

## PROGRAMME SPECIFICATION

Part 1: Basic Data			
<b>Awarding Institution</b>	University of the West of England		
<b>Teaching Institution</b>	Hartpury		
<b>Delivery Location</b>	Hartpury		
<b>Faculty Responsible for Programme</b>	Hartpury		
<b>Department Responsible for Programme</b>	Sport		
<b>Modular Scheme Title</b>	Undergraduate Modular Scheme, Hartpury College		
<b>Professional Statutory or Regulatory Body Links</b>	None		
<b>Highest Award Title</b>	FdA Sports Business Management		
<b>Default Award Title</b>	None		
<b>Fall-back Award Title</b>	None		
<b>Interim Award Titles</b>	CertHE Sports Business Management Certificate in Sports Studies		
<b>UWE Progression Route</b>	BA (Hons) Sports Business Management.		
<b>Mode(s) of Delivery</b>	Full Time/Part Time		
<b>Codes</b>	<b>UCAS:</b> BUWE B80 NC26A	<b>JACS:</b> C600	
	<b>ISIS2:</b> NC26	<b>HESA:</b>	
<b>Relevant QAA Subject Benchmark Statements</b>	Sports science, hospitality, leisure, sport and tourism General business and management		
<b>CAP Approval Date</b>	29 May 2014	<b>Revised CAP dates</b>	V5.4- 20 January 2016 V6.1- 07 July 2016 PCR- 28 March 2017
<b>Valid From</b>	01 September 2016 (2016 entry)		
<b>Valid Until</b>	01 September 2023		
<b>Version</b>	6.1		

## Part 2: Educational Aims of the Programme

- 1 The programme seeks to underpin the University principle that its graduates not only serve society, but also help to develop that society. In the case of the Foundation degree, the programme develops the University's ambitions for its graduates by developing new ideas, and to challenge current processes and practices. The programme enables students to develop:
  - Creative and analytical thinking;
  - Personal qualities and interpersonal skills;
  - Knowledge;
  - Appropriate practical and technical skills;
  - Ethical awareness;
  - Self- evaluation and reflection.
- 2 It is important that within the programme, the Hartpury student should be encouraged to challenge orthodox thinking about sports related studies. We will encourage students to think creatively, to solve problems in a variety of ways, and to look for new ways of defining systems and problems. This will be embedded within the context of the sports industry as it relates to business management, and the recent changes within the sports industry.
- 3 Not only should a Hartpury student acquire and challenge contextual information, they should also develop a range of key skills to enable them to communicate effectively in a variety of media. The design of the programme and the experiences students receive while studying for the programme will enable them to develop self-confidence. We want students to develop positive self-esteem.
- 4 The Hartpury model of student centred learning encourages students to develop an enquiring mind. It is a feature of this programme, as of any other university programme, that there is application of the subject in a practical context. Students are encouraged to be well read within their subject and beyond. The programme will enable students to solve intellectual and practical problems within the context of sport. As such, the teaching and learning process will enable:
  - Practical application;
  - Reading and becoming acquainted with the ideas of experts and others from different times and places;
  - Discussing issues with tutors and peers;
  - Testing ideas in context.
- 5 A Hartpury student should recognise the influence of values on action and reflect on the consequences of these. The Associate Faculty endorses the student centred approach adopted by the wider university. There is strong encouragement for students to take responsibility for their own learning. In so doing, the delivery of the programme will facilitate a flexible learning experience that will enable students to structure their learning productively and equip the student with the skills to enable them to progress their learning further as part of a lifelong learning process.
- 6 The programme is designed to direct the student towards considering choices and options which will enable them to follow themes which will reflect areas of particular interest to the student. The study of changes in the business context of sports management will enable students to develop critical and analytical thinking. To support and facilitate this thinking, the programme will make extensive use of visits to innovative and alternative sports organisations and use the vocational experience which will underpin the undergraduate knowledge of the industries.
- 7 The collective aims of the programme submitted for validation should be seen in the context of Hartpury College's aims to ensure a student centred approach and to integrate the college estate and associated resources into teaching and learning approaches for its Higher Education programmes. In this regard, the Hartpury Sports Academy, its associated facilities and events together with strong industry links will be utilised to offer students practical relevant projects to enhance their learning.

