University of the
West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	University of the West of England, Bristol
Teaching Institution	
Delivery Location	UWE, Bristol – Frenchay campus
Faculty responsible for programme	Faculty of Business and Law
Department responsible for programme	Business and Management
Modular Scheme Title	
Professional Statutory or Regulatory Body Links	n/a
Highest Award Title	BA(Hons) Business (Team Entrepreneurship)
Default Award Title	
Fall-back Award Title	
Interim Award Titles	Diploma in Higher Education Business (Team Entrepreneurship) Certificate in Higher Education Business (Team Entrepreneurship)
UWE Progression Route	n/a
Mode(s) of Delivery	Full-time

Codes	**UCAS:** N191	**JACS:**
	ISIS2: N19D N19D	**HESA:**

Relevant QAA Subject Benchmark Statements	UG General Business and Management http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-General-business-and-management.aspx
CAP Approval Date	5 December 2012
Valid from	February 2013
Valid until Date	February 2019
Version	1

Part 2: Educational Aims of the Programme
The proposed programme BA Business (Team Entrepreneurship) is an innovative, highly experiential and student-centred approach to team entrepreneurship based on learning through

Part 2: Educational Aims of the Programme

project work - as developed over the last two decades in the Finnish 'Jyvaskyla University of Applied Sciences'. The programme's mission is:

"With boldness, to create outstanding, caring and creative team entrepreneurs. Working together, and with help from our teammates, team companies and customers, we collectively learn to be effective, efficient and inspired team entrepreneurs."

The main educational aims of the programme are to develop graduates who are:

1. highly networked, collaborative entrepreneurs with a commitment to lifelong learning
2. equipped with an all-round understanding and capacity for building an organization and managing and leading projects
3. committed to their own personal development and to the development of others
4. highly skilled in working in teams and in using the creative power of the team to build value for customers
5. confident and resilient learners with the capacity to lead others

Issues of ethics, ethical decision-making, sustainability, organizational citizenship and global citizenship are embedded throughout the curriculum.

A statement of the programme's ethos, vision and values is attached at Appendix 1.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

Students graduating from the BA Business (Team Entrepreneurship) will have spent 3 years learning by doing – working in student owned and led team companies that generate income doing real projects for real organisations.

To succeed on this programme, students will need to develop as confident and resilient learners with the capacity to lead others. They will leave as highly networked, collaborative entrepreneurs with a commitment to lifelong learning and development (of self and others) and equipped with an all-round understanding and capacity for building an organization and managing and leading projects.

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

A. Knowledge and Understanding (subject specific)
On completion of the programme students will have developed a knowledge and understanding, grounded in personal experience, of a complex and current body of knowledge of:
1. Team entrepreneurship and effective team working
2. Building and operating a team company
3. The nature of organisations, work and management
4. Organisational and personal learning and development
5. The practice of leadership
6. Managing people

Part 3: Learning Outcomes of the Programme

7. Principles of accounting and the sources and uses of finance and financial information
8. Marketing, communications and customer focus
9. Identifying and building stakeholder relationships
10. Developing and implementing business strategy
11. Approaches to creativity and innovation
12. Project management
13. Ethics, diversity and sustainable practice
14. Knowledge management, business and management research and the use of information technology

B. Intellectual Skills (generic)

On completion of the programme students will be able to:
1. Gather, prioritise and critically evaluate information and evidence from a range of sources
2. Identify and analyse business problems in a range of contexts using appropriate concepts and frameworks
3. Draw conclusions, develop judgements, create and evaluate alternative solutions and make decisions on their application
4. View complex situations from different perspectives and observe and interpret qualitative patterns
5. Demonstrate thought leadership
6. Apply these skills in a range of complex and unpredictable contexts.

C. Subject/Professional/Practical Skills (subject specific)

On completion of the programme students will be able to:
1. Manage projects and communicate their learning from these projects effectively
2. Understand group processes and dynamics and their personal impact
3. Hold courageous conversations and give and receive constructive feedback
4. Undertake peer coaching
5. Write project reports
6. Conduct a business and management enquiry/research project
7. Develop and sustain client relationships
8. Select and apply tools and techniques appropriate to the situation

D. Transferable Skills and other attributes (generic)

On completion of the programme students will be able to:
1. Develop high levels of personal resilience and a clear solution-focus
2. Work as a reflective practitioner, taking responsibility for own learning in complex, diverse and international contexts
3. Work effectively and authentically in teams
4. Work effectively alone, managing own time and workload
5. Present, discuss and defend ideas, concepts and views through formal and informal written and spoken language
6. Use information technology
7. Extract, process and present numeric information for a given purpose
8. Transfer knowledge and skills across different settings
9. Develop a sound understanding of ethics in practice and the lifelong learning skills to make an ongoing contribution to society.

