriers to engagement. Sustainability considerations encourage event managers to minimise environmental impacts through responsible resource use, waste reduction, sustainable

transport strategies, and the creation of positive social and economic legacies for host communities. At the same time, AI technologies are transforming event management by supporting data-driven decision-making, enhancing fan experiences, improving operational efficiency, and enabling more personalised and accessible services. Together, these priorities equip future sport event professionals to design innovative, ethical, and socially responsible events that meet the expectations of an increasingly diverse and environmentally conscious global audience.

This programme will make extensive use of Blackboard's integrated digital learning tools to enhance engagement, support learning, and foster a strong sense of community. Prior to live online workshops, students will engage with AI Conversations, a tool available within Blackboard, to explore stakeholder perspectives and event management scenarios, enabling them to critically examine different viewpoints and develop ideas in a low-risk environment. Asynchronous learning activities will be supported by short, low-stakes quizzes that reinforce key concepts, provide immediate feedback, and help monitor student engagement and progress. Blackboard Analytics will be used to identify patterns of participation and highlight students who may be disengaging, allowing for timely and targeted support interventions. The programme will also incorporate structured discussion and reflective activities to encourage peer learning, professional networking, and the development of a strong cohort identity and sense of belonging. In addition, students will have access to the Blackboard AI Assistant, which can support learning through content exploration, study guidance, and personalised academic support, helping students engage more effectively with module materials throughout their learning journey.

A panel event will take place at the end of each module and will be accessible both in person and live online. Students can choose to attend either in person or online, with both options providing equal access to learning. Students who choose to attend in person will be responsible for any associated travel, accommodation, and immigration costs.

This is a fully online course, and the University does not sponsor students under the Student Visa route for this course. Students travelling to the UK for an optional in-person event must ensure they have the appropriate permission to enter, based on their individual circumstances. Students should consult the University's Visa Compliance Team and current official UK Government guidance before making travel arrangements.

Teaching methods

Teaching on this programme is delivered online, combining online live and asynchronous sessions to create a flexible and interactive learning environment. Each week students will access a short recorded lecture in advance of their session, introducing key theory with relevant readings and resources provided to further their understanding of the week's topic. This leads into the synchronous 90 minute workshop which is live online and centred around structured discussions, encouraging critical analysis on the week's theme. These live sessions involve both academic staff and industry professionals through the LME partnership.

This integration of guest speakers into the teaching delivery ensures there is a structured industry involvement throughout the programme. Each guest will share their career journey and expertise which will support the setting of case study work set by the guests. Open discussions and Q&A sessions are encouraged to ensure a back and forth dialogue between students and the industry professionals embedded in the programme.

Recordings of live sessions will be made available via Blackboard. Live discussion boards will remain open for comments and questions which will be monitored by the module leader, and signposted to the industry guest for any follow-up questions.

Teaching is further extended with the post-session asynchronous activities that students will have to complete as a task prior to the following week's session. This task will be designed by the industry guest for that week, and centred around the theme of the week. Each week, at the end of the industry guest's live session, they will talk through a case study which will be prepared as a presentation and briefing document. These will be designed and supported by the module leader to ensure relevance to the upcoming assessment in that module. They will be grounded in authentic professional experiences from the guests, ensuring students are obtaining a picture of how the industry operates. Feedback opportunities will be available in each live session with the module leader and live guest. Furthermore, feedback opportunities will be available on the work itself as case study responses will be recorded as a formative assessment submission, with the LME live guest having access to these to provide feedback to the solutions put forward by the students.

Assessment methods

The assessments for the course are strategically designed to ensure that upon graduation, students will be able to demonstrate enhanced knowledge, understanding and application of sustainable event design and management. We use 'real world' authentic assessments that are both valid and reliable, which are socially, culturally and globally relevant and consider diverse learners' identities, allowing students to build practical experience that prepares them to make connections with people in the event industry, ready for careers of the future. Students are encouraged to draw upon examples from their desired professional career path in their assessments where relevant. Assessment takes various forms, such as individual and team project work, industry reports, investigative assignments, role play to replicate business environments and the creation of digital artefacts, with a view to demonstrating skills, knowledge and analytical ability as appropriate for each module. We embrace technological advancements to promote social mobility in the event industry, removing barriers to student success. Practice-based assessment methods aim to build equality for all, including portfolios, presentations, live briefs, and events. Authentic assessments replicate real-world scenarios, preparing students for their future careers whilst allowing them to leverage their individual strengths.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	001, 004
Literate and effective communicator	006
Entrepreneurial	002
Global in outlook and engaged in communities	002, 003, 004
Socially, ethically and environmentally aware	001, 003, 005, 006

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year. Additional free text information on the choices may also be included, for example where students must choose one of two modules. Course structures can be subject to change each academic year following feedback from a variety of sources.

Please note all modules on the PG Cert Sports Events Leadership and Management are core.

Modules

Level 7

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
7EVMN011D	Event Experience Design	Core	1	20	10
7EVMN015D	Global Events	Core	1	20	10
7EVMN012D	Leadership for Event Professionals	Core	1	20	10

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

Professional body accreditation or other external references

N/A

Course management

The course is managed through a Course Leader and Module Leaders who all have specialist professional and academic knowledge in the module themes within this course structure. All members of the team have office hours when you can arrange to meet with them online. Course Representatives are elected in the first few weeks. This is a really valuable role and as a rep you would have regular formal meetings with the course team and less formally throughout the course in reflecting the student voice. This helps us work together to communicate and respond to any issues as they arise, to provide a strong course community. This course management and delivery model is supplemented by the integration of London Marathon Events industry professionals.

Academic regulations

The current Handbook of Academic Regulations is available at [westminster.ac.uk/academic-regulations](https://www.westminster.ac.uk/academic-regulations).

Course specific regulations apply to some courses.

Academic Support

You will be provided with a Course Handbook, which provides detailed information about the course. Each course has a course leader or equivalent. All students enrolled on a full-time course and part-time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University utilises a Virtual Learning Environment called Blackboard, where students access their course materials and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at <https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard>

The Academic Learning Development Centre supports students in developing the skills required for higher education. In addition to online resources in Blackboard, students can also attend Study Skills workshops and schedule one-to-one appointments. Further information on the Academic Learning Development Centre can be found at [westminster.ac.uk/academic-learning-development](https://www.westminster.ac.uk/academic-learning-development).

Support Services

The University of Westminster's Student and Academic Services department provides a range of advice and guidance. Further information on the advice available to students can be found at <https://www.westminster.ac.uk/student-advice>

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at <https://www.westminster.ac.uk/students-union>

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from the University, academic(s) from another university, a representative from industry and a Student Advisor.

The course is also monitored annually by the College to ensure it is running effectively and that any issues that might affect the student experience have been appropriately addressed. Staff will consider evidence from various sources, including student surveys, student progression and achievement, and reports from external examiners, to evaluate the effectiveness of the course and make necessary changes.

Periodic reviews are also conducted to ensure that the curriculum remains up-to-date and that the skills acquired on the course continue to be relevant to employers. Representative students meet with a panel to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess the course's performance.

How do we act on student feedback?

Student feedback is important to the University, and student views are taken seriously. Student feedback is collected in various ways.

- Through student engagement activities at the course and module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.
- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.;
- All students are invited to complete a questionnaire for each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be improved.

- Final-year undergraduate students will be asked to complete the National Student Survey, which helps inform the national university league tables. Postgraduate students will be asked to complete the Postgraduate Taught Survey (PTES).

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student may reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students. Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in whole or in part, without the prior written consent of the University of Westminster. All copies of this document must incorporate this Copyright Notice – 2025©

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