



BA (Hons) International Sports Management with Combined Studies

Programme Specification

2021-22

Contents

Contents

| | |
|--|-----------|
| BA (Hons) International Sports Management with Combined Studies | 1 |
| 1. Introduction | 3 |
| 2. Overview/Factual Information | 4 |
| 3. ABOUT THE PROGRAMME..... | 5 |
| 4. MISSION..... | 5 |
| 5. PROGRAMME STRUCTURE | 6 |
| 6. PROGRAMME OUTCOMES..... | 9 |
| Key Programme Outcomes | 9 |
| <i>A: Knowledge and understanding</i> | <i>9</i> |
| <i>B: Cognitive skills</i> | <i>9</i> |
| <i>C: Practical and/or professional skills.....</i> | <i>10</i> |
| <i>D: Key skills.....</i> | <i>10</i> |
| 7. TEACHING, LEARNING AND ASSESSMENT | 10 |
| Teaching and Learning strategy | 10 |
| Assessment Strategy: | 12 |
| 8. ENTRY REQUIREMENTS | 13 |
| Admissions | 13 |
| Transfer Credit | 14 |
| 9. EXIT AWARD REQUIREMENTS | 14 |
| Associate of Arts Degree in General Studies (US)..... | 14 |
| Certificate of Higher Education in International Sports Management (UK)..... | 14 |
| Diploma of Higher Education in International Sports Management (UK)..... | 14 |
| 10. STUDENT SUPPORT AND GUIDANCE..... | 15 |
| 11. PLACEMENT | 16 |
| 12. REGULATORY FRAMEWORK | 16 |
| Appendix I - Curriculum map | 27 |
| Programme Specification Publication Dates | 30 |

1. Introduction

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

The degree is delivered within the framework of a US Liberal Arts undergraduate degree programme. Typically students 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 RQF Level 3). US undergraduate credit can generally be translated to ECTS and UK CATS credits in the following manner: 1 US credit = 2 ECTS credits = 4 UK CATS credits. So a US degree of 120 credits would translate as 240 ECTS credits and 480 UK CATS credits (with a minimum of 360 UK CATS credits at Levels 4-6 on the *FHEQ*).

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each course can be found in course specification documents and syllabi.

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

2. Overview/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 | 2021-22 |
| 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 – Higher Education Review (AP) December 2017 |
| Date of production/revision of this specification | May 2021 (see chart below for list of revisions) |

3. ABOUT THE PROGRAMME

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

4. MISSION

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

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.

5. PROGRAMME STRUCTURE

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 note that students must complete all Liberal Arts requirements AND a minimum of 120 credits at each RQF/FHEQ level. The Liberal Arts programme offers more choice amongst levels, so students and advisors must ensure that both Liberal Arts requirements and overall level requirements are satisfied. As long as a minimum 120 credits per level is achieved, Liberal Arts 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 3120 | Functions and Applications | 4 | 16 |
| SPT 3200 | Sport and Society | 3 | 12 |

| | | | |
|----------------------------------|---|-----------|------------|
| GEP 3100 | Transitions I | 3 | 12 |
| GEP 3101 | Transitions II | 3 | 12 |
| GEP 3140 | Scientific Reasoning | 3 | 12 |
| GEP 3160 | Creative Expression | 3 | 12 |
| GEP 3180 | Research and Writing I | 3 | 12 |
| XXX 3xxx or MTH 3000 | QCF Level 3 Elective OR MTH 3000 (if student tests into this) | 3 | 12 |
| XXX 3xxx | QCF Level 3 Elective (can be Gen Ed Hum SS requirement) | 3 | 12 |
| QCF Level 3 CREDIT TOTALS | | 31 | 124 |

| 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 |
| MGT 4205 | Computer Applications in Management | 3 | 12 |
| MTH 4120 | Probability & Statistics I | 3 | 12 |
| SPT 4200 | Introduction to Sports Psychology | 3 | 12 |
| SPT 4100 | Introduction to Sports Business | 3 | 12 |
| GEP 4180 | Research and Writing II | 3 | 12 |
| XXX 4xxx | FHEQ Level 4 Elective (can be Gen Ed Hum SS requirement) | 3 | 12 |
| XXX 4xxx | FHEQ Level 4 Elective | 3 | 12 |
| FHEQ Level 4 CREDIT TOTALS | | 30 | 124 |