Part 3: Learning Outcomes of the Programme

Learning Outcomes:	UMCDBQ-30-1	UMCDBR-30-1	UMCDBS-30-1	UMCDBT-30-1	UMCDBU-30-2	UMCDBV-30-2	UMCDBW-60-2	UMCDB3-30-3	UMCDB4-30-3	UMCDB5-60-3
A) Knowledge and understanding of:										
Team entrepreneurship and effective team working		✓	✓		✓			✓	✓	✓
Building and operating a team company	✓	✓				✓		✓		
The nature of organisations, work and management				✓			✓	✓		✓
Organisational and personal learning and development				✓			✓		✓	
The practice of leadership							✓	✓	✓	
Managing people		✓			✓		✓			
Principles of accounting and the sources and uses of finance and financial information	✓					✓		✓		
Marketing, communications and customer focus	✓					✓		✓		
Identifying and building stakeholder relationships						✓		✓		
Developing and implementing business strategy			✓			✓	✓	✓		
Approaches to creativity and innovation				✓	✓		✓	✓		
Project management					✓	✓	✓	✓	✓	✓
Ethics, sustainable practice and global citizenship	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Knowledge management, business and management research and the use of information technology	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
(B) Intellectual Skills										
Gather, prioritise and critically evaluate information and evidence from a range of sources	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify and analyse business problems in a range of contexts using appropriate concepts and frameworks	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Draw conclusions, develop judgements, create and evaluate alternative solutions and make decisions on their application	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
View complex situations from different perspectives and observe and interpret qualitative patterns					✓	✓	✓	✓	✓	✓
Demonstrate thought leadership					✓	✓	✓	✓	✓	✓
Apply these skills in a range of complex and unpredictable contexts					✓	✓	✓	✓	✓	✓
(C) Subject/Professional/Practical Skills										
Manage projects and communicate learning from these projects effectively					✓	✓	✓	✓	✓	✓
Understand group processes and dynamics and their personal impact		✓	✓		✓		✓	✓		✓
Hold courageous conversations and give and receive constructive feedback					✓		✓		✓	✓
Undertake peer coaching	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Write project reports	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Conduct a business and management enquiry/research project				✓			✓			✓
Develop and sustain client relationships						✓			✓	
Select and apply tools and techniques appropriate to the situation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Part 3: Learning Outcomes of the Programme

(D) Transferable skills and other attributes										
Develop high levels of personal resilience and a clear solution-focus	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Work as a reflective practitioner, taking responsibility for own learning in complex, diverse and international contexts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Work effectively and authentically in teams	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Work effectively alone, managing own time and workload	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Present, discuss and defend ideas, concepts and views through formal and informal written and spoken language	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use information technology	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Extract, process and present numeric information for a given purpose	✓					✓			✓	
Transfer knowledge and skills across different settings					✓	✓	✓	✓	✓	✓
Develop a sound understanding of ethics in practice and the lifelong learning skills to make an ongoing contribution to society	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

"Learning not teaching." On this programme students learn by doing real work on real projects, alongside other members of their team company. Students earn 'book points' for reading and reflecting on a range of appropriate readings. They are encouraged to read texts at a time when they are relevant to a current project, so that knowledge and learning are applied, deepening learning, insight and understanding of how ideas might work in practice.

Within the first two weeks of enrolling on the programme, teams of 20 students are formed and given the task of developing real businesses that will generate income. Working on a variety of projects – anything from organising events to running retail outlets – the students learn finance, marketing, leadership and strategy.

The underpinning philosophy of the programme is based on team coaching. During the first year of the programme there will be some structured learning sessions as students learn and explore the basics of setting-up and running their own team company. For the rest of the programme there are no lectures or other teaching (although students may choose to attend selected modules on other programmes in the Faculty). Instead of taught sessions, students have regular sessions with a Team Coach who will support and guide them through the duration of the programme. For example, where the team needs more specialist guidance, the coach will work with them to discover a suitable source.

