



University of the  
West of England

ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data			
Awarding Institution	University of the West of England, Bristol		
Teaching Institution	University of the West of England and Bristol City Community Trust		
Delivery Location	Bristol City Community Trust – Ashton Gate Stadium		
Study abroad / Exchange / Credit recognition			
Faculty responsible for programme	Faculty of Business and Law		
Department responsible for programme	Business & Management		
Modular Scheme Title			
Professional Statutory or Regulatory Body Links			
Highest Award Title	BA(Hons) Sports Business and Entrepreneurship		
Default Award Title	n/a		
Fall-back Award Title	n/a		
Interim Award Titles	BA Sports Business and Entrepreneurship Diploma in Higher Education Sports Business and Entrepreneurship Certificate in Higher Education Sports Business and Entrepreneurship		
UWE Progression Route			
Mode(s) of Delivery	Full-time		
Codes	UCAS:	JACS:	
	ISIS2: N1C6	HESA:	
Relevant QAA Subject Benchmark Statements	UG Business and Management, updated February 2015: <a href="http://www.qaa.ac.uk/en/Publications/Documents/SBS-business-management-15.pdf">http://www.qaa.ac.uk/en/Publications/Documents/SBS-business-management-15.pdf</a> Enterprise and Entrepreneurship: Guidance for HE Providers: <a href="http://www.qaa.ac.uk/en/Publications/Documents/enterprise-entrepreneurship-guidance.pdf">http://www.qaa.ac.uk/en/Publications/Documents/enterprise-entrepreneurship-guidance.pdf</a>		
First CAP Approval Date	14 July 2016	Valid from	September 2017
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Version	2		
Review Date	September 2023		

## **Part 2: Educational Aims of the Programme**

The proposed programme BA(Hons) Sports Business and Entrepreneurship is an innovative, practice-led and student-centred approach. It builds on our team entrepreneurship programmes, based on learning through project work in the fast changing and growing sports industry. It is estimated that this sector is worth £145 billion globally and this presents a huge opportunity to carve a meaningful and successful career out of sport.

Learning at Ashton Gate stadium (home of Bristol City Football Club and Bristol Rugby and located in the south of the city, within easy walking distance of UWE's Bower Ashton Campus) provides students with a real insight of the internal workings of a stadia business and operation. It is here that students will get the opportunity to explore a plethora of different disciplines and gain experience that will lead to employment opportunities. Students will learn about the sports industry, how to build, develop and grow a company as well as developing the skills and confidence required to be a great leader.

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

1. Highly networked, collaborative entrepreneurs with a commitment to life-long learning
2. Equipped with an all-round understanding and capacity for building an organization and managing and leading projects, with a particular emphasis on the sports industry
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 ethical decision making, sustainability, organizational citizenship and global citizenship are imbedded throughout the curriculum.

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

Students graduating from this programme will have spent 3 years learning by doing – working in student owned and led team companies in the sports industry that generate income doing real projects for real organisations in sport. 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 in sport
3. The nature of sports organisations, work and management
4. Organisational and personal learning and development
5. The practice of leadership
6. Managing people
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 sports 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 mentoring
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

### Part 3: Learning Outcomes of the Programme

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

<b>Learning Outcomes:</b>	UMCDBQ-30-1	UMCDBS-30-1	UMCDBT-30-1	UMCDLV-30-1	UMCDBU-30-2	UMCDBW-60-2	UMCDLW-30-2	UMCDB3-30-3	UMCDB4-30-3	UMCDLX-60-3
<b>A) Knowledge and understanding of:</b>										
Team entrepreneurship and effective team working	√	√			√			√	√	√
Building and operating a team company in sport	√			√			√	√		
The nature of sports 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, diversity and sustainable practice	√	√	√	√	√	√	√	√	√	√
Knowledge management, business and management research and the use of information technology	√	√	√	√	√	√	√	√	√	√
<b>(B) Intellectual Skills</b>										
Gather, prioritise and critically evaluate information and evidence from a range of sources	√	√	√	√	√	√	√	√	√	√
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.					√	√	√	√	√	√
Identify and analyse business problems in a range of contexts using appropriate concepts and frameworks					√	√	√	√	√	√



## Part 4: Student Learning and Student Support

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

On this programme students learn by doing real work on real projects, alongside other members of their team company in a sporting context. 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.

Students are based at the newly redeveloped Ashton Gate stadium, home to Bristol City FC and Bristol Rugby. They have their own designated workspace with office facilities to run their projects from. The students also have access to the expertise of staff who run workshops on topics such as finance, marketing, media, and sports coaching and teaching. These workshops will have a positive impact on student's projects and may lead to work based learning.

Within the first few weeks of enrolling on the programme, teams of up to 20 students are formed and given the task of developing real businesses in sport 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 with the agreement of the module leader). Instead of taught sessions, students have regular sessions with a Team Entrepreneurship coach (TE 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, for example, completing projects and project reports, making presentations and by writing book reviews. Their learning is enhanced further by giving and receiving feedback, with fellow team entrepreneurs and the TE coach. Students – or team entrepreneurs as they are known - attend six hours per week of team coaching sessions with their TE Coach.

