



## **BA (Hons) International Sports Management with Combined Studies**

### **Programme Specification**

**2022-2023**

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## 1. INTRODUCTION

This document describes the **BA (Hons) International Sports Management with Combined Studies** awarded by Richmond University, the American International University in London, using the protocols required by *The Framework for Higher Education Qualifications in England, Wales, and Northern Ireland* (QAA, 2008).

The degree is delivered within the framework of a US Liberal Arts undergraduate degree programme. Typically, students take the programme over 3.5 to 4 years (approximately 10 courses per year, with summer courses allowing for accelerated progress in some cases). Each undergraduate credit is equivalent, approximately, to 1 classroom contact hour per 15-week semester. On this basis, students are required to earn a total of a minimum 120 US academic credit hours in order to complete their degrees. Of the courses in the programme, half are at the “lower-division” taken in the first two years of study and coded 3000-4999, and half are at the “upper division”, taken in years three and four, and coded 5000-6999.

The degrees are also articulated in terms of UK Regulatory Frameworks, chiefly the *FHEQ* and the *Higher Education Credit Framework for England*. Each course has been assigned to an appropriate level on the *FHEQ*, based on the course’s learning outcomes and assessment strategies (note that the courses comprising the first year of the 4-year US undergraduate degree are normally at QCF Level 3). US undergraduate credit can generally be translated to ECTS and UK CATS credits in the following manner: 1 US credit = 2 ECTS credits = 4 UK CATS credits. So a US degree of 120 credits would translate as 240 ECTS credits and 480 UK CATS credits (with a minimum of 360 UK CATS credits at Levels 4-6 on the *FHEQ*).

**Please note: 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 s/he 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 course can be found in course specification documents and syllabi.**

**The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.**

## 2. OVERVIEW

<b>Programme/award title(s)</b>	BA (Hons) International Sports Management with Combined Studies
<b>Teaching Institution</b>	Richmond, the American International University in London
<b>Awarding Institution</b>	Richmond, the American International University in London
<b>Date of last validation</b>	14 March 2022
<b>Next revalidation</b>	Spring 2027
<b>Credit points for the award</b>	120 US Credits 480 UK Credits at <i>FHEQ</i> Levels 3-6 (120 at Level 3; 120 at Level 4; 120 at Level 5; 120 at Level 6)
<b>UCAS Code</b>	University Code: R20
<b>Programme start date</b>	Fall 2022
<b>Underpinning QAA subject benchmark(s)</b>	Events, Hospitality, Leisure, Sport & Tourism 2019 Business and Management 2019 <a href="https://www.qaa.ac.uk/quality-code/subject-benchmark-statements">https://www.qaa.ac.uk/quality-code/subject-benchmark-statements</a>
<b>Professional/statutory recognition</b>	N/A
<b>Language of Study</b>	English
<b>Duration of the programme for each mode of study (P/T, FT,DL)</b>	FT
<b>Dual accreditation (if applicable)</b>	Middle States Commission on Higher Education (First accredited 1981; renewed 1996, 2006, 2016). QAA – Higher Education Review (AP) 2017
<b>Date of production/revision of this specification</b>	July 2022 (see chart below for list of revisions)

### 3. ABOUT THE PROGRAMME

The International Sports Management degree aims to provide students with a broad range of skills in the key functional areas of business and yet provide them with an opportunity to develop a specialism in sports management, in the last two years of their four year degree.

This degree provides an applied and critical examination of the theory and practice surrounding the management and business of sports in various parts of the world. The increasing commodification of sport as a 'product' and the changes in consumer behaviour has resulted in a need to adopt a more professional and commercial orientation to the management of sport and to its business operations. Changes in the public sector of many countries, and the development of commercial provisions, have fundamentally affected the balance of the public, commercial and voluntary sector structures in the provision of sporting and leisure facilities. This has resulted in a need to understand the context in which operational, policy and strategic decisions are taken, and both existing and future sports managers need to have a knowledge and skill set that reflects this understanding. Levels of professionalism, citizenship, leadership, consumerism and commercial awareness need to be optimized for the successful operation of sports businesses.

