



## **Programme Specification**

### **Sports Business and Entrepreneurship [AshtonGate]**

Version: 2027-28, v2.0, Validated

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## Section 1: Key Programme Details

### Part A: Programme Information

**Programme title:** Sports Business and Entrepreneurship [AshtonGate]

**Highest award:** BA (Hons) Sports Business and Entrepreneurship

**Interim award:** BA Sports Business and Entrepreneurship

**Interim award:** DipHE Sports Business and Entrepreneurship

**Interim award:** CertHE Sports Business and Entrepreneurship

**Awarding institution:** UWE Bristol

**Affiliated institutions:** Bristol City Robins Foundation - Ashton Gate Stadium

**Teaching institutions:** Bristol City Robins Foundation - Ashton Gate Stadium

**Study abroad:** No

**Year abroad:** No

**Sandwich year:** No

**Credit recognition:** No

**School responsible for the programme:** CBL Bristol Business School, College of Business and Law

**Professional, statutory or regulatory bodies:** Not applicable

**Modes of delivery:** Full-time

**Entry requirements:** For the current entry requirements see the UWE public website.

**For implementation from:** 01 September 2027

**Programme code:** N1C600

## Section 2: Programme Overview, Aims and Learning Outcomes

## Part A: Programme Overview, Aims and Learning Outcomes

**Overview:** Sports Business and Entrepreneurship is an enterprise and entrepreneurship programme based in the sporting environment of Ashton Gate stadium, home of Bristol City FC. The programme helps you develop the behaviours, attributes knowledge and skills you need develop a successful business career in sport. You will engage in topics within the fields of sports business, enterprise and entrepreneurship, and be equipped with an all round understanding and capacity of identifying, building and developing projects and ventures, with a particular emphasis on the sports industry.

If you want a practical course that enables you to “learn by doing”, then Sports Business and Entrepreneurship could be for you. It is an innovative, practice-based degree which allows you to take control of your own learning so that you can graduate ready-and-able for your chosen career. You will be a part of a learning community that will help you develop what you need to become an effective team player, capable of supporting, developing and creating the value-generating ventures of the future.

**Features of the programme:** The course is recognised as a model for practice-led, self-managed, team-based, enterprise-orientated learning. By engaging in the complexities of organisational life, you will gain rich opportunities for learning and self-development. “Team Academy” principles are applied, which were developed in Finland in the 1990s, and now adopted in many universities across the UK, Europe and beyond, with Sports Business and Entrepreneurship being the only programme adopting this methodology within a sports context. These principles include:

Not students - But team entrepreneurs

Not classrooms - But flexible learning spaces

Not teaching - But learning

Not teachers - But coaches

Not simulations - But real ventures

Not control - But self-organising

The following principles are incorporated in the structure:

Support for self-managed and team-based learning.

Recognition that experiential learning is iterative, circular and “spiral” in nature, rather than linear.

Recognition of the importance of the Team Company and the Learning Contract within the pedagogy.

This structure demonstrates the student journey from entry through to Graduation for a student noting:

#### Team Strand

This strand explores the complexities of working and learning in teams. From this module students will develop their ability to work within and organise team structures towards effective outcomes

#### Self-Leadership strand:

This strand allows students to explore the concept of self-leadership and personal development. Regularly setting and reviewing goals to mobilise themselves towards purposeful actions and continuous development

#### Practice strand:

This strand gives students the opportunities to explore the setting up and running of a variety of ventures or projects to understand the workings of business through real practical experiences. Students can explore their own ventures/ projects, team up to support others or work to real time projects briefs set by external clients

#### Sports Business Strand:

A strand unique to the programme, students will have the opportunities through practice and enquiry to explore the business of sport, using and building on the networks that studying at a sports stadium can facilitate. Students can examine what goes on ‘behind the scenes’ within multiple areas of sport.

Learning on this programme is iterative, circular and “spiral” in nature, rather than linear.

**Educational Aims:** To engage in practice-led, self-managed, team-based, enterprise-orientated learning which enables students to develop the ability to:

Manage their own learning and development.

Work constructively with others in a range of roles.

Create and engage in projects and ventures that generate both learning for self and value for others, with an emphasis on the sports industry.

Create, run and develop a core “Team Company” as a learning organisation that supports the learning of self and others.

Foster an entrepreneurial/enterprising mindset underpinned by a critical understanding of the fields of enterprise and entrepreneurship, in the context of sport.

### **Programme Learning Outcomes:**

On successful completion of this programme graduates will achieve the following learning outcomes.

### **Programme Learning Outcomes**

- PO1. Think and act entrepreneurially to create value through projects, ventures or workplace innovation
- PO2. Apply knowledge of the sports industry to understand and address real-world business challenges.
- PO3. Work inclusively and effectively in teams, showing strong communication, collaboration and problem-solving skills
- PO4. Articulate reflections on personal performance, values, ethics, and leadership to support ongoing learning, growth and career development.
- PO5. Understand and evaluate different theories and approaches, and apply them to real enterprise and entrepreneurship situations

**Assessment strategy:** The assessment strategy has three primary goals:

To help students to understand, navigate and identify progress within their programme of learning and development.

To motivate and direct students toward an appropriate programme of learning.

To enable students to provide evidence of their relevant learning and development, such that an appropriate degree classification can be awarded.