Examples of projects that students will be involved in are BCCT's annual fundraising event. This event has previously consisted of a physical challenge ranging from The National Three Peaks challenge to cycling from Lands End to Ashton Gate. All of these events involve fans and the local community. Other projects include organisation of Bristol City Football Club's annual community football match. These projects are just some of the areas the students can get involved with over the duration of the course.

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 have their own dedicated open plan office space in the Ashton Gate stadium complex. 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 and BCCT.

Based on principles pioneered and developed by 'Tiimiakatemia' Jyväskylä University of Science and Technology in Finland over the last two decades, where the learning approach has proved highly successful, the approach has adapted to meet the needs of students in UK HE. The first cohort on the BA Business (Team Entrepreneurship) graduate in July 2016. Early indications are encouraging but DLHE data are not yet available. However, 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 contributing 1.5 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.

#### Part 4: Student Learning and Student Support

On the BA Sports Business and Entrepreneurship programme students learn about adding value to their customers, and the latest approaches to setting up and running an entrepreneurial enterprise. Marketing and sales skills will inevitably be needed in every project. Students will learn to understand and manage their 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, sports 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 Sports Business and 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 an average of 8 hours per week over 36 weeks with a Team Entrepreneurship coach (TE coach). In addition, students will have individual feedback sessions with their TE 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 Sports Business and 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.

There is some more formal teaching, through activities such as bootcamps, which are highly interactive. For example, the Level 1 'business bootcamp' sits in the 'Building a Company' (UMCDBQ-30-1) module, and introduces students to lean start-up and the building blocks, responsibilities and requirements for setting-up and running a team sports company. Independent learning includes hours engaged with essential reading, identifying and approaching potential clients, undertaking projects and recording learning, assignment preparation and completion etc.

Students will have the opportunity to access UWE services including academic writing workshops, wellbeing support, printing facilities, employability services and library services. They will also be able to join the Students' Union. These will be accessed mainly through the Bower Ashton and Frenchay campuses. This allows the students to feel part of UWE while studying offsite at Ashton Gate.

The teaching and learning and assessment strategies of UWE, BCCT 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 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 programme intends to challenge the existing perspectives of the students and encourage creative thinking; a solution-focused 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, Under guidance from the TE Coach, and through requirements to read and review books from a range of extended book lists, students meet



#### **Part 4: Student Learning and Student Support**

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.

#### **Description of the teaching resources provided for students**

Students on this programme will have access to their own dedicated 'Entrepreneurship Hub', including open plan office space for the team companies. They will also have access to laptops during timetabled sessions and the space is wifi-enabled. Training sessions take place in a room with AV equipment. Being housed in a working sports stadium also offers a plethora of learning opportunities.

The nature of the programme means that students will get to know the TE coaches well and will typically work with them throughout their time on the programme. These relationships are important in deepening the students' learning experiences.

#### **Description of any Distinctive Features**

This is an innovative approach to business and entrepreneurship education in the world of sport 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 tutorials and lectures, there are coaching sessions and various projects with the team company. In training sessions (2x3 hours/week), the team's TE coach will offer ideas and advice upon request. The TE 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 networks 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 each 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 and resilience will increase, and self-confidence will rise with every success. Studying by this approach 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**

Approved to [University Regulations and Procedures](#)

#### **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 TE coaches and peers, summarised 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

## Part 5: Assessment

management or coaching role and as such, proficiency in preparing them makes a contribution to employability.

The assessment strategy comprises formal tutor (TE coach) assessment, informal tutor (TE 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 TE coaching approach and is provided by peers and clients, as well as TE 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. TE 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. .



## Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions\*:

Tariff points as appropriate for the year of entry - up to date requirements are available through the [courses database](#).

All students will be interviewed for this course.

## Part 8: Reference Points and Benchmarks

The programme aligns with the QAA subject benchmarks for undergraduate degrees in Business and Management, published February 2015 and meets and exceeds the QAA's (2012) 'Enterprise and Entrepreneurship Education: Guidelines for HE Providers'. It has a clear emphasis on creativity and innovation and on the generation, selection and development of innovative ideas to support the creation of strong value propositions for projects and potential start-ups.

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 programme maps well against the UWE Bristol 2020 Strategy as a research and practice-led programme. The programme design has been informed by learning on the BA Business (Team Entrepreneurship) programme and has adapted these methodologies to meet the needs of the sports industry. Feedback on the Business (Team Entrepreneurship) programme has included statements such as:

"We are doing the employers' fair today and have met a number of students on your course. They are fabulous and so exciting ..." (local SME)

"I have never seen first year students like this anywhere." (International Education Representative)

"In the short time since we started the course we have all developed in a number of ways and learnt key skills which are essential to the success of our companies. Personally, the main skill I have developed is being able to work confidently in a large group." (Team Entrepreneur)

The development of the programme has also drawn on the considerable research and pedagogic expertise in innovation and entrepreneurship from across the faculty but notably from TE coaches on the BA Business (Team Entrepreneurship) who have considerable experience of collaborative and project-based learning. Members of this group are experienced in applied research based on organisational fieldwork, which informs a leading role in the provision of CPD and executive development within the faculty. As a consequence, extensive practical experience and insight from working with a range of client organisations over the last 10 years provides a base of expertise upon which this programme has been developed.

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Date of last Periodic Curriculum Review				