Operating from a firm theoretical base, the degree provides an exploration of the central role and functions of sports management and provides students with a comprehensive and critical grounding in business management principles. It allows students to apply this grounding to practical and realistic settings in sport and leisure contexts. It also enables specialism in areas of particular interest such as sport marketing, healthy lifestyles, sport event management and coaching.

Students acquire a solid foundation in the business fundamentals with information technology and a global perspective as the integrating and unifying theme throughout the course of their studies. This degree enables our students to respond to the unprecedented demand for workers with knowledge and skills required to lead innovative organizations, from local sports businesses to global corporations.

### 4. MISSION

To provide academic underpinning to the study of sports management through the development of core transferable skills and competencies, and help students achieve their intellectual potential through a programme of study designed to enhance career aspirations and employability. To deliver education based on an American Liberal Arts tradition within a diverse and culturally rich environment that encourages cultural understanding and flexibility, so that its graduates can operate effectively and efficiently with integrity in a global economy.

### 5. PROGRAMME STRUCTURE

#### **BA (Hons) International Sports Management with Combined Studies**

A normal course load per academic year is 30 US credits, equivalent to 120 UK credits. Students complete 120 UK credits at Level 6 in the major.

Please note that students must complete all Liberal Arts requirements AND a minimum of 120 credits at each FHEQ level. The Liberal Arts programme offers more choice amongst levels, so students and advisors must ensure that both Liberal Arts requirements and overall level requirements are satisfied.

Black = Major requirements

Blue = General Education Liberal Arts Core requirements

Green = Electives/Gen Ed Electives

**Table 1** Lower Division / Levels 3 and 4 Degree Requirements

<b>LOWER-DIVISION REQUIREMENTS</b>			
<i>RQF Level 3</i>		<b>US CREDITS</b>	<b>UK CREDITS</b>
<b>Minimum Required courses</b>			
<b>MGT 3200</b>	Foundations of Business	3	12
<b>MTH 3111</b>	Functions with Applications	3	12
<b>MGT 3201</b>	Foundations of Computer Applications	3	12
<b>SPT 3200</b>	Sport and Society	3	12
<b>GEP 3105</b>	Tools for Change	3	12
<b>GEP 3180</b>	Research and Writing I	3	12
<b>Plus one of the following:</b>		<b>3</b>	<b>12</b>
<b>GEP 3150</b>	Visual Thinking		
<b>GEP 3170</b>	Narratives of Change		
<b>Plus one of the following:</b>		<b>3</b>	<b>12</b>
<b>ENV 3XXX</b>	Any RQF Level 3 ENV course		
<b>XXX 3XXX</b>	RQF Level 3 Elective (only if satisfying ENV requirement at FHEQ Level 4)		
<b>Plus:</b>			
<b>XXX 3XXX</b>	RQF Level 3 Elective OR MTH 3000 (if student tests into this)	3	12
<b>XXX 3XXX</b>	RQF Level 3 Elective	3	12
<b>RQF Level 3 CREDIT TOTALS</b>		<b>31</b>	<b>124</b>

<i>FHEQ Level 4</i>		<b>US CREDITS</b>	<b>UK CREDITS</b>
<b>ACC 4205</b>	Managerial Accounting	3	12
<b>ECN 4105</b>	Introduction to Microeconomics	3	12
<b>ECN 4110</b>	Introduction to Macroeconomics	3	12
<b>SPT 4100</b>	Introduction to Sports Business	3	12
<b>SPT 4200</b>	Introduction to Sports Psychology	3	12
<b>MTH 4120</b>	Probability & Statistics I	3	12
<b>GEP 4105</b>	Social Change in Practice	3	12
<b>GEP 4180</b>	Research and Writing II	3	12

<b>Plus one of the following:</b>		<b>3</b>	<b>12</b>
<b>ENV 4XXX</b>	Any FHEQ Level 4 ENV course		
<b>XXX 4XXX</b>	FHEQ Level 4 Elective (only if satisfying ENV requirement at RQF Level 3)		
<b>Plus:</b>			
<b>XXX 4XXX</b>	FHEQ Level 4 Elective	<b>3</b>	<b>12</b>
<b>FHEQ Level 4 CREDIT TOTALS</b>		<b>30</b>	<b>124</b>