Students demonstrate their learning by completing projects and project reports and by writing book reviews. Their learning is enhanced further by giving and receiving feedback, with fellow team entrepreneurs and the Team Coach.

Students – or team entrepreneurs as they are known - attend eight hours per week of team coaching sessions with their Team Coach. The learning journey is mapped according to team entrepreneurs' individual objectives in a Learning Contract that defines their path to Personal Mastery and which is regularly updated. Assessment is by means of learning portfolios, including project learning reports; and accumulating points from reading books from a prescribed

list, reviewing the book and reflecting on how it has assisted in the development of their business.

Team entrepreneurs do not spend time in classrooms but rent a team office space from the University, with communal meeting spaces with other teams. This dedicated space is significant and reinforces the culture of team learning and the opportunities for inter-team collaboration. The businesses established by teams are companies separate from the university.

Based on principles pioneered and developed by 'Tiimiakatemia' Jyvåskylå University of Science and Technology in Finland over the last 18 years, where the learning approach has proved highly successful, the approach has adapted to meet the needs of students in UK HE by UWE, Northumbria University and University of Westminster. For example, the Finnish students are average students so far as entry qualifications are concerned (and often of a widening participation nature), however their postgraduate employability record is extremely good; in Finland in 2010, 91% of students were in employment 6 months after graduation (significantly higher than the national average) and nearly half (46%) were running their own business 2 years after graduation. The programme also plays an important role in regional development – as well as contributing1.5 million Euros to the regional economy and 330,000 Euros in taxes, many Team Academy graduates continue to live and work in the region, where they have established their networks.

A video of Peter Senge's address at *Tiimiakatemia*'s 15th anniversary celebration, provides additional insight into the approach and its efectiveness, see http://www.youtube.com/watch?v=kWENQJHp-U8)

On the BA Business (Team Entrepreneurship) programme students learn about productization and service production. Marketing and sales skills will inevitably be needed in every project. Students will learn to understand and manage your company's finances and to use financial numbers as incentives. They also plan projects and will learn to choose the right people for project teams. By organizing events, they learn to manage larger entities. During the three years of study, they will become acquainted with many different forms of leadership, as they practice project leading and apply for leadership positions in their own team-company or elsewhere. Students also have the opportunity to work in international projects. They can also practice graphic design, coaching skills, or whatever else they choose to learn.

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face to face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated. The BA Business (Team Entrepreneurship) adopts a different approach that achieves slightly higher contact time. However, this contact time is spread over a greater number of weeks; rather than 12 hours per week over 24 weeks, the programme offers 8 hours per week over 36 weeks with a Team Coach. In addition, students will have individual feedback sessions with their Team Coach. This approach is designed to provide a better fit with the cycle of projects students can anticipate being involved with, following more closely a typical working year.

On the BA Business (Team Entrepreneurship) programme learning is a mix of scheduled, and independent learning, as summarised below:

Scheduled learning includes team coaching and individual peer feedback and coach feedback sessions. Team Coaching comprises up to 8 hours per week over 36 weeks of the year.

Part 4: Student Learning and Student Support

There is some more formal teaching at Level 1, notably in the 'Building a Company' (UMCDBQ-30-1) module. This module will run for the first 9 weeks of the year and will introduce students to the building blocks, responsibilities and requirements for setting-up and running a team company.

Independent learning includes hours engaged with essential reading, identifying and approaching potential clients, undertaking projects and recording learning, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.

Description of any Distinctive Features

This is an innovative approach to business and entrepreneurship education with a distinctive pedagogic approach based on a team coaching approach to learning.

The most important learning tool is the team-company, which is established at the onset of studies. Students work and share ideas, thoughts, experiences, and what they learn with their team mates. Together students practice team and interaction skills, which are vital in the professional world of the future. Instead of lessons, there are coaching sessions and various projects with the team-company. In coaching sessions (2×4 hrs/week), the team's coach will offer ideas and advice upon request. The coach is not a teacher, and he or she will not tell the student/team what needs to be done next in the team-company.

