



RICHMOND
THE AMERICAN INTERNATIONAL
UNIVERSITY
IN LONDON

BA (Hons) International Sports Management

Programme Specification

2016-2017

Introduction

This document describes the three concentrations of the degree of 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). Also key to the background for this description are the following documents:

QAA (2013). *UK Quality Code for Higher Education. Part A: Setting and maintaining academic standards and B1: Programme Design and Approval.* (www.qaa.ac.uk)

QAA (2008). *Higher Education Credit Framework for England: guidance on academic credit arrangements in Higher Education in England.*

SEEC (2010). *Credit Level Descriptors for Higher Education.* Southern England Consortium for Credit Accumulation and Transfer (www.seec.org.uk).

Middle States Commission on Higher Education. *Characteristics of Excellence in Higher Education: Requirements of Affiliation and Standards for Accreditation.* 2006, Rev. Ed. 2011. (<http://www.msche.org/publications.asp>)

The degree is delivered within the framework of a US Liberal Arts undergraduate degree programme. Typically students complete 40 separate courses over the programme which takes 3.5 to 4 years (approximately 10 courses per year, with summer courses allowing for accelerated progress in some cases). Normally, each course carries 3 US academic credits (equivalent, approximately, to 3 classroom contact hours per 15 week semester). On this basis, students are required to earn a total of 120 US academic credit hours in order to complete their degrees. Of these 40 courses, roughly 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.

Richmond 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*).

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1. Overview/Factual Information

Programme/award title(s)	BA (Hons) International Sports Management with Combined Studies
Teaching Institution	Richmond, the American International University in London
Awarding Institution	Richmond, the American International University in London
Date of validation	2010-2011
Next Formal Programme Review	2020-21
Credit points for the award	121 US Credits 484 UK Credits at <i>FHEQ</i> Levels 3-6 (120 at Level 3; 124 at Level 4; 120 at Level 5; 120 at Level 6)
UCAS Code	University Code: R20
Programme start date	September 2011
Underpinning QAA subject benchmark(s)	Hospitality, Leisure, Sport & Tourism 2008 & Business and Management 2015 http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements/honours-degree-subjects
Other external and internal reference points used to inform programme outcomes	See sections 2.3 and 2.4 below.
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 and 2016.) QAA – IRENI May 2013
Date of production/revision of this specification	January 2013 (see chart below for list of revisions)

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, syllabi, and the student handbook.

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.

Programme Specification Publication Dates

First Edition	October 2011
Revision 1	December 2011
Revision 2	November 2012
Revision 3	February 2013
Revision 4	August 2013 (substantive revision, including <i>FHEQ</i> and credit mapping)
Revision 5	April 2014
Revision 6	June 2015

2. Programme aims and objectives

2.1. Educational aims of 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 2 years of their 4 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 behavior 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. The above aims are encapsulated within the following two paragraphs on Mission and Goals.

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.

GOALS

G1 A systematic understanding of key aspects of the field of international sports management; including acquisition of coherent and detailed knowledge, at least some of which is at or informed by, the forefront of defined aspects of a discipline;

G2 An ability to deploy accurately established techniques of analysis and enquiry within a discipline;

G3 Conceptual understanding that enables the student: to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline; and to describe and comment upon particular aspects of current research, or equivalent;

G4 An appreciation of the uncertainty, ambiguity and limits of knowledge;

G5 The ability to manage their own learning and to make use of scholarly reviews and primary sources (e.g. refereed research articles and/or original materials appropriate to international sports management).

G6 Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects;

G7 Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem;

G8 Communicate information, ideas, problems, and solutions to both specialist and on specialist audiences;

G9 Qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; and the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

The International Sports Management degree enjoys several distinctive features. The programme is staffed by an international faculty delivering courses to an international student body. Other key aspects, embedded within the University's remaining programmes as well, include the relatively small class sizes across our curriculum. The small classes and our academic advising system make an important contribution to the quality of learning, as well as, providing plenty of opportunities for pastoral care as and when needed. Another distinctive feature of our programme is its strong emphasis on the liberal arts tradition. Our graduates in Sports Management would have benefited from course courses from the arts, humanities, social and natural sciences.

2.2. Subject Benchmarks

QAA Subject Benchmark Statement(s)

The main formal benchmarking criteria applied is the QAA's subject categories entitled '**Hospitality, Leisure, Sport and Tourism**' and '**General Business and Management**'

<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements/honours-degree-subjects>

The subject benchmark statements provide a means for the academic community to describe the nature and characteristics of courses in a specific subject.

Sections 3.25 and 6.16 to 6.21 of the Hospitality, Leisure, Sport and Tourism Benchmark statements include five areas which are '*broadly concerned with sport*' and relate to:

1. human responses and adaptations to sport and exercise
2. the performance of sport and exercise and its enhancement, monitoring and analysis
3. health-related and disease management aspects of exercise and physical activity
4. historical, social, political, economic and cultural diffusion, distribution and impact of sport
5. policy, planning, management and delivery of sporting opportunities.

