



BA (Hons) International Sports Management with Combined Studies

Programme Specification

2024-2025

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1. INTRODUCTION

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

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

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

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

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

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

2. OVERVIEW

Programme/award title(s)	BA (Hons) International Sports Management with Combined Studies
Teaching Institution	Richmond American University in London
Awarding Institution	Richmond American University in London
Date of last validation	14 March 2022
Next revalidation	Spring 2027
Credit points for the award	120 US Credits 480 UK Credits at <i>FHEQ</i> Levels 3-6 (120 at Level 3; 120 at Level 4; 120 at Level 5; 120 at Level 6)
UCAS Code	University Code: R20
Programme start date	Fall 2022
Underpinning QAA subject benchmark(s)	Events, Hospitality, Leisure, Sport & Tourism 2019 Business and Management 2019 https://www.qaa.ac.uk/quality-code/subject-benchmark-statements
Professional/statutory recognition	N/A
Language of Study	English
Duration of the programme for each mode of study (P/T, FT,DL)	FT
Dual accreditation (if applicable)	Middle States Commission on Higher Education (First accredited 1981; renewed 1996, 2006, 2016). QAA – Higher Education Review (AP) 2017
Date of production/revision of this specification	May 2023 (see chart below for list of revisions)

3. ABOUT THE PROGRAMME

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

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

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

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

4. MISSION

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

5. PROGRAMME STRUCTURE

BA (Hons) International Sports Management with Combined Studies

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

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

Black = Major requirements

Blue = General Education Liberal Arts Core requirements

Green = Electives/Gen Ed Electives

Table 1 Lower Division / Levels 3 and 4 Degree Requirements

LOWER-DIVISION REQUIREMENTS			
<i>RQF Level 3</i>		US CREDITS	UK CREDITS
Minimum Required courses			
MGT 3200	Foundations of Business	3	12
MTH 3111	Functions with Applications	3	12
MGT 3201	Foundations of Computer Applications	3	12
SPT 3200	Sport and Society	3	12
GEP 3105	Tools for Change	3	12
GEP 3180	Research and Writing I	3	12
Plus one of the following:		3	12
GEP 3150	Visual Thinking		
GEP 3170	Narratives of Change		
Plus one of the following:		3	12
ENV 3XXX	Any RQF Level 3 ENV course		
XXX 3XXX	RQF Level 3 Elective (only if satisfying ENV requirement at FHEQ Level 4)		
Plus:			
XXX 3XXX	RQF Level 3 Elective OR MTH 3000 (if student tests into this)	3	12
XXX 3XXX	RQF Level 3 Elective	3	12
RQF Level 3 CREDIT TOTALS		30	120

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

Plus one of the following:		3	12
ENV 4XXX	Any FHEQ Level 4 ENV course		
XXX 4XXX	FHEQ Level 4 Elective (only if satisfying ENV requirement at RQF Level 3)		
Plus:			
XXX 4XXX	FHEQ Level 4 Elective	3	12
FHEQ Level 4 CREDIT TOTALS		30	120

Table 2 Upper Division / Levels 5 and 6 Degree Requirements

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

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

Plus:			
XXX 6XXX	FHEQ Level 6 Elective	4	12
FHEQ Level 6 Credit Totals		30	120

6. PROGRAMME OUTCOMES

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

Key Programme Outcomes

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

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

Knowledge and Understanding (A)

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

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

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

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

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

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

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

Cognitive Skills (B)

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

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

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

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

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

Practical and/or professional skills (C)

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

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

Key Skills (D)

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

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

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

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

D5 engage in reflective, adaptive and collaborative learning.

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

7. TEACHING, LEARNING, AND ASSESSMENT

Teaching Strategy

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

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

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

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

Their knowledge is acquired through:

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

Their cognitive skills are developed through:

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

Their practical skills are gained through:

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

Their key skills are gained through:

- Employing and using appropriate linguistic skills
- Independent learning

Assessment Strategy

The assessment strategies we use with our **BA (Hons) *NAME OF PROGRAMME*** degree speak directly to how we anticipate progression with student learning to take place.

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

Most of the courses will follow the University Assessment Norms, however some may follow specialised norms, as listed in each CSD. See the Assessment Norm Policy for full details: <https://www.richmond.ac.uk/university-policies/>

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

8. ENTRY REQUIREMENTS

Admissions

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

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

Transfer Credit

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

9. EXIT AWARD REQUIREMENTS

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

Associate of Arts Degree in General Studies (US)

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

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

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

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

Certificate of Higher Education in International Sports Management (UK)

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

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

120 credits at FHEQ Level 4

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

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

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

Diploma of Higher Education in International Sports Management (UK)

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

120 credits at FHEQ Level 4

120 credits at FHEQ Level 5

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

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

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

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

10. STUDENT SUPPORT AND GUIDANCE

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

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

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

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

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

11. PLACEMENT

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

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

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

12. STUDY ABROAD

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

13. REGULATORY FRAMEWORK

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

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

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

Ensuring and Enhancing the Quality of the Programme

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

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

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

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

LIBRARY RESOURCES

Books

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

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

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

Journals

At present the Library subscribes directly to approximately 30 periodical titles. Where electronic access is provided with a subscription this has been made available through the library's online Publications Finder.

In consultation with faculty the Library regularly reviews its periodical subscriptions, ensuring relevant coverage is provided as the curriculum changes.

Online journal databases

Full text e-journal services include access to Ebsco's: Academic Search Premier, Art Full Text, Business Source Premier, Communication and Mass Media Complete, Education Full Text, International Bibliography of Theatre & Dance, International Security & Counter Terrorism Reference Center, SPORTDiscus and PsycArticles; WARC and JSTOR. These provide access to around 42,000 titles, as well as business and market data and case studies.

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

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

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

Other online resources

Other online resources include the Proquest: Global Newsstream. This is used to access 4,000 titles, mainly national and international newspapers but also to related newswires and monitoring services. We also have a subscription to FT Education which provides on-line and mobile access to the newspaper archive as well as a wide range of digital and multi-media features, in-depth reports on a wide range of business and political topics and a digital learning tool that allows students and faculty to annotate and share articles. Additionally, the Statista platform provides easy access to over 1,900,000 statistics on a wide range of business & social topics from over 22,500 sources as well as industry reports, research dossiers and market outlooks. A subscription to Mintel Academic provides access to market research data and expertise across the retail, media and financial services sectors in the UK as well as global trends and consumer behaviour analysis.

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

Scanning/Digitising

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

Library Instruction

Students are encouraged to complete a library induction session online and visit the library during Orientation. Under the Liberal Arts Core, professional librarians teach information literacy and research skills to students as an integral part of GEP 3105 Tools for Change, GEP 4105 Social Change in Practice, GEP 3180 Research & Writing I and GEP 4180 Research &

Writing II courses. In addition, further sessions on subject specific resources, tailored to individual assignments as required, are offered on Upper Division courses. Students can also receive individual, tailored help with resources, research skills and referencing on a one-to-one basis either in person or online throughout their studies.

APPENDIX 1 Curriculum Map

		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					
MTH 3111	Functions with Applications	x							x					x						
MGT 3201	Foundations of Computer Applications	x	x						x	x				x	x	x				
SPT 3200	Sport and Society		x		x	x			x	x			x	x	x	x				
Level 4																				
ACC 4205	Managerial Accounting	x			x	x				x	x		x	x	x				x	
ECN 4105	Introduction to Microeconomics	x	x			x			x	x				x	x	x	x	x	x	
ECN 4110	Introduction to Macroeconomics	x			x	x			x	x				x						
MTH 4120	Probability & Statistics I		x							x		x		x			x			
SPT 4100	Introduction to Sports Business	x	x		x	x			x		x			x		x	x	x		
SPT 4200	Introduction to Sports Psychology					x	x	x		x	x			x		x	x		x	
Level 5																				
FNN 5200	Corporate Finance	x		x		x			x	x				x	x		x		x	
MKT 5200	Principles of Marketing	x		x				x		x				x	x	x		x		
SPT 5100	Sports Economics	x		x		x			x	x				x			x			
SPT 5210	Sports Events Planning and Promotion	x	x		x	x	x		x		x		x	x					x	
SPT 5215	Sports Management	x	x	x	x			x	x	x		x		x		x				

SPT 5xxx	International Sports Governance	x	x		x		x			x			x	x			x				
MGT 5200	Research Methods and Data Analysis	x			x					x	x		x				x				x
Level 6																					
SPT 6102	Talent Identification: Principles and Practice					x	x				x	x	x	x						x	
SPT 6105	Sports Finance	x		x		x			x		x				x			x	x		
SPT 6104	Sports Marketing	x	x		x	x			x		x		x	x	x		x	x			
SPT 6391	Senior Project in Sports Management I	x	x		x	x	x		x	x	x		x	x	x			x		x	x
SPT 6392	Senior Project in Sports Management II	x	x	x		x	x	x	x		x	x	x	x	x		x		x	x	x
Plus two of the following:																					
SPT 6901	World Internship in Sport Management (4 cr)	x	x			x		x	x		x		x	x	x			x	x	x	
SPT 6902	Internship in Sport Management (4 cr)	x	x			x		x	x		x		x	x	x			x	x	x	
SPT 6103	Team and Leadership Dynamics in Sport and Coaching		x		x		x			x	x	x	x	x	x				x	x	x
SPT 6101	Coaching & Management of Sports Teams	x				x	x	x	x	x		x	x	x			x			x	

Faculty may access the KILO map: [010 KILO KPO tables](#)

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	Dec 2021
Revision 10	July 2022
Revision 11	June 2023
Revision 12	March 2024