Students' own know-how and resilience will develop through their team-company's customer projects. By visiting customers students will gather contacts with companies and people that they are interested in and will build personal network for the future. What students know might not be as important as who they know. Students apply the theoretical knowledge acquired directly into practice as they run the team business. The learning journey will be mapped according to student's individual objectives. Everyone regularly updates a Learning Contract that defines their path to Personal Mastery.

As students operate in their own customer network, they will find that their courage will increase, and self-confidence will rise with every success. Studying at Team Academy requires genuine interest in business and developing entrepreneurship.

Working as a team entrepreneur demands commitment and self-discipline, but it also gives a lot to those who love challenges and self-realization. Students' success is evaluated by customers, their team mates, and through critical self-reflection. Direct, constructive feedback gives students the opportunity to develop both professionally and as a human being.

Independent initiative, social skills, and the desire to develop and challenge are central in studying on this programme. Courage to try new things and an enthusiastic attitude are also important.

Part 5: Assessment

A: Approved to University Regulations and Procedures

Part 5: Assessment

Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

The assessments on this programme are designed to deepen and support learning from projects. There are no written examinations.

Assessment will be through learning portfolios (typically including pre- and post-project reports, book reviews, activity logs, feedback from team coaches and peers, summarized in a reflective essay and/or personal development plan); practical skills assessment, oral assessment and presentation; project reports and dissertation.

The individual elements in the learning portfolio play an important role in embedding skills and developing students as reflective practitioner-managers. Writing project reports and coaching logs, for example, would be considered 'good practice' in any management or coaching role and as such, proficiency in preparing them makes a contribution to employability.

Assessment Map

The programme encompasses a range of **assessment methods** including; These are detailed in the following assessment map:

Assessment Map for BA(Hons) Business (Team Entrepreneurship)

		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules Level 1	UMCDBQ-30-1						A (10)		B 50)		A (40)
	UMCDBR-30-1						A (20)	A (20)	A (10) B (50)		
	UMCDBS-30-1				A (30)			A (20) B (38)	B (12)		
	UMCDBT-30-1						A (10)	A (20) B (50)	A (20)		
Compulsory Modules Level 2	UMCDBU-30-2										
	UMCDBV-30-2						A (20)	A (20) B (50)	A (10)		
	UMCDBW-60-2				A (30)			A (20) B (38)	B (12)		
Compulsory Modules Level 3	UMCDB3-30-3						A (10)	A (20) B (50)	A (20)		
	UMCDB4-30-3						A (40)	B (60)			
	UMCDB5-60-3								A (100)		

*Assessment should be shown in terms of either Written Exams, Practical exams, or Coursework as indicated by the colour coding above.

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:
level and credit requirements
interim award requirements
module diet, including compulsory and optional modules

ENTRY

Year 1

Compulsory Modules	Optional Modules	Interim Awards
UMCDBQ-30-1 Building a company	None	Certificate in Higher Education Business (Team Entrepreneurship) 120 credits
UMCDBS-30-1 Learning in Teams		
UMCDBR-30-1 Developing a Company		
UMCDBT-30-1 Management Learning and Development		Other requirements:

Year 2

Compulsory Modules	Optional Modules	Interim Awards
UMCDBU-30-2 Working in Teams	None	Diploma in Higher Education Business (Team Entrepreneurship) 240 credits
UMCDBV-30-2 Growing a Company		
UMCDBW-60-2 Authentic Management and Sustainable Practice		Other requirements:

Year Out: n/a

Year 3

Compulsory Modules	Optional Modules	Interim Awards
UMCDB5-60-3 Team Entrepreneurship	None	BA Business (Team Entrepreneurship) 300 credits at appropriate level
UMCDB3-30-3 Sustaining a Company		
UMCDB4-30-3 Leadership in Practice		Other requirements:

GRADUATION

Part time:
The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student.**

n/a – No part-time option is being offered

Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions:

All candidates will be interviewed for this programme.