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

| UPPER-DIVISION REQUIREMENTS | | | |
|------------------------------------|---|-------------------|-------------------|
| FHEQ Level 5 | | US CREDITS | UK CREDITS |
| 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 5100 | Sports Economics | 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 |
| plus two of the following: | | 6 | 24 |
| SPT 5225 | Sports Journalism | | |
| COM 5415 | Sport in Documentary Film | | |
| ISL 5000 | Service Learning & Active Citizenship | | |
| SPT 5230 | Football Coaching | | |
| FHEQ Level 5 CREDIT TOTALS | | 30 | 120 |

| FHEQ Level 6 | | US CREDITS | UK CREDITS |
|---|--|------------|------------|
| MGT 6391 | Senior Project in Sports Management I | 3 | 12 |
| MGT 6392 | Senior Project in Sports Management II | 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 |
| SPT 6230 | Coaching & Management of Sports Teams | 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 |

Black = Major requirements

Blue = General Education Liberal Arts Core requirements

Green = Electives/Gen Ed Electives, one of these electives (at RQF L3 or FHEQ L4) must fulfil the Humanities/Social Sciences Gen Ed Elective requirement

6. PROGRAMME OUTCOMES

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

Key Programme Outcomes

Upon completing the BA International Sports Management students should have:

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

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.

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 Programme specification and curriculum map – BA (Hons) International Sports Management with Combined Studies

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.

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.

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*

7. TEACHING, LEARNING AND ASSESSMENT

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

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.

Courses will follow the University Assessment Norms, details of which are listed in each CSD.

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. F

8. ENTRY REQUIREMENTS

Admissions

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

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

Transfer Credit

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

9. EXIT AWARD REQUIREMENTS

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

Associate of Arts Degree in General Studies (US)

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

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

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

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

Certificate of Higher Education in International Sports Management (UK)

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

120 credits at FHEQ Level 4

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

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

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

Diploma of Higher Education in International Sports Management (UK)

Programme specification and curriculum map – BA (Hons) International Sports Management with Combined Studies

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

120 credits at FHEQ Level 4

120 credits at FHEQ Level 5

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

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

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

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

10. STUDENT SUPPORT AND GUIDANCE

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

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

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

The University endeavours to make all practical and reasonable adjustments to ensure students are able to fully participate in the University community. Students who declare a physical disability or a special educational need are supported to ensure the quality of their educational experience meets their individual requirements. SEN students, for instance, receive extra time in examinations, and

have the option of writing exams on university-provided computers, and/or of taking exams in a separate room.

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

11. PLACEMENT

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

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

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

12. REGULATORY FRAMEWORK

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

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

- QAA (2018). The Revised UK Quality Code for Higher Education.
- QAA (2008). Higher Education Credit Framework for England: guidance on academic credit arrangements in Higher Education in England.
- SEEC (2016). Credit Level Descriptors for Higher Education. Southern England Consortium for Credit Accumulation and Transfer
- Middle States Commission on Higher Education. Standards for Accreditation and Requirements of Affiliation. 2014: Thirteenth Edition; Rev. Ed. 2015.

Ensuring and Enhancing the Quality of the Programme

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

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

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

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

Appendix 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 3120 | Functions and Applications | | | | | | | | | | | | | | | | | | | |
| SPT 3200 | Sport and Society | 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 4100 | Introduction to Sports Business | 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 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 |
| FNN 5200 | Corporate Finance | 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 5100 | Sports Economics | x | x | x | x | x | | | x | x | x | x | x | x | x | x | x | x | x | |
| SPT 5205 | Exercise Nutrition and Lifestyle Management | | | | | | 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 | |
| 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 | |
| SPT 5230 | Football Coaching | | | 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 |
| MGT 6931 | Senior Project in Sports Management I | x | x | x | x | x | | | x | x | x | | x | x | x | x | x | x | x | |
| MGT 6392 | Senior Project in Sports Management II | x | x | x | x | x | | | x | x | x | x | x | x | x | x | x | x | x | |
| SPT 6210 | Talent Identification: Principles and Practice | | | | | 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 | |
| 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 | | |
| SPT 6230 | Coaching & Management of Sports Teams | 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 | |
| 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 | |
| INB 6205 | Foreign Trade Policy | 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 | |
| MKT 6405 | Marketing Planning and Strategy | 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 | | | | | | | | | | | | | | | | | | | |
|------------|------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

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 |
| Revision 7 | May 2018 |
| Revision 8 | May 2020 |
| Revision 9 | May 2021 |