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

This programme develops students ability to think practically and effectively when faced with business challenges. Employers increasingly seek those with initiative and excellent team working skills. This programme is designed to build student confidence and experience through a blend of practical business scenarios, academic knowledge and work based learning opportunities. Learning approaches and assessment aims to develop academic skills progressively and are varied to mirror the wide ranging demands faced within the sports business world.

### 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:

**Learning Outcomes:**

	Personal and Management Development	Introduction to the Sports Industry	Understanding the Business and Economic Environment	Understanding Business and Financial Information	Contemporary Issues in Sport Management	Sports Facility Management	Introduction to the Principles of Marketing	Sports Business Experience	Event Management and Fundraising	Undergraduate Research Process	New Venture Creation	The Sport Service Environment	Sports Development, Organisations & Governance	Study Trip	Accounting Information for Business	Sport and Hospitality Management	Human Resource Management
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**A) Knowledge and understanding of:**

1	Basic principles and methodologies business management;	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Basic knowledge and understanding of sports development practice;	✓						✓					✓			✓	
3	Roles, scope and range of skills of sports managers;	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Human Resource management for sports managers;				✓	✓		✓					✓			✓	✓
5	Financial management for sport managers;				✓			✓	✓	✓					✓	✓	
6	Employment skills required of sports management professionals;	✓						✓									
7	Sports operational management;		✓		✓	✓		✓	✓			✓				✓	
8	Effective team working skills;	✓			✓	✓	✓	✓	✓					✓		✓	
9	Effective communication skills;	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10	Identifying the socioeconomic and political determinants of sport participation and promoting sport development to industry standards in accordance with the national sport delivery system;		✓										✓				
11	Collecting, collating and processing data for the analysis of sports management key issues;					✓	✓	✓	✓							✓	
12	The philosophy and operation of the University of the West of England's Undergraduate Modular Scheme.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

**(B) Intellectual Skills**

1	Seek, describe and interpret information;	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Describe, interpret and organise data;	✓					✓		✓	✓						✓	
3	Identify key themes from written work and oral presentations;	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Express key themes in written work;	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	Apply given tools/methods accurately and carefully to a well defined problem and draw appropriate conclusions;	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Identify, describe and analyse problem situations;	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	Allocate priorities, identify suitable solutions and draw appropriate conclusions;	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	Understand and apply numerical conventions, interpreting trends and data.				✓		✓		✓	✓					✓	✓	
9	Use research effectively in the presentation of an argument;						✓		✓							✓	

<b>Learning Outcomes:</b>		Personal and Management Development	Introduction to the Sports Industry	Understanding the Business and Economic Environment	Understanding Business and Financial Information	Contemporary Issues in Sport Management	Sports Facility Management	Introduction to the Principles of Marketing	Sports Business Experience	Event Management and Fundraising	Undergraduate Research Process	New Venture Creation	The Sport Service Environment	Sports Development, Organisations & Governance	Study Trip	Accounting Information for Business	Sport and Hospitality Management	Human Resource Management
10	Reflect on actions and priorities;								✓									
11	Formulate effective strategies for achieving goals;								✓	✓		✓					✓	
12	Debate issues in relation to more general ethical perspectives.									✓				✓			✓	
<b>(C) Subject/Professional/Practical Skills</b>																		
1	Awareness of the ethics, responsibilities and standards of professional practice in sport management;	✓	✓		✓				✓	✓				✓			✓	✓
2	Empathy for the needs of the full spectrum of sport and fitness practitioners from introductory through recreational to elite competitive levels of participation;	✓			✓									✓				✓
3	Act competently, synthesise information and employ it in an intelligent, responsible and creative manner;	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Communicate and co-operate in the interpersonal, group, corporate and community contexts;	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	Accomplish the efficient and effective operational management of sports organisations, programmes, products and services;					✓			✓				✓				✓	
6	Develop sports marketing and sponsorship plans in accordance with market needs and demands;							✓		✓							✓	
7	Conduct the human resource and financial management operations of sport organisations efficiently and sensitively;			✓		✓										✓		✓
8	Evaluate processes employed in sports management;	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>(D) Transferable skills and other attributes</b>																		
Key skills development and acquisition is mapped onto each module outline. Students are encouraged to develop transferable skills, including:																		
1	Taking responsibility for their own learning;	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Teamwork and time management;	✓						✓		✓		✓				✓	✓	✓
3	Data collection; analysis; and problem solving;	✓	✓	✓	✓	✓	✓	✓		✓	✓						✓	
4	Communicate effectively and appropriately in all business contexts with athletes, coaches, managers and clients of the sports, physical activity and fitness activity;	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓			✓	
5	Present material professionally in a variety of contexts;	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Demonstrate effective personal management skills, including time management and reflective practice;	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	Support the development of fitness;	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	Recognise the needs, priorities and goals of others.	✓						✓	✓	✓		✓					✓	

## Part 4: Student Learning and Student Support

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

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.