Assessment supports and encourages self-managed and team-based learning and assesses relevant enterprising and entrepreneurial capabilities. The strategy recognises that experiential learning is iterative, circular and “spiral” in nature, rather than linear.

The assessment strategy is built on the following elements:

The Learning Contract provides a tool whereby progress toward an individual programme of agreed learning goals and activities can be assessed.

The Team Company provides a forum for peer review and assessment can be undertaken.

The Team Coaches ensure consistency and rigour in the assessment process.

A Capabilities Framework provides a clear guidance on the enterprising and entrepreneurial capabilities that are assessed within all streams of the programme

An Enquiry Framework provides a clear definition of the areas of research that are assessed across the programme

A programme of Learning Activities provides structured workshops and other activities which enable students to evidence learning as they transition toward self-managed self-created learning activities.

Engagement in the assessment processes (including feedback and review) gives rich discipline-relevant experience and capability in the practice of management of self and others and the practice of enquiry and research as well as in the ability to communicate complex ideas using standard means of communication adopted within business.

The assessment processes capture the underpinning practice-led, self-managed,

team-based, enterprise-orientated approach that the programme seeks to achieve.

#### Team Company Strand

Assessment is focussed on evaluating the students ability to create, contribute to and develop an effective learning environment, where TEs can work inclusively and effectively in teams, showing strong communication, collaboration and problem-solving skills and support each others ongoing learning and growth.

#### Self-Leadership Strand

Assessment is focussed on evaluating the student's ability to reflect on personal performance, ethics, and leadership to support ongoing learning, growth and career development.

#### Practice strand

Assessment is focussed on evaluating the student's ability to develop enterprising and entrepreneurial capability through the identification, creation, evaluation and exploitation ideas and opportunities in a sporting and business context.

#### The Sports Business strand

Assessment is focussed on evaluating the student's ability to identify, evaluate and apply theories, models, frameworks and methodologies within the context of sporting organisations. Students will, through practice and enquiry, explore concepts and real world practice in relation to governance and regulation, operations, marketing and digital media, fan engagement, commercial strategy and the impact of technology.

**Student support:** The programme requires engagement in a wide range of learning activities, including some organised by the programme, such as ideation and fundraising challenges. There are a wide range of activities created and run by students , for example "SBE Awards" and, importantly, "Learning Journeys" to other

Team Academies.

All of the activities provide opportunities for learning and development, and engagement in them enables students to develop their portfolio for their assessed knowledge and skills framework. These learning activities are particularly valuable in helping students who have not yet found “their project” gain the confidence, networks and capabilities that they need.

Some activities are funded through the programme, while others are subsidised by funds raised by Team Companies.

## Part B: Programme Structure

### Year 1

The student must take 120 credits from the modules in Year 1.

#### Year 1 Compulsory Modules

The student must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UMCDSB-30-1	Foundations of Working in Teams 2027-28	30
UMCDSD-30-1	Fundamentals of Entrepreneurial Practice 2027-28	30
UMCDSC-30-1	Planning My Learning and Development 2027-28	30
UMCTHS-30-1	Exploring Sports Business 2027-28	30

### Year 2

The student must take 120 credits from the modules in Year 2.

#### Year 2 Compulsory Modules

The student must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
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UMCTHT-30-2	Investigating Sports Business 2028-29	30
UMCDSH-30-2	Developing Entrepreneurial Practice 2028-29	30
UMCDSG-30-2	Managing My Learning and Development 2028-29	30
UMCDSF-30-2	Developing Performance in Teams 2028-29	30

### Year 3

The student must take 120 credits from the modules in Year 3.

### Year 3 Compulsory Modules

The student must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UMCTHU-30-3	Strategic Sports Business 2029-30	30
UMCDSM-30-3	Embedding Entrepreneurial Practice 2029-30	30
UMCDSL-30-3	Developing Professional Knowledge and Skills 2029-30	30
UMCDSK-30-3	Leading Teams 2029-30	30

### Part C: Higher Education Achievement Record (HEAR) Synopsis

Graduates will have engaged in a challenging and stimulating programme of self-directed study within a vibrant learning community. They will have practised and developed behaviours, attributes and competencies that enable them to leave ready-and-able for their chosen future. They will have worked in student owned and led team companies engaging with the sports industry, generating income doing real projects for real organisations in sport. They will have gained key enterprising and entrepreneurial competencies, together with a deep critical understanding of key areas of enterprising and entrepreneurial practice. Together, these will have enabled

them to be effective in managing themselves, working with others and in creating, developing and running ventures that provide value to others.

#### **Part D: External Reference Points and Benchmarks**

The design of the programme has been informed and underpinned by guidance provided by the QAA's publication "Enterprise and Entrepreneurship Education: Guidance for UK Higher Education Providers" (2018) and the European Commission's "EntreComp: The Entrepreneurship Competence Framework" (2016) and related documentation.

The design has also been informed by, and is compatible with, all aspects of the "Manifesto" adopted by Team Academy UK (the network of UK Universities that are adopting or developing Team Academy programmes).

These documents and the frameworks contained therein have enabled and supported the design of the Programme, rather than provided constraints or limitations.

#### **Part E: Regulations**

Approved to University Regulations and Procedures.