**Table 2** Upper Division / Levels 5 and 6 Degree Requirements

<b>UPPER-DIVISION REQUIREMENTS</b>			
<b>FHEQ Level 5</b>		<b>US CREDITS</b>	
<b>FNN 5200</b>	Corporate Finance	3	12
<b>MKT 5200</b>	Principles of Marketing	3	12
<b>SPT 5100</b>	Sports Economics	3	12
<b>SPT 5210</b>	Sports Events Planning & Promotion	3	12
<b>SPT 5215</b>	Sports Management	3	12
<b>SPT 5200</b>	International Sports Governance	3	12
<b>MGT 5200</b>	Research Methods and Data Analysis	3	12
<b>Plus one of the following:</b>		<b>3</b>	<b>12</b>
<b>GEP 5101</b>	Service Learning: Digital Collaboration		
<b>GEP 5102</b>	Service Learning: Leadership in a Changing World		
<b>GEP 5103</b>	Service Learning: Environment and Society		
<b>GEP 5104</b>	Service Learning: Global Citizenship and Migration		
<b>plus two of the following:</b>			
<b>XXX 5XXX</b>	FHEQ Level 5 Elective	<b>3</b>	<b>12</b>
<b>XXX 5XXX</b>	FHEQ Level 5 Elective	<b>3</b>	<b>12</b>
<b>FHEQ Level 5 Credit Totals</b>		<b>30</b>	<b>120</b>

<b>FHEQ Level 6</b>		<b>US CREDITS</b>	<b>UK CREDITS</b>
<b>SPT 6102</b>	Talent Identification: Principles & Practice	4	16
<b>SPT 6105</b>	Sports Finance	4	16
<b>SPT 6104</b>	Sports Marketing	4	16
<b>SPT 6391</b>	Senior Project in ISM I	3	12
<b>SPT 6392</b>	Senior Project in ISM I	3	12
<b>Plus two of the following:</b>		<b>8</b>	<b>32</b>
<b>SPT 6901</b>	World Internship in Sports Management		
<b>SPT 6902</b>	Internship in Sports Management		
<b>SPT 6103</b>	Team & Leadership Dynamics		
<b>SPT 6101</b>	Coaching & Team Management		

<b>Plus:</b>			
XXX 6XXX	FHEQ Level 6 Elective	4	12
<b>FHEQ Level 6 Credit Totals</b>		<b>30</b>	<b>120</b>

## 6. PROGRAMME OUTCOMES

Programme-level learning outcomes are identified below. Please refer to the Curriculum Map at the end of this document for details of how outcomes are deployed across the study programme.

### Key Programme Outcomes

Upon completion of the **BA (Hons) International Sports Management with Combined Studies** degree, students should be able to:

- Understanding of sports business strategy and its development
- Understanding of fundamental principles, key concepts, and techniques underlying the discipline
- Critical reflection on different approaches and perspectives
- Development of professional skills and engagement with a range of problems
- Develop key skills such as IT and processing of information to communicate information, ideas and arguments effectively

### Knowledge and Understanding (A)

**A1** the nature and purpose of business organisations; key concepts relating to their functioning, survival and success.

**A2** the structure, culture and role of business organisations; the complex dynamics of organisational environments; how organisations understand and interact with their environments.

**A3** the nature and development of business functions within organisations; functional perspectives on business problems and issues; the nature and importance of cross- functional integration in business.

**A4** business strategy and its development, including the identification of strategic directions and options; the relationships between business organisations and policy institutions, and their impacts on strategy.

**A5** a broad critical understanding of the fundamental principles, concepts and techniques underlying the discipline.



**A6** an understanding of the principal theories, methods, models and approaches that can be deployed in the discipline.

**A7** your own learning; its development in the context of their studies; its role and impacts on future work/practice.

### **Cognitive Skills (B)**

**B1** critique established ideas, concepts and techniques drawn from studies and use knowledge to examine a wide range of business problems and issues, including future work/practice\* arena.

**B2** identify and critically assess different perspectives on and approaches to business, organisational and work-practice issues.

**B3** critically reflect on, evaluate and apply learning in differing work/practice contexts.

**B4** select and apply appropriate techniques and tools relevant to the discipline.

**B5** critically analyse and evaluate a range of ideas, arguments or theories based within the discipline.

### **Practical and/or professional skills (C)**

**C1** use and adapt relevant business knowledge and skills to practically engage with a range of problems and issues in work/practice arena.

**C2** use specific business knowledge, cognitive and key skills, as a basis for significantly enhancing future working life.

### **Key Skills (D)**

**D1** communicate information, ideas and arguments effectively using appropriate styles and language, to specialist and non-specialist audiences.

**D2** read and interpret information presented in a variety of forms and perform relevant tasks of analysis and evaluation.

**D3** apply ICT skills to search for, identify and present information appropriate to a variety of business/organisational activities.

**D4** plan and manage your learning towards the achievement of established aims and objectives, including the recognition of knowledge limitations.

**D5** engage in reflective, adaptive and collaborative learning.

\* Work/practice refers to the widest possible range of jobs and occupations, incorporating paid employment, self-employment, voluntary work, family caring and domestic work

## 7. TEACHING, LEARNING, AND ASSESSMENT

### Teaching Strategy

The teaching and learning strategy adopted within the **BA (Hons) International Sports Management with Combined Studies** degree is based on the understanding that all students will be treated as active learners. Clearly, the precise approach will vary from course to course, depending on the learning outcomes relevant to each class.

The generic components of our teaching and learning strategy normally involves a variety of approaches and include delivering many of the following:

- Regular use of formal lecture sessions in all courses.
- Occasional workshops and seminars in some courses.
- Regular use of individual and/or team-based projects in all courses.
- Regular use of self-directed and directed reading in all courses.
- Peer-tutoring led by advanced students in many courses.
- Use of audio-visual and library resources in some courses.
- Regular use of tutor- and student-led discussion groups via e-learning platforms such as PowerCAMPUS (or Blackboard) in many courses.

The combination of teaching and learning approaches mentioned above develops our students' knowledge, thinking skills and practical skills.

Their knowledge is acquired through:

- Structured lectures and supporting materials
- Directed reading and use of internet materials
- Independent research

Their cognitive skills are developed through:

- Conducting research
- Making presentations and preparing other assessments
- Helping others to learn

Their practical skills are gained through:

- Application of theory to practices encountered during internships
- Using information technology to retrieve and manipulate data
- Negotiating by means of team-based projects

Their key skills are gained through:

- Employing and using appropriate linguistic skills
- Independent learning

## Assessment Strategy

The assessment strategies we use with our **BA (Hons) International Sports Management with Combined Studies** degree speak directly to how we anticipate progression with student learning to take place.

In terms of following up with the assessment of student learning and consistent with US liberal arts traditions, our classes rely on the system of continuous assessment on a course by course basis and throughout any given semester. This approach often involves the use of term-papers, portfolios of work, quizzes, mid-semester and final exams as well as student presentations and general class discussion. Not every component applies to every course, but most do relate to many of the classes that are offered. Many of our courses involve a site visit or require attendance at a public lecture as well. Students generally find these events to be extremely valuable to their learning.

Most of the courses will follow the University Assessment Norms, however some may follow specialised norms, as listed in each CSD. See [Assessment Norm Policy](#) for full details.

Each senior will end their programme with a dissertation which will normally have 8,000-10,000 words.

## 8. ENTRY REQUIREMENTS

### Admissions

Details of the entry requirements, including English language requirements, may be found at the appropriate page of the University website listed below, where a comprehensive Admissions Policy and Summary of Practice document is also published.

<https://www.richmond.ac.uk/undergraduate-admissions/>

### Transfer Credit

Prospective students with specific levels of subject achievement in Advanced Placement Tests, GCE A Levels and some other UK and international qualifications may enter with Advanced Credit and be given exemption from certain courses of the programme. Please see the Transfer Credit Policy Undergraduate for details.

## 9. EXIT AWARD REQUIREMENTS

An exit award is defined as a lower award than one for which the student is registered. Such an award may be conferred if a student completes part, but not all, of the requirements of the programme for which he or she is registered. Students may not enter the university registered for an exit award.

### Associate of Arts Degree in General Studies (US)

The US Associate of Arts (AA) degree can be awarded as an exit degree for those students completing the following minimum requirements.

30 US / 120 UK credits at RQF Level 3  
30 US / 120 UK credits at FHEQ Level 4

Of the total number of credits required for the AA degree, 30 US/120 UK credits must be completed at Richmond. Students must obtain a minimum cumulative GPA of 2.0 and a major of 2.0 in order to qualify for this degree. Latin Honours are not applied to the AA Degree.

The requirements for the AA degree are outlined in Table 1 above. All Level 3 and 4 Major and Liberal Arts Core Requirements must be completed.

### **Certificate of Higher Education in International Sports Management (UK)**

The UK Certificate of Higher Education (CertHE) can be broadly aligned with the US Associate of Arts Degree, but the CertHE does not require the completion of 30 US/120 credits at RQF Level 3. Students who qualify for the AA degree will automatically qualify for the CertHE. But students may qualify for a CertHE without fulfilling the requirements for a US AA degree if they have not completed all of the CQF Level 3 requirements necessary to obtain the AA.

The UK CertHE can be awarded as an exit award for those students completing the following minimum requirements.

120 credits at FHEQ Level 4

- Pass (normally a GPA of between 1.85 and 2.99 for all Level 4 courses)
- Merit (normally a GPA of 3.0 to 3.54)
- Distinction (normally a GPA of 3.55 and above for all level 4 courses)

Of the total number of credits required for the UK CertHE, 15 US/60 UK credits must be completed at Richmond.

The requirements for the UK CertHE are outlined in the section of Table 1 pertaining to FHEQ Level 4 requirements. All Level 4 Major and General Education Liberal Arts Core Requirements must be completed.

### **Diploma of Higher Education in International Sports Management (UK)**

The UK Diploma of Higher Education (DipHE) has no US equivalent. The UK DipHE can be awarded as an exit award for those students completing the following minimum requirements.

120 credits at FHEQ Level 4

120 credits at FHEQ Level 5

- Pass (normally a GPA of between 1.85 and 2.99 for all Level 4 courses)
- Merit (normally a GPA of 3.0 to 3.54)
- Distinction (normally a GPA of 3.55 and above for all level 4 courses)

Of the total number of credits required for the UK DipHE, 15 US/60 UK Level 4 credits and 15 US/60 UK Level 5 credits must be completed at the University.

The requirements for the UK DipHE are outlined in the sections of Table 1 and Table 2 above pertaining to FHEQ Level 4 and FHEQ Level 5 requirements. All Level 4 Major and General Education Liberal Arts Core Requirements must be completed. Level 6 courses can be “dipped-down” to fulfil missing Level 5 credits.

Students may not be awarded more than one UK exit award and the University Examination Board will recommend the most relevant one for the individual student circumstance.

## **10. STUDENT SUPPORT AND GUIDANCE**

There is a range of student support and guidance, for both academic and general wellbeing, available to students. This is accomplished through a range of programmes and services that positively impact learning as well as the total student life experience.

All students have an allocated full-time faculty member who acts as their academic adviser. Academic Advisers have on-going responsibility for students’ academic progress, meeting with each advisee at least once per semester. Advisers assist students with registration, enabling smooth progression through the degree. They also advise on postgraduate and career opportunities, and also provide pastoral support in many cases.

A range of Maths, English, Technology and Writing workshops have been established to support students with particular needs in these areas. Librarians are on hand to assist with library use, which includes instruction in web-based resources.

The University endeavours to make all practical and reasonable adjustments to ensure students are able to fully participate in the University community. Students who declare a physical disability or a special educational need are supported to ensure the quality of their educational experience meets their individual requirements. SEN students, for instance, receive extra time in examinations, and have the option of writing exams on university-provided computers, and/or of taking exams in a separate room.

The University operates a well-staffed Student Affairs department that provides services intended to support and encourage student welfare, safety and development. This department oversees medical registration of students and provides counseling services. It also organizes a range of extracurricular activities and travel designed to further enhance students’ educational experiences. Disciplinary and social grievance procedures are also overseen by this department.

## **11. PLACEMENT**

The Internship Office the University offers a formal mechanism through which students may receive work-placement opportunities. These placements are supervised, career-related work experiences combined with reflective, academic study that help students apply theoretical knowledge in the workplace. Participation in the internship programme is optional, but students who choose to take up a placement receive academic credit for their placement and associated academic work (see level 6 options).

Expectations with regard to careers education, information, advice and guidance (as outlined in the section on Enabling Student Achievement in *The UK Quality Code for Higher Education*) are handled by the university's Student Affairs department. This department conducts a variety of career services for students, ranging from resource provision to a CV service, and in particular through the LEAD (Leadership, Education and Development) seminar series.

In addition to these services, the alumni office offers networking opportunities where students may contact alumni working in a variety of fields. The alumni office also offers these services via social media such as LinkedIn and Facebook.

## 12. STUDY ABROAD

Richmond students have the option to take a leave of absence and travel away from the university as a 'study abroad'. With 40 partnerships spread over five continents, students are able to select from a wide range of partners. All courses taken elsewhere must be pre-approved by Registry Services.

## 13. REGULATORY FRAMEWORK

The **BA (Hons) International Sports Management with Combined Studies** is operated under the policy and regulatory frameworks of Richmond the American International University in London, the Middle States Commission on Higher Education, the Framework of Higher Education Qualifications, and the UK Quality Code for Higher Education.

Also key to the background for this description are the following documents:

- QAA (2021). Higher Education Credit Framework for England: guidance on academic credit arrangements in Higher Education in England.
- QAA (2018). The Revised UK Quality Code for Higher Education. ([www.qaa.ac.uk](http://www.qaa.ac.uk))
- SEEC (2016). Credit Level Descriptors for Higher Education. Southern England Consortium for Credit Accumulation and Transfer ([www.seec.org.uk](http://www.seec.org.uk)).
- Middle States Commission on Higher Education. Standards for Accreditation and Requirements of Affiliation. 2014: Thirteenth Edition; Rev. Ed. 2015.

### Ensuring and Enhancing the Quality of the Programme

The **BA (Hons) International Sports Management with Combined Studies** features detailed published educational objectives that are consistent with the mission of the institution. All course outlines contain course specific objectives that are regularly monitored by the individual instructors and by the faculty as a group.

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External Examiners
- Internal Moderation
- Student representation
- Curricular change approval process
- Annual Programme Monitoring and Assessment
- Formal Programme Review, every 5 years
- Course evaluation
- Student satisfaction surveys and the NSS
- Feedback from employers

**BA (Hons) International Sports Management with Combined Studies** is provided through a system of ongoing evaluations that demonstrate achievement of the programme's objectives, and uses the results to improve the effectiveness of the programme. Ongoing evaluation is carried out for both US (the Middle States Commission on Higher Education) and UK (QAA) reviews. The University is a voluntary subscriber member of the QAA, and underwent its first full Institutional Review in May 2013 and a Higher Education Review (AP) in 2017.

## APPENDIX 1 Curriculum Map

		Knowledge and understanding							Cognitive Skills					Prof Skills		Key Skills				
		A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	C1	C2	D1	D2	D3	D4	D5
<b>Level 3</b>																				
MGT 3200	Foundations of Business	x			x					x	x		x	x	x	x				
MTH 3111	Functions with Applications	x							x					x						
MGT 3201	Foundations of Computer Applications	x	x						x	x				x	x	x				
SPT 3200	Sport and Society		x		x	x			x	x			x		x	x	x			
<b>Level 4</b>																				
ACC 4205	Managerial Accounting	x			x	x				x	x		x	x	x	x				x
ECN 4105	Introduction to Microeconomics	x	x			x			x	x				x	x	x	x	x	x	x
ECN 4110	Introduction to Macroeconomics	x			x	x			x	x				x						
MTH 4120	Probability & Statistics I		x							x		x		x			x			
SPT 4100	Introduction to Sports Business	x	x		x	x			x		x			x		x	x	x		
SPT 4200	Introduction to Sports Psychology					x	x	x		x	x			x		x	x		x	
<b>Level 5</b>																				
FNN 5200	Corporate Finance	x		x		x			x	x				x	x		x			x
MKT 5200	Principles of Marketing	x		x				x		x				x	x	x		x		
SPT 5100	Sports Economics	x		x		x			x	x				x			x			
SPT 5210	Sports Events Planning and Promotion	x	x		x	x	x		x		x		x	x					x	
SPT 5215	Sports Management	x	x	x	x			x	x	x			x		x		x			



SPT 5200y	International Sports Governance	x	x		x		x			x		x	x			x			
MGT 5200	Research Methods and Data Analysis	x			x				x	x		x			x				x
<b>Level 6</b>																			
SPT 6102	Talent Identification: Principles and Practice					x	x				x	x	x	x					x
SPT 6105	Sports Finance	x		x		x			x		x				x		x	x	
SPT 6104	Sports Marketing	x	x		x	x			x		x		x	x	x	x	x		
SPT 6391	Senior Project in Sports Management I	x	x		x	x	x		x	x	x		x	x	x		x		x
SPT 6392	Senior Project in Sports Management II	x	x	x		x	x	x	x		x	x	x	x	x	x		x	x
<b>Plus two of the following:</b>																			
SPT 6901	World Internship in Sport Management (4 cr)	x	x			x		x		x		x	x	x			x	x	x
SPT 6902	Internship in Sport Management (4 cr)	x	x			x		x		x		x	x	x			x	x	x
SPT 6103	Team and Leadership Dynamics in Sport and Coaching		x		x		x			x	x	x	x	x	x			x	x
SPT 6101	Coaching & Management of Sports Teams	x				x	x	x	x	x		x	x	x			x		x

## APPENDIX 2: KILO KPO OUTCOME AND ASSESSMENT MAPPING BA INTERNATIONAL SPORTS MANAGEMENT WITH COMBINED STUDIES

### KILO KPO OUTCOME AND ASSESSMENT MAPPING BA INTERNATIONAL SPORTS MANAGEMENT WITH COMBINED STUDIES

Key Institutional Learning Outcome (Standard V) Assessment Requirement)	MSCHE Standard III Design Requirement	Key Programme Outcomes BA International Sports Management with Combined Studies	Programme Outcomes	How will it be assessed (grades without a rubric do not count, please list courses that will be included)?	When will it be assessed	Changes stemming from assessment results
KILO 1: Critical Thinking: <b>Demonstrate the ability to use appropriate methods to gather and organise ideas and information to ask, explore, and answer questions.</b>	Critical Analysis and Reasoning	1.1 Demonstrate knowledge and understanding of sport management strategies to evaluate different organizational processes, procedures and practices.	A1-A5, B1-B5, C1, D4-D5  A1-A6, B1, B3-B5, C1, D1, D4-D5	SPT 6391 Senior Project I (Final project) Rubric: literature review  SPT 5210 Sports Event Planning and Promotion (Event plan) Rubric: event strategies and event proposal plan		

<p>KILO 2: IT Literacy and Communication Competency: <b>Demonstrate the ability to effectively communicate, in a group and individually, through verbal, written, and digital means.</b></p>	<p><b>Information Literacy and Technological Competency</b></p>	<p><b>1.2 Develop key professional skills and competencies – such digital literacies, IT, and processing of information – to communicate information, ideas and arguments effectively across a variety of media.</b></p>	<p><b>A1, A2, A3, A6, A8, B2, B4, B6, B7, B8, B9, B12</b></p> <p><b>A1, A3, A5, B2, C1-C2, D1, D3</b></p>	<p><b>GEP 4180 Research and Writing II (Research project)</b>  <b>Rubric: academic writing and conventions</b></p> <p><b>MKT 5200 Principles of Marketing (Group Report)</b>  <b>Rubric: identification and explanation of key concepts</b></p>		
<p>KILO 3: Research and Writing: <b>Demonstrate the ability to work independently and use appropriate research skills and methodologies.</b></p>	<p><u>Oral and Written Communication</u></p>	<p><b>1.3 Demonstrate ability to apply appropriate research methodologies to analyse and evaluate a range of data and other sources of information, and use research for evidence-based decision-making.</b></p>	<p><b>A1, A3, B2-B3, B5, D1, D5</b></p> <p><b>A1-A5, B1-B5, C1-C2, D1-D5</b></p>	<p><b>MGT 5200 Research Methods and Data Analysis (Literature review)</b>  <b>Rubric: evaluation of quantitative and qualitative approaches</b></p> <p><b>SPT 6392 Senior Project II (Final project)</b>  <b>Rubric: methodology and design of research instrument</b></p>		
<p>KILO 4: Sustainability: <b>Demonstrate an understanding of environmental, community, and</b></p>	<p><b>Scientific Reasoning</b></p>	<p><b>1.4 Demonstrate understanding of sports organizations' obligation to manage</b></p>	<p><b>A2, A3, B2, C3</b></p>	<p><b>ENV 3125 Foundations in Environmental Studies (Report)</b></p>		

<p><b>individual sustainability to meet the needs of the present without compromising the future.</b></p>		<p>responsibly and behave ethically in relation to social, cultural, economic and environmental issues.</p>	<p>A2, A5, B2, B4, C1</p>	<p>SPT 5225 Sports Management (Research Project) Rubric: evaluation of corporate social responsibility</p>		
<p>KILO 5: Quantitative: <b>Interpret, analyse, and communicate quantitative information using mathematical, statistical, or symbolic reasoning.</b></p>	<p><u>Quantitative Reasoning</u></p>	<p>1.5 Demonstrate competencies of quantitative skills to manipulate data, evaluate, estimate and model management and business problems, functions and phenomena.</p>	<p>A2, A5, B2, B4, C1  A1-A5, B1, B4, C1, D1, D4-D5</p>	<p>MTH 4120 Probability and Statistics I (Course grade) Rubric: use numerical measures to describe data  SPT 5100 Sports Finance (Final Examination) Rubric: application of financial tools and numerical models</p>		
<p>KILO 6: Creative Thinking: <b>Approach challenges with intellectual curiosity to make connections and find hidden relationships between seemingly unrelated fields.</b></p>	<p><u>Creative Thinking</u></p>	<p>1.6 Demonstrate critical applications of various theories, models, frameworks, tasks, and roles to formulate creative solutions to sport management challenges.</p>	<p>A4-6, B2-3, C1, D1-2, D4  A1-A2, A4-A6, B1, B4-B5, C2, D2-D3</p>	<p>SPT 4200 Introduction to Sports Psychology (PST Delivery) Rubric: evaluation of effectiveness of PST strategies in practice.  SPT 6101 Sports Marketing (Presentation) Rubric: market segmentation, targeting and positioning, and consumer variables</p>		

<p>KILO 7: Ethics and Diversity: <b>Demonstrate an awareness of the importance of ethical judgment and use ethical judgment to inform decisions</b></p>	<p><u>Cultural and Global Sensitivity</u></p>	<p>1.7 Demonstrate understanding of the importance of diversity, inclusivity, and ethical considerations within different sport management settings and sector activities.</p>	<p>A1, A2, B1-B4, C2</p> <p>A1-A5, B1, B5, C1-C2, D1, D4</p>	<p>GEP 4105 Global Change in Practice (PDP)</p> <p>SPT 5200 International Sports Governance (Case Study) Rubric: Good governance models</p>		
<p>KILO 8: Entrepreneurship and Enterprise Education: <b>Creatively solve problems, act with autonomy and be a skillful contributor, planner and/or manager</b></p>		<p>1.8 Demonstrate ability to critically evaluate policy and governance, and planning to identify innovations and business opportunities within different sport sectors.</p>	<p>A1, A4-6, B1-3, B5 C1-2, D2, D4</p> <p>A2, A6, B2-B5, C1-C2, D4-D5</p>	<p>SPT 6102 Talent Identification and Development in Sport (Portfolio) Rubric: identify innovative solutions to coaching problems</p> <p>SPT 6103 Team and Leadership Dynamics in Sport and Coaching (Case Study) Rubric: evaluation of effective leadership</p>		

## Programme Specification Publication Dates

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<b>Revision 1</b>	December 2011
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<b>Revision 8</b>	May 2020
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