On the FdA Sports Business Management programme teaching is a mix of scheduled, independent, virtual learning environment (VLE) and work based learning.

### ***Scheduled Learning***

May include lectures, seminars, tutorials, project supervision, practical classes and workshops; fieldwork; external visits; work based learning; supervised time. Scheduled sessions may vary slightly depending on the module choices made.

### ***Independent Learning***

May include hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.

### ***Work Based Learning***

Includes practical work based individual and group tasks and will include a work placement linked to assessment.

### ***Virtual Learning Environment (VLE)***

This programme is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the VLE.

### ***Careers***

To support learner's career preparations, careers personnel visit Hartpury on a regular basis and the students can use all the on line resources. Tutors will also offer subject specific careers advice through module sessions or individual tutorials. Careers Fairs are arranged periodically to allow students to engage directly with employers from the industry sector.

## Description of any Distinctive Features

The purpose of the programme is to provide a balance of vocational and academic study that is intellectually challenging, vocationally relevant, and provides a foundation for pursuing a career within the sport industry.

The course embraces the government's commitment to the expansion of higher education. The flexibility of the Foundation degree allows people already in work to re-engage in higher education whilst making full use and awarding credit for prior experiential learning within the working environment.

The programme has been designed to build on the competencies of a wide spectrum of students who should be capable of taking up appropriate positions of responsibility within the varied range of enterprises operating within the sports industry sector. Employer input has been sought in the design of the Foundation Degree in Sports Business Management through vocational panels representing employers from the local area, thus identifying employer's needs and current skills gaps in the sports industry.

The Foundation degree programme blends academic knowledge and vocational skills to equip the student with the tools relevant to their employment and to the needs of employers. The degree is designed to provide a pathway for life-long learning and the opportunity to progress to Honours degree programmes.

The programme comprises core modules in business management and the sports industry serving to underpin the acquisition of a range of vocational competencies. Students are prepared with skills to address operational management, products and services, sports marketing and sponsorship plans, human resource implications and the financial management of sport organisations. These competencies are further contextualised within a sport industry business environment through a work placement module.

### Approach to Work Based/Related Learning:

The Associate Faculty has adopted the University Work Based Learning Policy which states that the faculties are required to:

- 1 Ensure that all work-based learning is assessed in accordance with the University's Regulations and Assessment Policy.
- 2 Monitor and review their policies and procedures for securing and allocating to students effective work-based learning opportunities as part of the process for Academic Review.
- 3 Meet the requirements and standards set out by professional bodies.
- 4 Provide clear information regarding the responsibilities of each party to the learning contract or other agreement.
- 5 Ensure students are adequately prepared for work based learning.
- 6 Support, in the workplace, the development of the learners.
- 7 Ensure that the learning is documented in a form that clearly identifies how it contributes to the overall aims and learning outcomes of the programme.
- 8 Regularly assess/audit the contribution of partner organisations' ability to meet the needs of the student and programme.
- 9 Demonstrate that learning contracts or agreements are in place with their work based partners;
- 10 Ensure that clear strategies are in place to support the identification and organisation of work based activities for students, commensurate with the significance of this learning to the programmes of which it forms a part.
- 11 Ensure that all arrangements for WBL take full account of the Special Educational Needs and Disabilities Act (SENDA) (2002) requirements.

Career planning and preparation are integral within the curriculum and are delivered through the university commitment to study skills sessions. Specific modules at each level of study are designed to focus on personal skill development and address study skills sessions aims, whilst career preparation will be at the heart of every module's content and design.

The programme offers the opportunity to gain the industry recognised ILM level 2 award embedded within the personal and management development module. This module additionally offers students practical tasks to develop their team-working and organisational skills.