In the context of the International Sports Management course, whilst elements of all the previously mentioned study areas can be found in the course, the primary focus is applied to the subject benchmark areas of 3, 4 and 5. Section 5.4 of the HLST benchmark also notes that any course containing the word 'management' should also enable students to:

- demonstrate vocationally relevant managerial skills and knowledge by exposure to professional practice, and
- evaluate and apply vocationally relevant concepts associated with the operational and strategic management of financial, human and physical resources.

The integration of 'business' as it relates to the subject area of sport management means that it is also relevant to the key QAA Subject Benchmark statements for General Business and Management degrees. Sections 3.4 to 3.6 of the BM benchmarks relate to;

3.4 Organisations: this encompasses the internal aspects, functions and processes of organisations including their diverse nature, purposes, structures, size/scale, governance, operations and management, together with the individual and corporate behaviours and cultures which exist within and between different organisations and their influence upon the external environment.

3.5 The business environment: this encompasses the fast pace of change within a wide range of factors, including economic, environmental, cultural, ethical, legal and regulatory, political, sociological, digital and technological, together with their effects

at local, national and global levels upon the strategy, behaviour, management and sustainability of organisations.

3.6 Management: this encompasses the various processes, procedures and practices for effective management of organisations. It includes theories, models, frameworks, tasks and roles of management, including the management of people and corporate social responsibility, together with rational analysis and other processes of decision making within different organisations.

The programme outcomes have been derived from the benchmark statements and other documents, (notably and the SEEC credit level descriptors for HE), and are designed to be broad and rigorous with the aim of differentiating student abilities.

2.3. Internal contexts

The structure and aims of the BA International Sports Management programme reflect its location within the Department of Business and Economics at Richmond, the American International University in London and contribute to the University's strategy of providing academically rigorous, coherent and distinctive international undergraduate programmes and the department's aim to provide development of business and management knowledge and skills within specialist subject areas.

At the same time, the BA International Sports Management seeks to implement the University mission and strategy of educating a multi-cultural student body in the American liberal arts tradition, and providing students with the intellectual and personal skills that will enable them to exercise influence and succeed in an increasingly interdependent and evolving world. It gives students a world perspective and an awareness that includes an understanding of the cultural distinctions of sport. It does this by operating within the framework set by University policies and practices and by building on innovative initiatives in teaching and learning.

The BA in International Sports Management features:

1. 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 Business and Economics faculty as a group.
2. Processes based on the needs of the programme's various constituencies in which the objectives are determined and periodically evaluated: Each degree's Annual Programme Evaluation (APE) is a central element of Richmond's internal quality assurance and enhancement processes. APEs measure the academic quality and standards of the programme, identify good practice, record any issues to be addressed, and, from year to year, track the ways in which those issues have been addressed. During the APE process, the academic schools:
 - consider student input via course evaluations;
 - consider any formalized faculty course evaluations conducted;
 - consider all External Examiner reports;

- examine the Programme Specification, and note any changes required;
 - any major changes (“those which change the basic nature of the programme or student experience”) to existing programmes are first approved by Academic Board;
 - in the case of validated programmes, they are also submitted to the Open University (Centre for Inclusion and Collaborative Partnerships) for external approval.
3. A curriculum development process that assures the achievement of the programme’s objectives, and a system of ongoing evaluation that demonstrates achievement of these objectives and uses the results to improve the effectiveness of the programme: Ongoing evaluation is carried out for both the US (*Middle States*) and UK (*The Open University – CICP*) institutional reviews, and independently by departmental members (when updating courses) and by students (during regular faculty-student meetings). The Academic Board closely analyses the APEs of all degree programmes, and The University’s response to the AMR is considered at the Schools and at Academic Board.

2.4. External context

The BA International Sports Management degree 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 according to internal quality assurance processes, and for the US (the Middle States Commission on Higher Education) review.

Students are encouraged to attend meetings, lectures at other universities, institutions, think-tanks, agencies and organisations as is appropriate.

The BA International Sports Management programme is designed to respond to an increasingly dynamic, challenging and competitive external environment.

From a demand perspective, sports courses with a management focus and an emphasis on developing students’ business knowledge and potential for employment, both generally and within the sports sector in particular are likely to be popular. Indeed, the aim of developing or preparing students who have an interest beyond sporting performance, for a career within sport or related sectors can be perceived as an untapped market.

The BA International Sports Management programme is, therefore, designed to meet the business knowledge/skills expectations of students whilst retaining an interest in and study of sport as a performance athlete. It was originally developed from the Richmond BA (Hons) Business Administration: International Business degree with sports concentration, concentrating initially on soccer, and including a specific vocational element of Football Association (FA) coaching in the FA level 1 and FA level 2 awards. However, the BA International Sports Management degree allows, on the

one hand, a wider focus on other sporting disciplines and will be taught using examples from many other sports, and on the other hand, it concentrates the study of business management to a sporting perspective.

3. 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.

3.1. A: Knowledge and understanding

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.

3.2. B: Cognitive skills

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.

3.3. C: Practical and/or professional skills

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.