Part 8: Reference Points and Benchmarks

Description of *how* the following reference points and benchmarks have been used in the design of the programme:

QAA UK Quality Code for HE
> National qualification framework
> Subject benchmark statements

University strategies and policies
Staff research projects
Any relevant PSRB requirements
Any occupational standards

This programme is designed in support of the University Learning and Teaching and Assessment Strategy which is designed to underpin all programmes. The vision for the strategy is that: *'We will become an inclusive and welcoming learning community, actively engaged with global society and based on values of mutual respect, critical engagement and self-awareness'*

The strategy contains 6 key aims, each with a number of objectives, which are linked and build cumulatively on each other. The aims are listed below:

1. To be a university that is learning centred in all that it does.
2. To develop approaches to learning, teaching and assessment that are underpinned by shared values and ethical frameworks, sound health and safety practices and informed by research and professional practice.
3. To develop inclusive, flexible and accessible curricula, learning spaces and resources that enable personalized learning in campus, placement and work-based settings.
4. To provide diverse modes of assessment both for and of learning.
5. To develop learners who know and value themselves as open-minded, reflective and interdependent learners, and participants, employees, self- employed professional and entrepreneurs in global settings and as global citizens.
6. To develop self-critical learners who value others as collaborators in their learning and co-constructors of knowledge and its exchange.

In line with these university-level aspirations, the FBL learning and teaching vision is:

"to maximise student achievement (both in relation to award classification and to employability) and student satisfaction whilst maintaining appropriately rigorous academic standards and supporting the university's vision of becoming an inclusive and welcoming learning community, actively engaged with global society and based on values of mutual respect, critical engagement and self-awareness."

The supporting objectives for this learning and teaching vision are:

1. Further development of intellectually vibrant, highly reflective, mutually respectful and diverse student and staff learning communities within the Faculty
2. Increase in the use of links with the world external to UWE (including professional accreditation where possible) to inform curriculum design and delivery and provide

lifelong learning opportunities
3. Provision of an effective, efficient and supportive infrastructure for learning (organisation and management of programmes, student advice, communication with students etc)
4. Appropriate design and flexible delivery of curricula which provide an intellectually stimulating learning experience enabling students to develop as highly employable and internationally aware lifelong learners
5. Provision of effective support for students making the transition to learning at UWE
6. Provision of effective and ongoing developmental support for all staff
7. Use of effective strategies for assessment for learning

These strategies are designed to be continuously evolving and provide a base for further refinement and development. An important reality check for the statements above is the extent to which students enrolled on our programmes can verify their experiences of learning, teaching and assessment in the light of the strategy aims and objectives. Feedback from students through module and programme evaluations and programme management committees is critical to the successful achievement of our vision.

The teaching and learning and assessment strategies of UWE and FBL encourage students to take responsibility for aspects of their learning and staff to take responsibility for facilitating that learning. The balance of student and staff responsibility varies according to individual student profiles, academic level and according to the nature of the learning outcomes the students are expected to meet. Ultimately, the aim of these programmes is to enable students to progress to a high level of autonomy in learning and thus engender life long learning within a socially inclusive environment.

The proposed programme has been devised to facilitate student learning in line with these strategies, and places a particularly strong emphasis on inclusivity, diversity and a commitment to lifelong learning through team coaching and the dialogue approach that underpins it.

The teaching and learning methods used in the programmes intend to challenge the existing perspectives of the students and encourage creative thinking; a solution-focussed perspective; and personal resilience. Working on real projects in real organisations throughout the programme gives students practical experience of applying concepts and problems in a wide range of contexts to add depth and complexity to their understanding. Reading texts as and when they are relevant to their projects and learning provides academic rigour and fosters understanding of learning as an emergent and ongoing process. Group learning approaches will also challenge students in a number of ways that will play a significant role in learning about leading and managing both self and others.

The clear emphasis is on learning, rather than teaching, with little formal 'teaching' after the first nine weeks. Learning objectives meet the QAA subject benchmarks and additionally meet and exceed QAA guidance for entrepreneurship education[1] . Under guidance from the coach, and through requirements to read and review books from a range of extended book lists, students meet learning outcomes in a flexible and meaningful way that encourages them to reflect extensively and deeply on how, what, when and why they are learning. This is captured in their learning contract and reflected on in assessments.

Assessment is an integral part of the teaching and learning process. The range of assessments indicated have been designed to be both academically rigorous and to foster skills that are core to students' future beyond higher education. Assessments are, therefore, designed to:

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[1] QAA (2012) *Enterprise and entrepreneurship education: Guidance for UK higher education providers*

- test the students' ability to integrate concepts and theories and to apply them in practice;

- ascertain their learning strengths and weaknesses and continuing development needs;

- encourage students to seek and provide constructive, developmental feedback from and to peers and others (360);

- develop students as reflective practitioners on a life-long learning journey;

- expose students to a variety of assessment methods in order to promote the growth of their life-long learning skills;

- test students' level of skills development.