The programme recognises the progression pathway from this FdA to the BA (Hons) Sports Business Management and supports skill development that prepares students adequately for either the academic demands of an Honours degree or for direct entry to the workplace.

The core business principles of finance and economics are presented early in the programme in a practical format with assessment strategies suited to the progressive development of FdA students. Academic modules are supported with cohort specific practical seminar activities to support student learning.

Level 2 of the programme features a 30 credit Work Based Learning module, incorporating a work placement element and practical reflective assessment.

The programme utilises a wide network of industry practitioners and experts to enhance student learning. This takes the form of guest speakers, facilitated workshops, industry visits and work placement opportunities.

An optional extended Sports Field Trip module is available in the second year, this will give students an additional opportunity to experience the sports industry in a practical business context and will involve additional cost.

Students are encouraged and supported with extra -curricular opportunities such as business competitions, careers fairs, charity and fundraising activities.

The programme welcomes students with disabilities or additional needs. The associate faculty has extensive support in place to assist students.

## Part 5: Assessment

Approved variant to University [Academic Regulations and Procedures](#)

### Assessment Strategy

Principles of assessment will be those as defined by the University through its Academic Procedures and the Modular Assessment Regulations and the University Assessment Strategy document. In addition assessment strategies will comply with the University Work Based Learning Policy.

Due to the varied nature of the programme modules will include reflective portfolios and problem based written assignments, however, a proportion of assessment will be carried under controlled conditions.

#### *Level 1*

Assessment will be designed to introduce students to study within Higher Education through a range of approaches that encourage practical application of business concepts. Modules in the first semester will offer both formative and summative assessment and exams will be of short answer format to build student confidence. Semester two modules are designed to further stretch academic writing skills in preparation for the demands of level 2. Assessment types will include:

- 1 Reflective portfolio work including CV's and PDP's.
- 2 Formative tests.
- 3 Seen and unseen exams, MCQ, short answer and essay formats.
- 4 Presentations group and individual.
- 5 Practical problem based assignments.

#### *Level 2*

Assessment at level 2 builds and shapes the skills introduced at level one and creates opportunities for students to develop synthesis across a range of applied sports business scenarios. Assessment aims to mirror the challenges students will face both seeking employment and in the workplace such as client pitches and event plans. Assessment aims to reward a combination of academic excellence and practical business awareness. In addition to those found at level one, assessment types expected at this level may also include:

- 1 Written and oral proposals.
- 2 Event and hospitality plans.
- 3 Case study appraisal.
- 4 Reflective work experience portfolio.
- 5 Problem based assignments
- 6 On-line tests.

In line with the College's commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to the VLE.

## Assessment Map

The programme encompasses a range of **assessment methods** including; essays, portfolio work, MCQ, group assignments, presentations, written examinations, mini research project, formative assessment.

### Assessment Map for FdA Sports Business Management

		Type of Assessment*									
		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
<b>Compulsory Modules Level 1</b>	Personal and Management Development						A (40) G				B (60)
	Introduction to the Sports Industry						A (25)	B (75)			
	Understanding the Business and Economic Environment						A (50) G	B (50)			
	Understanding Business and Financial Information		A (60)	B (40)							
	Contemporary Issues in Sport Management						A (100) G				
	Sports Facilities Management						A (50)	B (50)			
	Introduction to the Principles of Marketing						A (100) G				
<b>Compulsory Modules Level 2</b>	Sports Business Experience										A (100)
	Human Resource Management				A (75) G			B (25)			
<b>Optional Modules Level 2</b>	Event Management and Fundraising						A (25)	B (75)			
	Sports Development, Organisations and Governance	A (60)					B (40)				
	Undergraduate Research Process							A (100)			
	Study Trip						A (100) G				
	New Venture Creation						A (100)				
	Accounting Information for Business	A (50)						B (50)			
	The Sport Service Environment								A (100)		
Sport and Hospitality Management						A (25)		B (75)			

\*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:

- 1 level and credit requirements
- 2 interim award requirements
- 3 module diet, including compulsory and optional modules