3.4. D: Key skills

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*

4. Teaching and Assessment Strategies

4.1. Teaching and Learning strategy

The teaching and learning strategy adopted within the International Sports Management 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 until recently) in many courses.
- Experts, from the field of practice, will be used in the delivery of the teaching and learning strategy.

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

Appropriate teaching methods are engaged, enabling students to achieve the specified learning outcomes of each course. Throughout the subject area, the emphasis will be on developing within students the ability to proactively manage their own learning. Units will be presented and assessed in a way that engages students.

Students are encouraged to understand the relationship between learning outcomes and the assessment, enabling students to achieve those learning outcomes.

Lectures

- The purpose of lectures within units is two-fold. Firstly, they provide summaries of the main factual and methodological background to a topic. Secondly, depending on their focus, they also provide the student with in-depth first hand exposure to research findings and the practical experiences of teaching staff many of whom are active researchers and/or working in the area of study. In both cases, it is expected that subsequent detail will then be provided through the student's independent access to recommended literature, other information sources and experience.

Seminars

- Seminars are largely viewed as the intellectual property of the students, with the tutor's role being more one of a chairperson responsible for guiding the discussion through restrained and judicious questioning. In seminars the student's learning experience derives not only from their prior preparation but also from their critical evaluation of each other's work. This vital transferable skill is likely to emerge progressively throughout the course, as confidence in structuring coherent and cogent arguments is developed.

Group Discussion and Interpretative Work

- An ability to work effectively within the context of a group is seen as one of the fundamental personal skills developed within the subject area. Work of this nature encourages cooperation and respect for the views of others while developing open-mindedness in the interpretation of empirical findings.
- A range of information and communications technologies will be utilised to reflect a diversity of learning styles and provide access to contemporary contributions in the field of study.
- Independence of learning will be facilitated through approaches designed to empower students when interacting with technology and learning resources and in identifying a range of solutions to their individual needs.

Student support

- Small class size and good interpersonal contact between faculty and students
- Accessibility of fulltime faculty outside class hours as part of their teaching and advising (personal tutoring) role
- Accessibility of full time sports coaches with national and international reputations

- Both Maths and Writing support and mentor provision for student self-referral or recommendation by faculty
- Progressive use of IT facilities: good provision of lab space, and use of PowerPoint by both faculty and students
- Option of Internships in a range of first class sports organisations

4.2. Assessment Strategy:

The assessment strategies we use with our International Sports Management degree speak directly to how we anticipate progression with student learning to take place. As seen above the University places considerable emphasis on developing its students' learning and skills. Creating independent thinkers is a part of the University's mission statement, and we deliver on this promise in a number of different ways. A key aspect of our work involves devising methodologies, consistent with best-practice approaches within the industry, with which to adequately assess our students' performance. These approaches include the setting of learning outcomes encompassing each course as well as regular discussion and interaction amongst departmental faculty in order to set common goals for the degree.

In terms of following up with the assessment of student learning and consistent with US liberal arts tradition, 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, 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 courses that are offered. The variety of instruments used permits faculty to assess each student's developing and evolving knowledge and skills base as outlined in the previous section. For example, the term-paper assignment tests for, amongst other things, a student's ability to engage with primary and/or secondary sources of information and his or her ability to evaluate and analyze this. The exams test the student for his or her command of both theoretical and practical knowledge across a range of material pertinent to the particular course. Site visits encourage students to engage with the real world of business through participant observation and other techniques. In addition to all this the University sets specific guidelines on the weighting of final exams in order to try and introduce some balance in the process of assessment. The expected weight for final exam papers is 25 to 50%, with the typical course settling for around 40% as the final exam weight.

A component part of the department's efforts to ascertain an appropriate approach to the assessment of student learning involves the use of grade descriptors on course outlines. This information, usually presented in the form of a table, allows the student to see the expected level of performance that co-relates with a particular letter grade summarizing his or her overall achievement level. The department is also in the process of formalizing a system of exit interviews for its graduating seniors. The intention here is to create a framework through which the views and opinions of those who have experienced the full breadth of our programmes, as

students, can be captured. Currently much of this appears as anecdote which though valuable provides little opportunity for the introduction of specific responses.

The department is confident that its assessment processes are sound. Much of this confidence emanates from the comments we have received from our external examiners. But an equally important measure is the success that so many of our students enjoy beyond their post-Richmond experiences. Those students we judge as our strongest generally move on to take on challenging opportunities. This, we believe, is testimony to their level of preparedness for the real world of business and an indication of the department's and University's ability to fulfil its mission.

The above requirements and expectations are informed by the following assessment norms approved by Academic Council on 28 June 2012.

Most of the courses will follow the Standard Assessment Norm Table (below).

