Name of Module: The Sports Industry & Entrepreneurship
Parent School/Dept: School of Humanities
Programmes where module is offered: MA Leadership in Sport
Status: Compulsory
Pre-Requisite Modules or Qualifications: None
FHEQ Level: 6
Unit Value: 20
Module Code: tbc
Module Coordinator: tbc
Terms Taught: Autumn
Applicable From: TERM/YEAR

Response to Student Evaluation: n/a (module has not yet run)

**Educational Aims of the Module**

The module aims to explore the relationship between organized athletic sports ["sport" in shorthand], and market principles & entrepreneurship. The amount of money made by athletes and generated by the sports industry is often portrayed as bringing implicit or explicit threats to the integrity and value of sport. This is linked to the nineteenth-century cult of amateurism, by which sport was overlaid with a theology: playing for love rather than profit was the highest good. Amateurism as a code of practice survived deep in the twentieth century in some elite sports, such as Rugby Union. As a moral framework, amateurism continues to influence the way sports are understood, even within sports that have long been professionalised, and the module aims to give students a clear understanding of the implications of this. Latterly, it has been argued that the history of organized sports (and mass spectatorship) explicitly evolved from the development and success of the sports industry, and that the establishment of successful new sports leagues and businesses with a commercial orientation should be interpreted as breathing new life into the game. Drawing on the disciplines of history and economics, and using a range of powerful case studies, the module aims to develop an advanced critical understanding of the history of the sports industry and the place of entrepreneurship within it.

**Module Outline/Syllabus**

1. British’s sport’s Industrial Revolution (late 19th century)
2. The American sports model
3. Foundation of Premier League football
4. Foundation of IPL
5. Key debate: market incentives vs. paternalist institutions in sports dissemination

Guest lectures (3): from leading international Sports Entrepreneurs and representatives of the University of Buckingham Enterprise Hub, and the Vinson Centre for Liberal Economics and Entrepreneurship.

**Student Engagement Hours**

<table>
<thead>
<tr>
<th>Type</th>
<th>Number per term (e.g. 10)</th>
<th>Duration of each (e.g two hours)</th>
<th>Total Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evening seminars</td>
<td>4</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Evening lectures</td>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Evening dinner discussion</td>
<td>4</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Access Hours (1-to-1)</td>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>
Intended Learning Outcomes:

1. On successful completion of the module, students should be able to demonstrate a broad and, where relevant, detailed understanding of relevant knowledge about sporting organisations, their external context and how they are managed.
2. Ability to develop and sustain historical arguments, formulating appropriate questions and utilising evidence.
3. Ability to acquire and analyse data and information, to evaluate their relevance and validity, and to synthesise a range of information in the context of new situations.
4. An ability to interrogate, read, analyse and reflect critically and contextually upon the material analysed.
5. Critical awareness of current issues and developments in the relationship between sporting culture and the sports industry.

Assessment Method Summary

<table>
<thead>
<tr>
<th>Type (Examination, Test, Coursework, Presentation, Practical, Other)</th>
<th>Number required</th>
<th>Duration (e.g. 1 hour, 4,000 words)</th>
<th>Weighting (e.g. 20%)</th>
<th>Timing/ Submission Deadline (e.g. Week 8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case study</td>
<td>1</td>
<td>1,000 words</td>
<td>25%</td>
<td>8</td>
</tr>
<tr>
<td>Critical Essay</td>
<td>1</td>
<td>1,500-2,000 words</td>
<td>50%</td>
<td>10</td>
</tr>
<tr>
<td>Presentation</td>
<td>1</td>
<td>6 – 8 minutes (filmed, plus notes &lt;500 words)</td>
<td>25%</td>
<td>11</td>
</tr>
</tbody>
</table>

Module Outcomes

Teaching/Learning Strategy:

1. Detailed discussion in interactive seminars and access hours of a range of relevant historical and contemporary case studies.
2. Contextual teaching materials and reading tasks.
3. Carefully chosen syllabus and programme of guest lectures highlighting key themes and debates.
4. Feedback on work-in-progress, in conjunction with provision by trained Library Staff of Research Methods session.
5. Guided discussions focused around critical readings of the material analysed.

Assessment Strategy:

1. Feedback on work in progress.
2. Critical essay to assess ILOs 1, 2, 4.
3. Case study to assess ILOs 1, 3, 5.
4. Presentation to assess ILOs 1, 4, 5.

Transferable/Practical Skills and other attributes:

The three processes described and related above (the intended learning outcomes; the learning and teaching strategies designed to produce them; the assessment model designed to allow them to be demonstrated) are themselves intended to lead on to the following subset of transferable skills developed in those successfully completing the course:

1. Clarity, fluency, and coherence in written expression.
2. Clarity, fluency, and coherence in oral expression.
3. Students are required to read clear fluent and coherent authorities in the field, and assimilate methodology.
4. Students are required to listen to and interact with clear fluent and coherent guest speakers, who are authorities in the field, and to observe their technique.
5. Seminar materials involve discussion of comparative perspective, both temporal and geographical/cultural.
6. Access hours and verbal feedback encourages/requires students to discuss their work-in-progress, their submission schedule, and the standards required for presentation.
3. Command of comparative perspectives, including the ability to compare sports histories between different countries, societies, or cultures
4. Awareness of continuity and change over extended time spans
5. Ability to produce reports both written and oral to professional standards of presentation and punctuality

Assessment Strategy:
Explain the strategies used to assess the achievement of each part of the transferable/practical skills
1. Critical Essay allows students to demonstrate 1, 3, 5
2. Case Study allows students to demonstrate 1, 4, 5
3. Presentation allows students to demonstrate 2-5

Key Texts and/or other learning materials
LINCOLN ALLISON & ALAN TOMLINSON: Understanding International Sport Organizations, Routledge, 2017
TONY COLLINS, Sport in Capitalist Society, Routledge, 2013
GIDEON HAIGH, The Cricket War, Bloomsbury, 2017 (republished from 1993 original)
MICHAEL MANDELBAUM, The Meaning of Sports, Public Affairs, 2005
STEFAN SZYMANSKI & SIMON KUPER, Soccernomics, Harper Collins, 2009
(See also detailed Reading List; postings on MOODLE).

Please note: This specification provides a concise summary of the main features of the module 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 each module and programme can be found in the departmental or programme handbook. The accuracy of the information contained in this document is reviewed annually by the University of Buckingham and may be checked by the Quality Assurance Agency.