The assessment strategy comprises of formal tutor (team coach) assessment, informal tutor (team coach) assessment, client presentations and feedback and formal and informal peer review and feedback. Formal testing of the knowledge base, intellectual, subject specific and transferable skills is through a combination assessed coursework assignments (including essays, project reports, book reviews and coaching logs, for example) and presentations. Informal testing of intellectual, subject specific and transferable skills is extensive as it underpins the team coaching approach and is provided by peers and clients, as well as team coaches.

The faculty supports the University Academic Regulations and procedures, and the requirement for controlled conditions to apply to part of the assessment of every module. Forms of assessment commonly used on this programme in controlled and non-controlled conditions assessment are: book reviews, project reports, learning logs, coaching logs, self and peer assessments, reflective essays and dissertations. Team coaches will have a clear knowledge of and insight into the projects, peer coaching and other learning activities that individual students and teams are involved with, providing additional rigour to the assessment regime.

LEARNING RESOURCES

All modules have a learning resource guide and learning resource booklet. There is a programme wide extended reading list, divided into sub-sections that focus on particular aspects of the programme. In most modules, the assessment strategy combines a requirement to achieve a proportion of 'book points' from a nominated sub-list, with the flexibility to gain book points from reading material that is most relevant to a specific project context. There is also a requirement for students to source some of their own reading material to develop their capacity for seeking, sorting, evaluating and prioritising information from a variety of sources.

Additional support is provided through the library and an extensive student computing network. All modules use the institutional VLE – Blackboard – for web enhanced delivery and to thus provide students with 24/7 access to module information and resources on and off campus.

Students requiring support with generic study skills have access to an on-line study skills provision, which has been developed specifically to meet the needs of Business School students.

STUDENT SUPPORT AND GUIDANCE

Student support is provided by academic staff (team coaches), for all issues relating to the content, delivery and assessment of modules. The Student Advice and Welfare service provides

timely, accurate and confidential advice where necessary on all aspects of the provision, for example coursework and examination arrangements, extenuating circumstances procedures, as well as personal issues such as problems with studying or meeting deadlines, financial matters, ill health and so on, including when relevant how to access the wider support provided by the University. Additional academic support and guidance is provided by the Programme Director who is also responsible for ensuring the collection of and response to student feedback using student representatives and the Programme Management Committee. The faculty has a Student Advice and Diversity Group that oversees the development and implementation of faculty policy concerning widening participation and student support and guidance.

Further student support is provided by the Business School through the PAAT team, the Admissions Office and the International Office. Here, the international administrator provides support and organises specific activities to assist international students in adapting to life in the UK, such as an additional induction week, and the provision of specific literature to assist with their study.

All students have a formal induction process to socialise them to university life and to provide them with the means to access the support that they may require during their study at UWE. A student handbook documents this for students, as does the Business School website. There are a range of central services offered to students. These include: the Centre for Student Affairs for careers service and the university's counselling provision, information technology services, student accommodation, sports facilities, student union services, the Chaplaincy and the Centre for Performing Arts.

Support to students with disability is offered both at the faculty level under the remit of the Student Support & Guidance Officer and centrally through the university's Disability Resource Centre. This acts as a holistic service for disabled students and applicants to the University but also supports the academic and administrative staff members who work with disabled students.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

Although new to UK HE, the programme is based on a pedagogic approach that is tried and tested in a number of other European HE contexts (Finland, France, the Netherlands, Spain and Hungary). In developing the programme to meet the needs of UK HE, we are collaborating with colleagues from Northumbria University and University of Westminster, as well as Akatemia (a not-for-profit) and Tiimiaktemia Jyvaskala.