Standard Assessment Norms			
FHEQ level	Richmond/UK Level	Normal number of items (including final exam)*	Total assessment
Level 3	R3000/UK A-Level	3-4	1 two-hour final exam plus 2000-2500 words
Level 4	R4000/UK Year 1	3-4	1 two-hour final exam plus 2000-3000 words
Level 5	R5000/UK Year 2	2-3	1 two-hour final exam plus 3000-4000 words
Level 6	R6000/UK Year 3	2-3	1 two-hour final exam plus 3000-4000 words
Level 7	R7000/UK MA	2-3	5000-7000 words

*** Reasonable adjustments should be made for assessment activities such as midterm tests, in- class presentations, group assignments, etc. Any summative assessment activities must be reflected in the final overall assessment count.**

Excluding all atypical courses, the following should apply to all courses:

- All undergraduate courses should include one 2-hour final exam, with exceptions approved by the department.
- Final exams should normally be no less than 25% and no more than 50% of the overall final grade.
- Instructors may not fail a student solely for failing the final exam if all graded activities result in a passing grade for the course.
- Midterm tests are optional

- At Level 3, the normal length per item should be between 500-1000 words, or equivalent (not including finals).
- At Level 4, the normal length per item should be between 1000-1500 words, or equivalent (not including finals).
- At Level 7, word count will need to take into account the inclusion of a final exam.
- Attendance and participation cannot be assessment activities.
- Formative assessments are at the discretion of the instructor and do not count toward the number of items or toward the total word count.

Writing Intensive Norms

Writing Intensive Assessment Norms			
FHEQ level	Richmond/UK Level	Normal number of items	Total assessment
Level 3	R3000/UK A-Level	3-4	3000-3250 words
Level 4	R4000/UK Year 1	3-4	3000-4500 words
Level 5	R5000/UK Year 2	2-3	4500-6000 words
Level 6	R6000/UK Year 3	2-3	4500-6000 words

Courses designated as Writing Intensive differ from the Standard Assessment Norms by:

- No final exam
- The total amount of written words will normally increase by 50%

There are some exceptions and those courses will follow a Special Programmes (MTH, ARW) or Dissertation approved on 28 June 2012 by Academic Council.

For courses that have atypical assessment norms and do not follow one of the above tables, assessment will first be approved by the Learning and Teaching Committee

Grade Assessment Criteria/Marking Scheme

In order to obtain a BA International Sports Management degree, students require (amongst other requirements) a cumulative GPA across the entire degree of 2.0. This is a 'C' average. A minimum GPA of 2.0 must also be achieved in all courses taken to fulfil major requirements. For information on the calculation of the OU GPA as a basis for final degree classifications, see the myacademics page of the university portal at: <https://my.richmond.ac.uk/myacademics/default.aspx>

Course syllabi documents clarify, for each learning outcome, how that particular learning outcome is assessed, and what the threshold criteria for that particular learning outcome is, specified at the 'C' (GPA 2.0) level (i.e. a passing grade)

There are three 'pass' grades (and 7 sub-categories of 'pass' grade) in the BA International Sports Management degree. The following general criteria are used to distinguish between these grades:

A 4.0	The candidate has demonstrated that s/he has mastered the skills and knowledge set out for the course of study. S/he has the ability to apply meaningfully the skills and knowledge to problems, and related issues, as these relate to a wide range of settings. In addition the candidate has demonstrated that s/he has an excellent grasp of the skills and knowledge set out for the course of study. S/he has the ability to apply his/her skills to a wide range of issues. S/he ought to be able to critically evaluate issues.
A – 3.7	The candidate has demonstrated his/her ability to grasp complex material. S/he can analyze independently and has a very good ability at applying his/her knowledge and skills to well-defined problem sets.
B + 3.3	The candidate has demonstrated his/her ability to grasp material well beyond the reach of the average candidate. S/he can articulate a case very well and has good problem-solving skills for well-defined problem sets. S/he is capable of producing very good independent work.
B 3.0	The candidate has reached a good overall standard. His/her skills and knowledge set permit him/her to conduct an adequate analysis of many difficult problems within her/his field of study. S/he has demonstrated his/her potential for some independent work.
B – 2.7	The candidate displays some ability to do good work. Only with some direction and supervision is it possible for him/her to make a good contribution to his/her field. His/her skills and knowledge set are just adequate to allow him/her to do some independent work in the field.
C + 2.3	The candidate's skills and knowledge set are sufficient to allow him/her the opportunity of performing work in his/her field which meets minimum acceptable standards. Ability to perform independent work is present, but limited.
C 2.0	The candidate's skills and knowledge set are only sufficient to permit work in his/her field. His/her ability to perform independent work is very limited.
C – 1.7	The candidate's skills and knowledge set are barely sufficient to permit work of average quality in his/her field. The student struggles to perform most forms of independent work.
D + 1.3	Whilst quite weak the candidate has demonstrated potential to do work of only average quality. No basis for working independently at a good level.
D 1.0	The candidate is too weak to make a meaningful contribution other than under the closest of supervision. Problem-solving skills are not well developed at all.
D – 0.7	The candidate has showed just a trace of a relevant skill set thought of as minimum requirements for the field of study.
F 0.0	The candidate has failed to reach minimum passing standards.

5. Programme structure

5.1. BA (Hons) International Sports Management

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 see degree chart below and refer to **Appendix 2: Programme Structure Flowchart**.