ENTRY	Compulsory Modules	Optional Modules	Interim Awards
Year 1	Personal and Management Development (UINXM8-30-1) Introduction to the Sports Industry (UISXM9-15-1) Understanding the Business and Economic Environment (UISV5Q-15-1) Understanding Business and Financial Information (UISV5V-15-1) Contemporary Issues in Sport Management (UISV5U-15-1) Sports Facility Management (UISXMU-15-1) Introduction to the Principles of Marketing (UISV5S-15-1)		<u>Certificate in Sports Studies</u> Credit Requirements: 60 credits at level 0 or above of which not less than 50 are at level 1 or above.  <u>CertHE Sports Business Management</u> Credit Requirements: 120 credits at level 0 or above of which not less than 100 are at level 1 or above.  <b>TARGET AWARD</b> <u>FdA Sports Business Management</u> Credit Requirements: 240 credits at level 0 or above of which not less than 220 are at level 1 or above, and not less than 100 are at level 2 or above
Year 2	Sports Business Experience (UISXTY-30-2)	Students are normally required to select 90 credits from the optional modules listed below:  Event Management & Fundraising (UISXRN-15-2) Undergraduate Research Process (UINXU5-15-2) New Venture Creation (UISXTX-15-2) The Sport Service Environment (UISV5R-15-2) Sports Development, Organisations & Governance (UISXU3-15-2) Study Trip (UISXS6-15-2) Accounting Information for Business (UISV5W-15-2) Sport and Hospitality Management (UISXRL-15-2) Human Resource Management (UISV5T-15-2)	
<b>GRADUATION</b>			

### Part time:

Part time study provides a flexible route to completion of the programme and can be discussed individually dependent on student circumstances and need.

## Part 7: Entry Requirements

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

Applicants will have achieved tariff points as appropriate for the year of entry, which for the academic year 2013/14 was 160 tariff points.

We also welcome applicants from a diverse range of backgrounds who do not have the entry requirements outlined above. The University will consider applicants on the basis of evidence of personal, professional and educational experience which indicates an applicant's ability to meet the demands of an undergraduate degree programme. Applicants with non-standard entry criteria will be reviewed on an individual basis. This will take the form of an individual interview with members of the programme team and possibly the completion of a set task such as a written assignment. Where appropriate experience or learning has been gained prior to enrolment on the programme AL/AEL may be possible.

Applicants whose first language is not English must also gain a minimum IELTS score of 6.0 prior to entry onto the 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**

Has been used to define the minimum level of achievement that students need to achieve to succeed on this programme and achieve the qualification. It has also been used to inform the academic quality of the programme and enhance the quality of the learning opportunities and the assessment methods used to measure achievement on the

### **Relevant subject and qualification benchmark statements (Sports Science & Hospitality, Leisure, Sport and Tourism)**

Have informed the characteristics of the subject matter and curriculum development of the FdA Sports Business Management, the programme learning outcomes and the attributes that a graduate of this programme should be able to demonstrate.

### **Relevant subject and qualification benchmark statements (General Business & Management QAA Benchmark statements 2007)**

The three key strands of these statements have been integrated throughout the BA (Hons) Sports Business Management:

- 1 Study of organisations, their management and the changing external environment in which they operate.
- 2 Preparation for and development of a career in business and management.
- 3 Enhancement of lifelong learning skills and personal development to contribute to society at large.

Other relevant reference points:

### **University Strategies and Policies: The Academic Regulations and Procedures 2012-13**

Have been used to ensure that the quality of learning, teaching and assessment on this programme adheres to the university's frame work of academic regulations, procedures and working practices that enable the assurance of academic standards. The University's Policy on word count has also been used to inform the assessment strategy stated in Part 5 of this document and is detailed on the module descriptors.

### **Staff Research**

The proposed modules for BA(Hons) Sports Business Management are based on well -established teaching areas within the Associate Faculty and Bristol Business School. These modules will be developed & taught by staff who are research or consultancy active, have significant sports business experience, and who bring this experience to bear on their teaching.

**Employer interaction/feedback: Field of Sports Science Vocational Panel Meetings**

Vocational Panel meetings and ongoing industry consultation ensure the distinctiveness of the programme and the skills and knowledge needed to ensure the programme is current and relevant to employers within the sports industry.

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.

Module and Programme feedback, SSLF forum minutes, DCM and ASQC minutes, Annual Programme Reports, Student Focus Groups, Vocational Panel Consultation. Secondary Market Research.

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](#).