The programme team are completing an extensive, 18 day team coach development programme alongside colleagues from Northumbria and Westminster and final year students on the Jyvaskyla programme. Our coaching "issue" is the development of the team entrepreneurship programme in a UK context and as such we are consulting widely with a range of stakeholders to enhance the quality and standards of learning on the programme. This will include but is not limited to:

- visits to HEIs experienced in the team entrepreneurship approach
- working with students in Jyvaskyla, Northumbria and UWE using these methods and learning from their feedback
- consultation with regional employers and PSRBs
- liaison with careers advisers through the schools and colleges network
- sharing experience, ideas and best practice with colleagues from Northumbria and Westminster, as well as the broader international network.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the University's website.

Appendix 1: Team Entrepreneurship Mission, Ethos and Values

UWE is collaborating with Akatemia, Northumbria University and University of Westminster to introduce 'Team Entrepreneurship' principles to UK HE. The following is a joint statement of mission, ethos and values and has been prepared collaboratively.

Mission

With boldness, to create outstanding, caring and creative team entrepreneurs.

Working together, and with help from our team mates, team companies and customers, we collectively learn to be effective, efficient and inspired team entrepreneurs.

Expanded Mission

We seek to revolutionise team entrepreneurship, team learning and team leadership training and practice within the Higher Education community.

We seek to pave the way for a new entrepreneur-led society by putting the opportunity for new communities to create their own destiny and allow them to work for themselves.

We choose to work in ways which conserve nature, lead to sustainable development and foster community spirit through team entrepreneurship.

Ethos

The BA Business (Team Entrepreneurship) programme adopts a unique approach predicated on a series of underpinning values and principles.

Our shared ethos embraces the following beliefs and attitudes:
- We are concerned with responsible business.
- We value achievement and aspire to be sincerely happy when other teams succeed.
- We focus on supporting other teams, thus laying the foundation of success: humility
- We help each other and participate in shared events and activities
- We share, cross-pollinating ideas and foster an outward looking approach
- We develop a community spirit through working with an international network of organisations concerned with developing and applying the principles of team entrepreneurship.

The purpose of the team entrepreneurship approach is to:
- Create the future not predict it.
- Create a community where students can work together in a mutually supportive and safe environment to reach a shared goal
- Create team companies that are valued and integral members of their communities so that coaching is effective and of the highest quality.
- Give time and attention to each individual and team company so that they can achieve their maximum potential
- Accept the challenges that communities present to us and strive to meet them in a co-operative way
- Find people who are enthusiastic about our ethos and who are willing not only to stand for them but also follow them in practice.

- Inspire and work in a determined and passionate way to reach goals that are jointly and individually held.

Team Entrepreneurship Values

1. **Relationships, Building and Maintaining Partnerships**
   Our personal relationships with each other, our families, and customers are necessary requirements in businesses that run on creativity, trust, respect and transparency. We give and receive constructive feedback and develop as human beings.

2. **Team Entrepreneurship**
   We grow into team entrepreneurship through continuous coaching and cooperation. We coach ourselves to create our own workplace. We believe there is power in networks. We know and understand our responsibility for our environment, our community and we help one another.

3. **Continuous Experimenting and Creating Something New**
   We break boundaries and, with boldness, do things we have never tried before. We seize opportunities without prejudice. We respect and consider risks.

4. **Learning by Doing and Practicality – Action focused**
   Actions speak for themselves. We learn to put the newest theories into practice according to the team entrepreneurship model, interacting with our customers and networks. We take responsibility for our own actions and those of our team.

5. **Travelling and internationalism**
   You have to go far to see up close. We search for new operating and business models everywhere we go, to apply them to our own work. We collaborate with other partners in the team entrepreneurship community. We travel because we want and seek to operate on every continent. In this way we learn more and faster.

Working Principles

To complement our values we promote and encourage the following working principles in our programmes:

1. **Individual responsibility**
   Team entrepreneurs need to earn their membership in their team company every day. With freedom comes responsibility, therefore we do not blame others, only ourselves.

2. **Nature of our work**
We learn and achieve results in our team-companies in cooperation with our customers. Our way of working is fun, productive and transparent.

3. **Team entrepreneurship**
Every team company must assess what additional value it brings to the programme. We develop ourselves in team companies where everyone helps one another. Our goals and performance define the way we work.

4. **Information flow**
We seek to understand the big picture of our efforts and operation; to create new knowledge; and spread it across borders.

5. Learning

New insights spring from dialogue, discussion and sharing experiences, as well as from observations, books and practice.

6. Heritage

We foster our culture and leave a heritage for future team companies.