Please note that students must complete all General Education requirements AND a minimum of 120 credits at each QCF/FHEQ level. The Gen Ed programme commencing Fall 2015 offers more choice amongst levels, so students and advisors must ensure that both Gen Ed requirements and overall level requirements are satisfied. As long as a minimum 120 credits per level is achieved, Gen Ed Options I and II will be automatically fulfilled.

Table 1: Lower-Division / Levels 3 and 4 Degree Requirements

LOWER-DIVISION REQUIREMENTS			
QCF Level 3		US CREDITS	UK CREDITS
MGT 3200	Foundations of Business	3	12
MTH 3111	Functions and Applications	3	12
SPT 3200	Sport and Society	3	12
	15 US/60 UK credits (5 further courses)¹	15	60
	6 US/24 UK credits (typically 2 further courses)²	6	24
QCF Level 3 CREDIT TOTALS		30	120

FHEQ Level 4		US CREDITS	UK CREDITS
ACC 4200	Financial Accounting	3	12
ACC 4205	Managerial Accounting	3	12
ECN 4105	Introduction to Microeconomics	3	12
SPT 4200	Introduction to Sports Psychology	3	12
MGT 4205	Computer Applications in Management	3	12
MTH 4110	Calculus with Applications	4	16
MTH 4120	Probability & Statistics I	3	12
	3 US / 12 UK credits (1 further course): General Education requirement³	3	12
	6 US/24 UK credits (typically 2 further courses)⁴	6	24
FHEQ Level 4 CREDIT TOTALS		31	124

¹ Level 3 Gen Ed requirements: GEP 3100 Transitions I; GEP 3101 Transitions II; GEP 3140 Scientific Reasoning; GEP 3160 Creative Expression; GEP 3180 Research and Writing I.

² 6 US/24 UK credits to be completed at Level 3 consist of some elements of the following in combination: MTH 3000 (if the student must complete it); Gen Ed Humanities Social Science Option (if taken at Level 3); Gen Ed Option I and/or II (if taken at Level 3); Free elective(s)/Minor Requirements. For details of the Gen Ed options, please see the [Gen Ed Programme Specification](#). **For the Leeds campus, HST 3111 A Social History of Yorkshire is offered as the level 3 option.**

³ Level 4 Gen Ed requirement: GEP 4180 Research and Writing II. **For the Leeds campus, PHL 4100 Introduction to Philosophy is offered for the Humanities and Social Science option and SCL 4110 Gender and Culture as another level 4 Gen Ed option.**

⁴ 6 US/24 UK credits to be completed at Level 4 consist of some elements of the following in combination: Gen Ed Humanities Social Science Option (if taken at Level 4); Gen Ed Option I and/or II (if taken at Level 4); Free elective(s)/Minor Requirements. For details of the Gen Ed options, please see the [Gen Ed Programme Specification](#).

Table 2: Upper-Division / Levels 5 and 6 Requirements

UPPER-DIVISION REQUIREMENTS			
FHEQ Level 5		US CREDITS	UK CREDITS
ECN 5200	Public Economics	3	12
FNN 5200	Corporate Finance	3	12
MGT 5210	Research Methods	3	12
MGT 5220	Legal and Ethical Concepts in Management	3	12
MKT 5200	Principles of Marketing	3	12
SPT 5205	Exercise Nutrition and Lifestyle Management	3	12
SPT 5210	Sports Events Planning and Promotion	3	12
SPT 5215	Sports Management	3	12
SPT 5225	Sports Journalism	3	12
COM 5415	Sport in Documentary Film	3	12
FHEQ Level 5 CREDIT TOTALS		30	120

FHEQ Level 6		US CREDITS	UK CREDITS
MGT 6297	Senior Project	6	24
SPT 6205	Sport Law	3	12
SPT 6210	Talent Identification: Principles and Practice	3	12
SPT 6215	Team and Leadership Dynamics in Sport and Coaching	3	12
SPT 6220	Sports Marketing	3	12
SPT 6225	Sports Finance	3	12
plus three of the following OR Internship and one of the following		9	36
COM 6205	PR and Self-Presentation in the Media		
INB 6205	Foreign Trade Policy		
SPT 6962	World Internship in Sport Management (6 CREDITS)		
SPT 6972	Internship in Sport Management (6 CREDITS)		
MGT 6200	Competition and Strategy		
MKT 6405	Marketing Planning and Strategy		
PLT 6205	Policy Making in the Globalized World		
FHEQ Level 6 CREDIT TOTALS		30	120

5.2. 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.

5.2.1. 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 QCF 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.

5.2.2. Certificate of Higher Education (UK)

As the BA International Sports Management is not currently OU-validated, students enrolled on this degree are not eligible for the CertHE as an exit award.

5.2.3. Diploma of Higher Education (UK)

As the BA International Sports Management is not currently OU-validated, students enrolled on this degree are not eligible for the CertHE as an exit award.

6. Distinctive Features and Regulatory Framework

Our **BA Degree in International Sports Management** is distinctive in that it broadens the academic experience of the students as a consequence of Richmond's US Liberal Arts framework and General Education requirements, and deepens it through the sequence of course requirements within the programme. This balance between a core of requirements and a range of choices is a key characteristic of the US system of Liberal Arts undergraduate education.

