



**BA (Hons) Sports Coaching and the Psychology of Sport with
Combined Studies**

Programme Specification

2027-2028

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1. INTRODUCTION

This document describes the **BA (Hons) Sports Coaching and the Psychology of Sport with Combined Studies** awarded by Richmond American University London, using the protocols required by *The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies* (QAA, 2024)

The degree is delivered within the framework of a US Liberal Arts undergraduate degree programme. Typically, students are admitted with the equivalent of 24 US/ 96 UK RQF Level 3 credits and take the 120 US/ 480 UK credit programme over three years. Each undergraduate credit is equivalent, approximately, to 1 classroom contact hour per 15-week semester and students work to a 16 US credit semester structure. On this basis, students are required to earn a total of a minimum 120 US academic credit hours in order to complete their degrees.

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. 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 384 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 they take full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, 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

Programme/award title(s)	BA (Hons) Sports Coaching and the Psychology of Sport with Combined Studies
Teaching Institution	Richmond American University London
Awarding Institution	Richmond American University London
Date of last validation	November 2026
Next revalidation	
Credit points for the award	120 US Credits 480 UK Credits at <i>FHEQ</i> Levels 3-6 (96 at Level 3; 128 at Level 4; 128 at Level 5; 128 at Level 6)
UCAS Code	
Programme start date	Fall 2027
Underpinning QAA subject benchmark(s)	QAA Subject Benchmark: Psychology 2023 (September 2023) QAA Subject Benchmark: Events, Hospitality, Leisure, Sport and Tourism 2019 (November 2019)
Professional/statutory recognition	N/A
Language of Study	English
Duration of the programme for each mode of study (P/T, FT, DL)	FT
Dual accreditation (if applicable)	Middle States Commission on Higher Education (First accredited 1981; renewed 1996, 2006, 2016). OfS - UK Taught Degree awarding powers, registered provider with the UK Office for Students.
Date of production/revision of this specification	September 2026 (see chart at the end of this document for list of revisions)

3. ABOUT THE PROGRAMME

The BA (Hons) Sports Coaching and the Psychology of Sport with Combined Studies programme provides graduates with a strong foundation in psychological principles, coaching practice, athlete development, behaviour change, wellbeing, and performance enhancement. Graduates will be prepared for a range of careers within coaching, athlete support, sport development, community sport, health and wellbeing, and the wider sport and physical activity sector, as well as for postgraduate study in sport psychology and related disciplines.

The degree emphasises the applied and critical examination of contemporary theory and practice in sports coaching and psychology of sport. Students explore how coaching pedagogies, coaching practice and athlete development processes shape learning, performance and participation across diverse sport and physical activity settings, including talent identification and development and skill acquisition. In addition, students also examine key psychological processes, including motivation, engagement, confidence, wellbeing, group dynamics, leadership, psychological safety and mental skills development.

The programme curriculum is aligned with relevant QAA subject benchmarks, and these frameworks ensure that the programme meets sector expectations in relation to the systematic and critical understanding of subject knowledge, the application of theory to practice, and the development of research, analytical, and interpersonal skills. An applied and experiential approach to learning underpins the programme. Students engage in practical coaching delivery, applied sport psychology interventions, placements, and industry-informed projects. Opportunities to develop areas of specialism are embedded throughout, including talent development, performance analysis, coach learning, mental health and wellbeing, and physical activity promotion.

The programme also incorporates the university's Applied Liberal Arts curriculum and key cross-cutting themes consistent with sector expectations, including Equity, Diversity and Inclusion (EDI), ethical and safeguarding responsibilities, sustainability and social impact, and employability and enterprise. These themes reflect the importance of inclusive practice and social responsibility within contemporary higher education and the sport sector.

The programme supports the development of a wide range of transferable graduate attributes. These include the ability to evaluate evidence and make informed judgements, apply knowledge in complex and real-world contexts, and engage in independent learning and reflective practice. Graduates are well prepared for careers in sport coaching, athlete development, performance support, and community sport, where they can apply psychological principles to support learning, performance, participation, and wellbeing. The programme also provides a strong foundation for postgraduate study and progression towards professional accreditation pathways in sport and exercise psychology and related fields.

4. MISSION

The mission of **BA (Hons) Sports Coaching and the Psychology of Sport with Combined Studies** is to provide students with critical academic understanding and knowledge that underpins the the disciplines of sport psychology and coaching and the development of core transferable skills and capabilities - which help students achieve their intellectual potential through a programme of study designed to enhance career aspirations and employability. Additionally, the degree programme endeavors to deliver education within diverse and evolving sport environments, demonstrating professionalism, cultural awareness, and a commitment to enhancing performance, participation, and wellbeing.

5. PROGRAMME STRUCTURE

BA (Hons) Sports Coaching and the Psychology of Sport with Combined Studies

A normal course load per academic year is 32 US credits, equivalent to 128 UK credits.

Please note that students must complete all requirements from the Applied Liberal Arts Core AND the minimum credits stated at each FHEQ level.

Black = Major requirements

Blue = Applied Liberal Arts Core

Green = Elective

*New course for 2026-2027

**Revised course for 2026-2027

LOWER-DIVISION REQUIREMENTS			
		Credits	
Level	Course Title	US	UK
	Foundations of Coaching and Psychology of Sport		
XXXX 3XXX	Transfer Credit from L3 quals	4	16
XXXX 3XXX	Transfer Credit from L3 quals	4	16
XXXX 3XXX	Transfer Credit from L3 quals	4	16
XXXX 3XXX	Transfer Credit from L3 quals	4	16
XXXX 3XXX	Transfer Credit from L3 quals	4	16
XXXX 3XXX	Transfer Credit from L3 quals	4	16
RQF Level 3 CREDIT TOTALS		24	96
PSYC 4301	Introduction to Sports Psychology	4	16
COAC 4101	Introduction to Coaching in Sport*	4	16
SPRT 4102	Introduction to Sport Business	4	16
Complete required Level 4 Academic Literacies course:			
LIBA 4301	Academic Research and Writing	4	16
Complete required Level 4 Arts/Humanities course:			
SPRT 4101	Global Sport and Social Dynamics	4	16
Complete required Level 4 Social/Behavioural Science course:			
PSYC 4101	Introduction to Psychology	4	16
Choose one Level 4 Data/Numeracy course:			
MATH 4101	Probability and Statistics	4	16

DATA 4301	Data Literacy		
Complete required Science course:			
SPRT 4301	Exercise, Nutrition and Lifestyle Management	4	16
FHEQ Level 4 CREDIT TOTALS		32	128
UPPER-DIVISION REQUIREMENTS			
SPSY 5101	Motivation, Engagement and Behaviour Change in Sport*	4	16
COAC 5101	Coaching in Sport: Pedagogy and Applications*	4	16
SPRT 5101	International Sports Governance	4	16
SPRT 5102	Sports Event Planning and Promotion	4	16
Complete required Level 5 Research Methods course:			
SPRT 5301	Research Methods for Sports Studies**	4	16
Complete required Service-Learning course:			
LIBA 5302	Service Learning: Leadership in a Globalised World	4	16
Choose TWO Level 5 electives from:			
DATA 5101	Data Analytics: Performance	4	16
ACCT 5102	Financial Decision Making		
HIST 5104	Football: Development, Diversity, and Culture		
SPRT 5103	Sports Management		
SPRT 5104	Sports Marketing		
FHEQ Level 5 CREDIT TOTALS		32	128
SPRT 6104	Coaching and Team Management in Sports	4	16
SPSY 6101	Psychological Safety and Performance in Sport	4	16
SPRT 6103	Team and Leadership Dynamics in Sport	4	16
SPSY 6110	Senior Project*	8	32
Choose EITHER one Level 6 Internship:		8	32
SPSY 6401	Coaching and Psychology of Sport Internship*		
OR TWO x Level 6 Major Options, totalling 8 US / 32 UK credits:			
SPRT 6105	Talent Identification in Sport		
SPSY 6103	Applied Positive Psychology in Sport and Life*		
And ONE Elective Course:			
DATA 6101	Data Analytics: Industries	4	16
SPRT 6101	Branding and Sponsorship		
SPRT 6102	Sports Finance		
FHEQ Level 6 CREDIT TOTALS		32	128
TOTAL CREDITS FOR THE DEGREE:		120	480

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.

- A. Disciplinary Knowledge and Understanding
- B. Disciplinary Applied Skills

- C. Communication Skills
- D. Transferable Skills

Key Programme Outcomes

Upon completion of the BA (Hons) Sports Coaching and Psychology of Sport with Combined Studies degree, students should be able to:

- Demonstrate a comprehensive and systematic understanding of key concepts, theories, and principles in sport coaching and sport psychology, including motivation, learning, development, performance, and wellbeing, and critically evaluate these within broader social, cultural, ethical, organisational, and inclusive contexts influencing sport and physical activity;
- Apply coaching and psychological theories using appropriate research methods, demonstrating the ability to analyse, interpret, and evaluate qualitative and quantitative evidence, and to apply evidence-informed approaches to support performance, participation, learning, development, and wellbeing across diverse sport and physical activity contexts;
- Demonstrate the ability to design, implement and critically evaluate coaching activities and applied sport psychology strategies, selecting appropriate approaches to support participant needs whilst maintaining ethical, inclusive, culturally responsive, and safe professional practice; and
- Demonstrate a range of transferable skills, including effective communication, teamwork, leadership, digital literacy, self-management, and reflective practice, alongside ethical awareness, social responsibility, cultural competence, and enterprise, preparing graduates for employment, lifelong learning, and contribution to society.

Disciplinary Knowledge and Understanding (A)

LEVEL 4

- I. Demonstrates broad knowledge and understanding of the core theories and methods in the discipline.

LEVEL 5

- I. Demonstrates the ability to engage in critical reflection on quantitative and/or qualitative research methods.
- II. Demonstrates a critical engagement with theories and concepts used in the discipline.

LEVEL 6

- I. Demonstrates a systematic understanding of different paradigms to the discipline.

- II. Demonstrates the ability to develop critical responses to, and a systematic understanding of methodological approaches taken in the discipline.
- III. Demonstrates a systematic understanding of key scholars, texts and debates in the discipline, and the reflexive relationship between these and empirical practice.

Disciplinary Applied Skills (B)

LEVEL 4

- I. Demonstrates a broad understanding of the key issues of and core methods in the discipline.

LEVEL 5

- I. Demonstrates critical understanding of the key problems and issues addressed in the discipline.
- II. Demonstrates engagement with the selection, application and utilisation of disciplinary appropriate methods.

LEVEL 6

- I. Demonstrates a systematic understanding of practical issues and problems the discipline faces (explicitly addressing Equality, Diversity and Inclusion/Education for Sustainable Development).
- II. Demonstrates a systematic understanding of a core problem or issue in the discipline through a senior project or senior seminar.
- III. Demonstrates a systematic understanding of major debates and using sophisticated disciplinary analysis that utilises knowledge from other cognate fields as is appropriate.

Communication Skills (C)

LEVEL 4

- I. Demonstrates broad communication skills (including digital literacy) in deploying ideas and information to in a range of different formats and media.

LEVEL 5

- I. Demonstrates the ability to formulate and communicate arguments cogently, retrieve and generate information, and select appropriate criteria to evaluate sources and/or data.
- II. Delivers work with limited supervision and/or effectively engage in teamwork according to a given brief.

LEVEL 6

- I. Demonstrates the communication skills needed to plan and manage for changing contexts, audiences and levels of complexity, and advanced group work.
- II. Demonstrates the systematic ability to gather, organise and deploy highly complex ideas, evidence and information.

- III. Demonstrates the ability to formulate, synthesise and effectively articulate arguments potentially incorporating competing perspectives, concepts and evidence in a range of formats and media including in professional and interpersonal contexts.

Transferrable Skills (D)

LEVEL 4

- I. Demonstrates broad skills that are relevant to the workplace in terms of both personal and/or group outcomes.

LEVEL 5

- I. Demonstrating both critical reflection on ethical principles in the research process and broader discipline, and self-reflection for the capacity of criteria-based evaluation of work.
- II. Engaging in action-learning and develop links to external organisations and actors in the process of enabling career planning to take place.

LEVEL 6

- I. Demonstrates the ability to act with minimal direction or supervision, to engage in self-reflection, use feedback to analyse own capabilities, appraise alternatives, and plan and implement actions.
- II. Demonstrates autonomy in taking personal responsibility for ethical and sustainable practices in the discipline and in locating their own normative views and cultural commitments within the practice of research.
- III. Demonstrate entrepreneurial education in the form of skills and practices that translate directly into employment, ideally in the form of work that contributes to a portfolio.

7. TEACHING, LEARNING, AND ASSESSMENT

Teaching Strategy

The teaching and learning strategy adopted within the **BA (Hons) Sports Coaching and the Psychology of Sport 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 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) Sports Coaching and the Psychology of Sport 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. Some 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 course specification document (CSD). See the Assessment Norm Policy for full details: <https://www.richmond.ac.uk/university-policies/>

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, GCSE, 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: <https://www.richmond.ac.uk/university-policies/>

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 they are registered.

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:

- A minimum of 60 US credits at RQF Level 3 and FHEQ Level 4, although credit at FHEQ levels 5 and 6 may be used to substitute (“dipdown”) for missing lower-division credit. All undergraduate programmes at the University require 24 US credits at RQF Level 3 and 32 US/128 UK credits at FHEQ Level 4 so students wishing to be awarded an AA will need to complete an additional 4 US credits. This can be satisfied through additional advanced credit, summer school at the University or transfer credits from another institution. Students should consult Registry Services for advice at the earliest opportunity;
- Of the total number of credits required for the AA degree, at least 30 US/120 UK credits must be completed at Richmond;
- Students must obtain a minimum cumulative GPA of 2.000; and

- All Level 3 and 4 Major and Applied Liberal Arts Requirements must be completed.

Latin Honours are not applied to the AA Degree.

Certificate of Higher Education in BA (Hons) Sports Psychology and Coaching with Combined Studies (UK)

The UK Certificate of Higher Education (CertHE) can be broadly aligned with the US Associate of Arts Degree. Students who have completed the requirements for both exit awards will be awarded both. Either may also be awarded independently to eligible students.

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

- 32 US/128 UK credits at FHEQ Level 4. Credits at FHEQ Levels 5 and 6 may be used to substitute ("dipdown") for missing Level 4 credit;
- 16 US/64 UK credits of the total number of credits required for the UK CertHE, at Level 4 or higher must be completed at the University; and
- A minimum GPA of 1.850 in the courses being used for the exit award is required for the award of the UK CertHE.

The following UK honours are applied to the UK CertHE:

- Pass for a cumulative GPA of between 1.850 and 2.99 for all Level 4 courses;
- Merit for a cumulative GPA of 3.000 to 3.499 for all Level 4 courses; and
- Distinction for a cumulative GPA of 3.500 and above for all Level 4 courses.

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 School of Applied Liberal Arts Requirements must be completed.

Diploma of Higher Education in BA (Hons) Sports Psychology and Coaching with Combined Studies (UK)

The UK Diploma of Higher Education (DipHE) has no US equivalent. The requirements for the UK DipHE normally exceed those required for the US Associate of Arts degree. Students who have completed the requirements for both exit awards will be awarded both. Either may also be awarded independently to eligible students.

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

- 32 US/128 UK credits at FHEQ Level 4 and 32 US/128 UK credits at FHEQ Level 5. Credits at FHEQ Levels 6 may be used to substitute ("dipdown") for missing Level 4 or 5 credit;
- 16 US/64 UK Level 4 credits and 16 US/64 UK Level 5 credits of the total number of credits required for the UK DipHE, must be completed at the University; and
- A minimum GPA of 1.850 in the courses being used for the exit award is required.

The following UK honours are applied to the UK DipHE:

- Pass for a cumulative GPA of between 1.850 and 2.999 for all Level 4 and 5 courses;
- Merit for a cumulative GPA of 3.000 to 3.499 for all Level 4 and 5 courses; and
- Distinction for a cumulative GPA of 3.500 and above for all Level 4 courses.

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

The University offers a comprehensive range of support and guidance services designed to help students succeed both academically and personally. From academic mentoring and study skills development to wellbeing initiatives and personal counselling, the support mechanisms at the University ensure that every student feels empowered and cared for throughout their journey. These services not only enhance learning and academic performance but also contribute to a positive, fulfilling and well-rounded university experience.

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

A range of Mathematics, English, Technology and Writing workshops have been established to support students with 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 all 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 for 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 the medical registration of students and provides counselling services. It also organises 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 partnerships spread over five continents, students can select from a wide range of partners. All courses taken elsewhere must be pre-approved by Registry Services.

13. REGULATORY FRAMEWORK

The **BA (Hons) Sports Coaching and the Psychology of Sport with Combined Studies** is operated under the policy and regulatory frameworks of Richmond American University London, the Office for Students (OfS), the Middle States Commission on Higher Education (MSCHE), the seec Credit Level Descriptors (UALL - seec Network), the Framework of Higher Education Qualifications (FHEQ) and the UK Quality Code for Higher Education, published by the Quality Assurance Agency for Higher Education (QAA).

Key to the background for this description are the following documents:

- QAA (2024). *UK Quality Code for Higher Education*.
- QAA (2024). *The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies*.
- SEEC (2021). *Credit Level Descriptors for Higher Education*.
- MSCHE (2023). *Standards for Accreditation and Requirements of Affiliation*. Fourteenth Edition.

Ensuring and Enhancing the Quality of the Programme

The **BA (Hons) Sports Psychology and Coaching with Combined Studies** programme 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
- Revalidation
- Course evaluation
- Student satisfaction surveys and the NSS
- Feedback from employers

BA (Hons) Sports Coaching and the Psychology of Sport 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. Richmond American University London is a QAA Member (Quality Assurance Agency for Higher Education), the QAA Membership Badge demonstrates our strong commitment to the enhancement of quality.

14. LIBRARY RESOURCES

Books

Faculty and Students are encouraged to help in the purchase of Library resources and submit requests for new purchases relating to, and supporting their, subject areas and research. Details of selected new acquisitions are publicised on the Library subject pages and online catalogue.

The Library also purchases academic ebooks to support students required reading, as well as cataloguing open access resources. These books are made available through the Library catalogue.

Every year, the Library collection is reviewed and non-relevant or out-of-date stock is withdrawn. Analysis of loans compared to purchases and new publications within core subject areas are used to drive additional purchases to make sure that the collection remains relevant and current.

Online journal databases

Full text e-journal services include access to Ebsco's: Academic Search Premier, Art Full Text, Business Source Premier, Communication and Mass Media Complete, Education Full Text, International Bibliography of Theatre & Dance, International Security & Counter Terrorism

Reference Center , SPORTDiscus and PsycArticles; WARC and JSTOR. These provide access to around 42,000 titles, as well as business and market data and case studies.

In addition, students are directed to a multitude of other online databases which they can search for citations including Google scholar and subject specific internet gateways.

In all cases where the full text is neither in the Library's subscription resources, nor available online, the Library provides free inter-library loans to students and faculty using the services of the British Library (BL On Demand).

Access to the e-journal databases can be found on the Library portal.

Other online resources

Another online resource is a subscription to FT Education, which provides online access to the newspaper archive as well as a wide range of digital and multi-media features, in-depth reports on a wide range of business and political topics and a digital learning tool that allows students and faculty to annotate and share articles. Additionally, the Statista platform provides easy access to over 1,900,000 statistics on a wide range of business and social topics from over 22,500 sources as well as industry reports, research dossiers and market outlooks. A subscription to Mintel Academic provides access to market research data and expertise across the retail, media and financial services sectors in the UK, as well as global trends and consumer behaviour analysis.

There are pages of subject-related resources on the Library's portal which aim to guide students to quality internet material as well as the most relevant subscription resources.

Scanning/Digitising

Under CLA licence, the Library provides online access to scanned materials from the Library print collection to faculty. These can then be accessed by students on a particular course of study through the member of faculty's Blackboard pages.

Library Instruction

Students are encouraged to complete a Library induction session online and visit the Library during Orientation. Professional librarians teach information literacy and research skills to students as an embedded part of the Applied Liberal Arts programme. Instructional materials for Library resources and research skills, customised to cover the resources most relevant for the subject area, are also provided for each programme. In addition, further sessions on subject-specific resources, tailored to individual assignments as required, are offered on Upper Division courses. Students can also receive individual, tailored help with resources, research skills and referencing on a one-to-one basis, either in person or online throughout their studies.

APPENDIX 1 Curriculum Map

Course Code	Course Title	Disciplinary Knowledge and understanding (A)			Disciplinary Applied Skills (B)			Communication Skills (C)			Transferrable Skills (D)		
		I	II	III	I	II	III	I	II	III	I	II	III
Level 4													
PSYC 4301	Introduction to Sports Psychology	x			x			x			x		
COAC 4101	Introduction to Coaching in Sport	x			x			x			x		
SPRT 4102	Introduction to Sport Business	x			x			x			x		
Complete required Level 4 Academic Literacies course:													
LIBA 4301	Academic Research and Writing							x			x		
Complete required Level 4 Arts/Humanities course:													
SPRT 4101	Global Sport and Social Dynamics	x			x			x			x		
Complete required Level 4 Social/Behavioural Science course:													
PSYC 4101	Introduction to Psychology	x			x			x			x		
Choose one Level 4 Data/Numeracy course from the following:													
MATH 4101	Probability and Statistics	x			x			x			x		
DATA 4301	Data Literacy	x			x			x			x		
Complete required Science course:													
SPRT 4301	Exercise, Nutrition and Lifestyle Management	x			x			x			x		
Level 5													
SPSY 5101 COAC 5101	Motivation, Engagement and Behaviour Change in Sport		x		x			x			x		

	Coaching in Sport: Pedagogy and Applications		x			x			x			x	
SPRT 5101	International Sports Governance		x			x		x			x		
SPRT 5102	Sports Event Planning and Promotion		x			x			x				
Complete required Level 5 Research Methods course:													
SPRT 5301	Research Methods for Sports Studies	x				x			x		x		
Complete required Service-Learning course:													
LIBA 5302	Service learning: Leadership in a Globalised World							x	x			x	
Choose two Level 5 electives from the following:													
DATA 5101	Data Analytics: Performance	x				x		x			x		
ACCT 5102	Financial Decision Making	x	x		x	x		x			x		
HIST 5104	Football: Development, Diversity and Culture	x			x			x			x		
SPRT 5103	Sports Management		x		x				x		x		
SPRT 5104	Sports Marketing	x				x		x			x		
Level 6													
SPRT 6104	Coaching and Team Management in Sports	x					x			x			x
SPSY 6101	Psychological Safety and Performance in Sport		x			x				x			
SPRT 6103	Team and Leadership Dynamics in Sport		x			x				x		x	
SPSY 6110	Senior Project	x	x	x	x	x		x		x	x	x	
Choose either:													

SPSY 6401	Coaching and Psychology of Sport Internship								x	x	x		x
Or two of the following:													
SPRT 6105	Talent Identification and Development in Sport: Principles and Practice	x	x		x				x			x	
SPSY 6103	Applied Positive Psychology in Sport and Life	x				x			x	x			x
DATA 6101	Data Analytics: Industries		x				x		x		x		
SPRT 6101	Sports Branding and Sponsorship		x			x		x			x		
SPRT 6102	Sport Finance		x				x		x		x		

Faculty may access the KILO map: [KILO KPO Tables](#)

Programme Specification Publication Dates

Revision 1	September 2026: First Edition