Our degree is operated under the policy and regulatory frameworks of Richmond the American International University in London, and the Middle States Commission on

Higher Education. The following sub-sections include the relevant University or institutional policy documents, where applicable.

6.1. Admissions

To be considered for admission, prospective students should:

- normally be at least 17 years old, have completed a minimum of 12 years of schooling, and hold the required grade(s) in a complete US high School Diploma, UK GCE A levels, or other UK or international qualifications deemed equivalent by the University, by the start of the programme;
- have completed an application via UCAS, the Common Application or direct to the University, including a personal statement and academic reference and supplying verification of existing academic and English language attainments as required by the University.
- Students should be of a good playing standard either coming from a top premier select program, all regional or state player.
- Each player will be considered on an individual basis; the program is open to those who are willing to learn and improve their game and those looking for a student experience that is different from one that they can gain while studying and playing elsewhere.

Further details of qualifications accepted and grades required may be found on the University website, noting that these are common to all BA programmes at the University and there is no requirement as to the subject of entry qualifications. Prospective students from the United States should note that SATs are optional but not required. Whilst not routinely required, prospective students may be invited to interview where this is considered necessary in order to fully consider their application.

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. Normally, Advanced Credit may be given for a maximum of 30 out of the total 120 (US) credits necessary to complete the programme. The University welcomes also applications from prospective students with previous Higher Education study who, depending on subjects taken and grades achieved, may be given up to 75 Transfer Credits against the total 120 (US) credits necessary to complete the programme.

Students who are not nationals of a majority English-speaking country should normally have achieved CEFR level B2 in a secure English Language test acceptable to the University prior to entry to the programme. At the University's discretion, students in this category who are EEA nationals may be excused this requirement where they have recently undertaken a full time programme of study of at least 2 years duration with English as the medium of instruction.

Prospective students who do not meet the above academic and/or English language requirements may be permitted to enter this programme at the appropriate point after having first satisfactorily completed a Foundation Year and /or Academic English language programme at the University.

Further details of all of the above may be found at the appropriate page of the University website, where a comprehensive Admissions Policy and Summary of Practice document is also published: <http://www.richmond.ac.uk/admissions/>

6.2. Assessment

A proper assessment of student learning and progression of skills gained is fundamental to the work of the University. Much of what shapes the University's perspective on this has already been mentioned within section 4.2, above, under Assessment Strategy, which has been shaped in accordance with the expectations outlined in Section B6 of the *UK Quality Code for Higher Education*.

The University follows the guidelines of Standard 14 on 'Assessment of Student Learning', as laid out by the Middle States Commission on Higher Education. Standard 14 includes the following passages:

"The systematic assessment of student learning is essential to monitoring quality and providing the information that leads to improvement. Implemented effectively, the assessment of student learning will involve the shared commitments of students, administrators and academic professionals... Assessment is not an event but a process and should be an integral part of the life of the institution."
(<http://www.msche.org/publications.asp>).

6.3. Progression

The programme starts off with a range of introductory courses in both theoretical and practical aspects of accounting, business, economics, management and in mathematics & statistics. At this level students are encouraged to consider a wide range of issues and are required to develop their understanding of material that, whilst not overtly complex, is nevertheless essential for the building up later of both practical skills and theoretical knowledge. In later years students are required to develop an understanding of more specific material which apply the introductory courses to the sports management framework, and perform some analysis of their own at the course level. Students start to challenge and evaluate what they read and in the final years use their knowledge and understanding to provide some criticism and offer some new insights on the material they have been exposed to. By this stage they are expected to be able to investigate an issue from start to end and to write a good quality undergraduate thesis.

The second year of the course introduces theoretical concepts of sports management which underpin the degree and offer early opportunities for exploring the business environment, sports management and sports organisations. The third and fourth years of the course explore theoretical concepts in greater depth and breadth.

In their final semester students can take a theoretical and practical course in a specialism of their choice, completing a substantial Senior Project.

The BA International Sports Management degree at Richmond is a four year programme where the discipline is studied alongside a range of other subjects. The developmental goals of the major reflect a move from the general to the specific as the student moves through the programme.

6.4. 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. For full details of the internship programme, please see: <http://www.richmond.ac.uk/internships/>

Expectations with regard to careers education, information, advice and guidance (as outlined in Section B4 of *The UK Quality Cole 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. For full details of career services offered to students at Richmond, please see: <http://www.richmond.ac.uk/career-services/>.

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. Please see: <http://alumni.richmond.ac.uk/>

6.5. Study abroad

Richmond students have the option to take a leave of absence and travel away from the university as a 'study abroad'. In practice, however, very few students take this option up. It is more common for Richmond students to take a limited number of classes at other accredited colleges and universities during the summer, and then transfer these back to Richmond for inclusion toward their graduation requirements. All courses taken elsewhere must be pre-approved by the Office of Academic Affairs. All such courses are rigorously scrutinized, and only credit from appropriately accredited programmes, earned with a grade of C or above, are accepted for transfer. There are strict requirements regarding the number of courses and at what level may be taken outside of Richmond. Please see under "Graduation Requirements" at in the *University Catalogue* at <http://www.richmond.ac.uk/admitted-students/catalogues/>

6.6. Student support and guidance

All students have an allocated full-time member of RIASA faculty who acts as their academic adviser. RIASA Academic Advisers have on-going responsibility for students' academic progress, meeting with each advisee at least twice 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 and liaison with coaching staff in many cases.

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

In accordance with the 2010 *Equality Act*, and with Chapter B4 of the *Quality Code*, Richmond 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 accommodated to ensure the quality of their educational experience meets their individual requirements – the university disability officer works with individual students to determine accommodations, and works with colleagues in the Academic Registry and the Schools to see that their needs are addressed. 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. Please see: <http://www.richmond.ac.uk/student-life/support-for-students-with-disabilities/>

The University operates a well-staffed Student Affairs department headed by the Vice-President for Students that provides services intended to support and encourage student welfare, safety and development. The Director of RIASA liaises with this department to oversee medical registration of students and provide counseling services. A range of extracurricular activities and travel designed to further enhance students' educational experiences are also organized by the department and the Director of RIASA. The university [Student Charter](#) outlines responsibilities and expectations of both the students and the university, and the [Conduct Code](#) addresses expectations as to social conduct. Non-academic appeals and complaints and disciplinary incidents are overseen by the Student Affairs Department.

In its 2013 [IRENI review](#), Richmond was commended for “The care and attention paid to academic and pastoral support for international students throughout their association with the University”.

6.7. Instructional site

The BA International Sports Management degree will be taught on the RIASA campus site at Leeds Metropolitan University's Headingley campus, where the Richmond International Academic and Soccer Academy is based.

6.8. Balance of study and soccer commitments

Student time management is carefully monitored at RIASA, since there needs to be a balance of class contact, study time, coaching sessions, games and leisure time. Out of class study time takes about 6-7 hours per unit each week, so for example, if a full time student has a normal five class load per semester at 3 hours per class per week (15 hours of class contact); then about 30-35 hours will need to be available for out of class study.

Soccer training sessions and games can add more than 15 further hours to a weekly schedule. This could increase a student's formal academic and athletic schedule to 45 to 50 hours a week. For quality of life, this workload needs to be monitored and for some students this may be difficult to maintain over the whole semester. Study, work rest and family all need to be considered when planning for the semester.

Appendix I - Curriculum map

** See Programme Specifications for COM, ECN, and PLT

		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
Level 3																				
MGT 3200	Foundations of Business	x			x					x	x		x	x	x	x				
MTH 3111	Functions and Applications																			
SPT 3200	Sport and Society		x		x	x	x	x	x	x			x		x	x	x	x	x	x
Level 4																				
ACC 4200	Financial Accounting	x			x	x				x	x		x	x	x	x				x
ACC 4205	Managerial Accounting	x			x	x				x	x		x	x	x	x				x
ECN 4015	Introduction to Microeconomics	x	x			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		x	
MGT 4205	Computer Apps in Management						x					x		x	x	x	x	x	x	x
MTH 4110	Calculus with Applications																			
MTH 4120	Probability & Statistics I																			

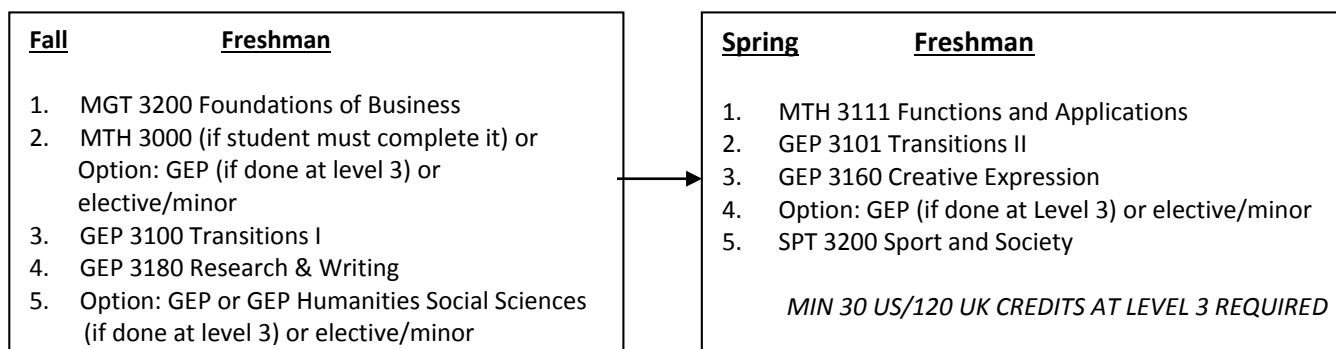
Levels 5		Knowledge and understanding							Cognitive Skills					Prof Skills		Key Skills				
		A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	C1	C2	D1	D2	D3	D4	D5
ECN 5200**	Public Economics																			
FNN 5200	Corporate Finance	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
MGT 5210	Research Methods	x			x					x	x		x			x				x
MGT 5220	Legal & Ethical Concepts in Management	x	x	x	x	x			x				x	x	x	x			x	
MKT 5200	Principles of Marketing	x		x				x		x				x	x	x		x		
SPT 5205	Exercise Nutrition and Lifestyle Management						x	x			X	X	X	X		X			X	X
SPT 5210	Sports Events Planning and Promotion	x	x	x	x	x	x		x		x	x	x	x		x			x	x
SPT 5215	Sports Management	x	x	x	x	x	x	x	x	x			x		x		x			
SPT 5225	Sports Journalism	x				x	x					x				x	x	x	x	
COM 5415	Sport in Documentary Film	x				x	x					x				x	x	x	x	
Level 6		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
SPT 6205	Sports Law and Practice	x		x		x	x									x				
SPT 6210	Talent Identification: Principles and Practice					x	x				x	x	x	x					x	x
SPT 6215	Team and Leadership Dynamics in Sport and Coaching		x				x			x	x	x	x	x	x				x	x
SPT 6220	Sports Marketing	x	x		x	x	x		x			x	x		x	x				
SPT 6225	Sports Finance	x	x	x	x	x	x		x						x		x	x		
MGT 6297	Senior Project (6cr)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
plus three of the following OR two and an Internship:																				
SPT 6962	World Internship in Sport Management (6 cr)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
SPT 6972	Internship in Sport Management (6 cr)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
INB 6205	Foreign Trade Policy	x		x	x	x			x	x	x	x		x	x	x	x	x	x	x
MGT 6200	Competition and Strategy	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
MKT 6405	Marketing Planning and Strategy	x		x	x	x			x	x	x	x		x	x	x			x	x
PLT 6205**	Policy Making in a Globalised World																			
COM 6205**	PR & Self Presentation																			

Appendix 2: Programme Structure Flowchart

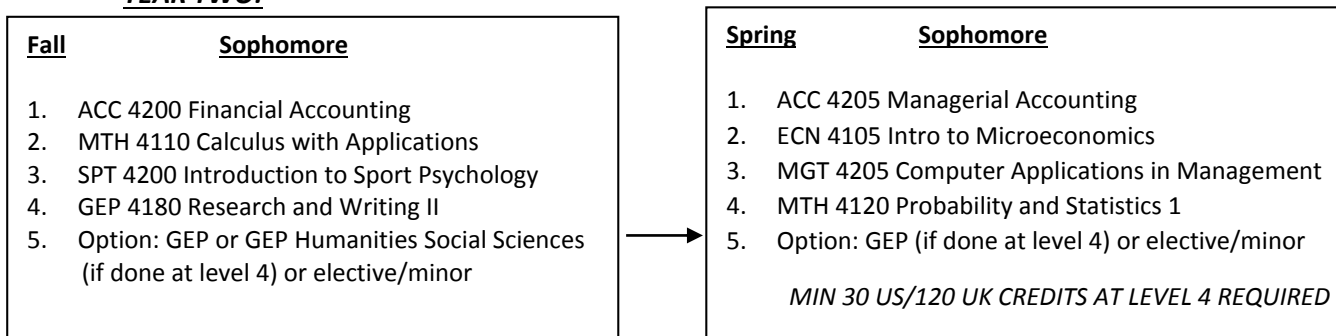
Typical Degree Schema: BA (Hons) International Sports Management with Combined Studies

(Note: Based on a Freshman entering Richmond with no Transfer Credit)

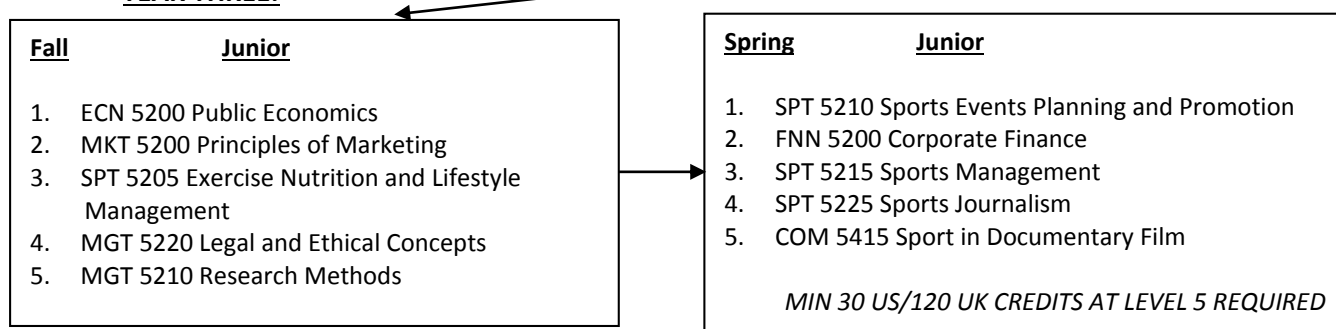
YEAR ONE:



YEAR TWO:



YEAR THREE:



YEAR FOUR:

