

## Programme specification

### 1. Overview/ factual information

<b>Programme/award title(s)</b>	a. BSc (Hons) – Sports Management b. BSc (Ord) – Sports Management c. Diploma in Higher Education – Sports Management d. Certificate in Higher Education – Sports Management
<b>Teaching Institution</b>	Deree - The American College of Greece
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	September 2014
<b>Date of latest OU (re)validation</b>	
<b>Next revalidation</b>	
<b>Credit points for the award</b>	360
<b>UCAS Code</b>	
<b>HECoS Code</b>	
<b>LDCS Code (FE Colleges)</b>	
<b>Programme start date and cycle of starts if appropriate.</b>	September 2021
<b>Underpinning QAA subject benchmark(s)</b>	Hospitality, leisure, sport and tourism, 2019
<b>Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.</b>	
<b>Professional/statutory recognition</b>	
<b>For apprenticeships fully or partially integrated Assessment.</b>	
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face) Apprenticeship</b>	
<b>Duration of the programme for each mode of study</b>	FT-3 years
<b>Dual accreditation (if applicable)</b>	NECHE Accredited
<b>Date of production/revision of this specification</b>	September 2024

**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 module can be found in student module guide(s) and the students 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.**

### 2.1 Educational aims and objectives

In congruence with the mission of the College, the BSc(Hons) in Sports Management aims to develop students into knowledgeable, ethically responsible and competent sports management professionals. The programme, international in nature and immersed in the values of the Olympic spirit, fosters the intellectual, personal and professional growth of each student through a rigorous sports management education, enhanced by an optional internship in a sports related setting that facilitates the blending of practical and theoretical competence.

The specific objectives of the Sports Management programme are to produce graduates who are:

1. Critical and creative thinkers – Students employ appropriate methodologies and tools in researching and developing an understanding of the core concepts, stakeholders, challenges, connections and thought processes involved in sports management. Students recognize relationships between stakeholders in the sport industry and the environments in which sports take place and understand the legal, ethical, governmental and managerial implications that may arise.
2. Literate and effective communicators – Students cultivate written and verbal communication, numeracy, digital literacy and information literacy skills. The sports industry relies upon peoples' skills and requires the ability to communicate confidently, accurately and effectively.
3. Business-minded and Entrepreneurial – Students acquire problem-solving skills and the capacity to take calculated risks, while working individually and in teams. Students develop a good understanding of the legal, social and professional context, within which they operate. They gain experiences to manage day-to-day operations and strategic planning of sports organizations, and develop and manage their careers.
4. Ethically, environmentally and socially conscious – Students become aware of the finite nature of resources and systems and the requisite need for responsibly addressing the sports industry's broader impact. ACG's highly diverse student body provides opportunities for cross-cultural dialogue, understanding and reflection on the ways the global context applies in their own communities.

As such, the programme's **overall learning outcomes** specify that upon completion of the programme, students will be able to:

1. Demonstrate knowledge and understanding of business and economic concepts and theories that are applicable to the sports industry.
2. Demonstrate knowledge and understanding of the historical evolution of sport as well nature, structure and trends in the contemporary sports industry.
3. Deploy, critically evaluate and synthesize knowledge in key business functions as they relate to the sports industry.
4. Identify and evaluate the impact of legal, ethical, as well as governance and policy, considerations upon decision-making in sports organizations.
5. Deploy quantitative and qualitative methods and tools to conduct research in the field of sports management.

The above aims and learning outcomes can be further articulated by the type of skills they correspond to as follows:

#### Knowledge and understanding

- A.1. Demonstrate knowledge and understanding of the external environment and its impact on business.
- A.2. Demonstrate knowledge and understanding of the business functions and internal processes of organizations and their relationship with the external environment.
- A.3. Evaluate policies and strategies employed by organizations in addressing internal and external stakeholders' changing interests.
- A.4. Demonstrate comprehensive knowledge of issues related to ethics and social responsibility and assess the models, practices and tools that an organization may employ to help assure a sustainable future.
- A.5. Demonstrate fundamental knowledge and understanding of quantitative and qualitative methods and tools used to conduct research in business.

#### Cognitive skills

- B.1. Articulate and explain terms, concepts and theories in a relevant knowledge area effectively.
- B.2. Locate, extract, evaluate and analyse data from academic and non-academic resources, and acknowledge source material in the appropriate academic convention.
- B.3. Assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of, and framework for, ethical decision-making.
- B.4. Critically analyse, evaluate and apply a range of options for resolving complex issues or problems.
- B.5. Evaluate the connections and interrelationships that exist across different subject areas.
- B.6. Judiciously employ qualitative and/or quantitative reasoning in supporting evidence-based decision-making.

Practical and professional skills

- C.1. Apply numeric skills in solving problems of increasing complexity and with increasing autonomy as students progress through the curriculum.
- C.2. Make use of Information Technology effectively to retrieve, process, analyze and communicate information.
- C.3. Apply qualitative and/or quantitative methods and tools in analyzing and solving financial and managerial problems.
- C.4. Demonstrate ability to reflect on the key drivers of business success and the causes underlying business failure.
- C.5. Develop entrepreneurial skills, such as the ability to identify business opportunities, devise appropriate business plans, and communicate these plans effectively to gain support and generate resources.

Key / transferable skills

- D.1. Communicate ideas effectively orally and/or in writing in a professional context.
- D.2. Demonstrate interpersonal, teamwork and/or leadership skills and the ability to work effectively with others including in cross-cultural settings.
- D.3. Apply self-management skills including a capacity to plan, organize and manage time.
- D.4. Take responsibility for own actions in an academic and professional context.
- D.5. Reflect on the broader scope and value of learning and become an independent lifelong learner.

Section 3 of this document will refer to this articulation in demonstrating where the above skills are taught and assessed in the curriculum.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

This programme specification is part of a US bachelor's degree programme, awarded with a total of 121 US credits and consisting of:

- The Liberal Education curriculum (43 US credits)
- Concentration (72 US or 360 UK credits)
- General electives (6 US or 30 UK credits)

**Liberal Education Curriculum**

<b>Liberal Education</b> .....	<b>43</b>
<i>Required:</i>	<b>22</b>
WP 1010 Introduction to Academic Writing.....	3
WP 1111 Integrated Academic Writing Ethics.....	3
WP 1212 Academic Writing and Research.....	3
MA 1009 Mathematics for Business, Economics and Sciences.....	3
HC 2300 Professional Communication.....	3
CS 1070 Introduction to Information Systems.....	3

Natural Science with Lab.....	4
<b>Elective:</b>	<b>21</b>
Natural Science.....	3
Three courses in Social Sciences.....	9
Two courses in Humanities.....	6
One Course in Fine and Performing Arts.....	3

Please refer to Appendix 1 p. 33 for the Liberal Education program description and rationale.

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

#### 2.4 List of all exit awards

- a. BSc (Hons) – Sports Management
- b. BSc (Ord)– Sports Management
- c. Diploma of Higher Education (DipHE) – Sports Management
- d. Certificate of Higher Education (CertHE)– Sports Management

### 3. Programme structure and learning outcomes

*(The structure for any part-time delivery should be presented separately in this section.)*

<b>Programme Structure - LEVEL 4</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
EC 1101 Macroeconomics	15	None			
IB 2006 International Business	15				
BU 2003 Business Legal Issues	15				
AF 2007 Financial Accounting	15				
MA 2021 Applied Statistics	15				
CS 2179 Business Information Systems	15				
SM 2001 Introduction to Sports Management	15				
SM 2015 Introduction to Sport Psychology	15				
<b>TOTAL LEVEL 4</b>	<b>120</b>				

Intended learning outcomes at Level 4 are listed below:

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>A.1: Demonstrate knowledge and understanding of the external environment and its impact on business.</p> <p>A.2: Demonstrate knowledge and understanding of the business functions and internal processes of organizations and their relationship with the external environment.</p> <p>A.3: Demonstrate fundamental knowledge and understanding of quantitative and qualitative methods and tools used to conduct research in business.</p> <p>A.5: Demonstrate knowledge and understanding of the principles, theories and practices related to sports management and sports industry.</p>	<p><u>Learning and Teaching Strategy:</u></p> <p>In congruence with the teaching and learning strategy of the college, the following methods are used at Level 4:</p> <p>Classes consist of lectures, discussions, collaborative in-class small projects or case studies and specialized video presentations as appropriate. Throughout the lectures students develop <i>knowledge and understanding</i> related to the subject content. Discussions and collaborative in-class small projects reinforce students' <i>cognitive and key transferable skills</i>. Specialized video presentations familiarize students with industry and <i>professional practices</i> and help them connect abstract concepts to the 'real world'.</p> <p>Classes at Level 4 are interactive and student engagement in the learning process is mainly pursued through their active participation in class. Through individual project work students are required to make use of the library and become familiar with library resources, hence making a first step towards independent learning.</p> <p>Office Hours (one hour per course per week): Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course's content.</p> <p>Use of blackboard site (online learning platform), where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources.</p>

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p><u>Assessment Methods:</u></p> <p>Assessment of student performance at Level 4 involves a reasonable mix of methods and incorporates both “formative” (“diagnostic” evaluation that provides feedback in order to improve learning) along with “summative” (evaluation that tests whether students have mastered the learning outcomes of a programme) evaluation tools.</p> <p>Formative assessment may take the form of in-class “diagnostic” exams, take-home assignments, case analyses, tutorial tasks, etc., though it does not contribute to the student’s grade.</p> <p>Summative assessments assess learning outcomes oriented towards knowledge and understanding and includes a mix of assessments such as individual projects, business cases, midterm and final examinations. Some courses (AF 2007, MA 2021, SM 2001) also include a summative portfolio of assessments weighing 10% of the mark and comprising exercises, cases, problem-solving, etc. The exact nature of summative assessments and assessment weights vary by module. Examinations consist of open essay-type questions or problem solving exercises. The midterm examination takes place half-way through the module, whereas the final examination takes place at the end of the module. Tutors typically provide feedback on the first assessment to students in class. Such feedback informs students to what extent they have met learning outcomes and provide guidance on how to improve their future work. At their own initiative, students also have the opportunity to receive feedback on their final assessment.</p>



<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p><u>Where it is taught and assessed:</u></p> <p>Please refer to the relevant table on p.11 for the exact correspondence among the programme’s learning outcomes, knowledge and understanding skills and the teaching and assessment work at Level 4.</p>
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>B.1: Articulate and explain terms, concepts and theories in a relevant knowledge area effectively.</p> <p>B.2: Locate, extract, evaluate and analyse data from academic and non-academic resources, and acknowledge source material in the appropriate academic convention.</p> <p>B.3: Assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of, and framework for, ethical decision-making.</p> <p>B.5. Evaluate the connections and interrelationships that exist across different subject areas.</p>	<p><u>Where it is taught and assessed:</u></p> <p>Please refer to the relevant table on p.11 for the exact correspondence among the programme’s learning outcomes, cognitive skills and the teaching and assessment work at Level 4.</p>

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>C.1: Apply numeric skills in solving problems of increasing complexity and with increasing autonomy as students progress through the curriculum.</p> <p>C.2: Make use of Information Technology effectively to retrieve, process, analyze and communicate information.</p> <p>C.3: Apply qualitative and/or quantitative methods and tools in analyzing and solving financial and managerial problems.</p> <p>C.4: Demonstrate ability to reflect on the key drivers of business success and the causes underlying business failure.</p>	<p><u>Where it is taught and assessed:</u></p> <p>Please refer to the relevant table on p.11 for the exact correspondence among the programme's learning outcomes, practical and professional skills and the teaching and assessment work at Level 4.</p>
<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>D.1: Communicate ideas effectively orally and/or in writing in a professional context.</p> <p>D.3: Apply self-management skills including a capacity to plan, organize and manage time.</p> <p>D.4: Take responsibility for own actions in an academic and professional context.</p>	<p><u>Where it is taught and assessed:</u></p> <p>Please refer to the relevant table on p.11 for the exact correspondence among the programme's learning outcomes, key/transferable skills and the teaching and assessment work at Level 4.</p>

### 3D. Key/transferable skills

D.5: Reflect on the broader scope and value of learning and become an independent lifelong learner.

Level	Study module/unit	Programme outcomes															
		A1	A2	A3	A5	B1	B2	B3	B5	C1	C2	C3	C4	D1	D3	D4	D5
4	SM 2001 Introduction to Sports Management		√	√	√	√	√	√	√				√	√	√	√	√
	SM 2015 Introduction to Sport Psychology				√	√	√	√						√	√	√	√
	AF 2007 Financial Accounting		√		√	√					√			√	√	√	√
	BU 2003 Business Legal Issues	√				√		√							√	√	√
	CS 2179 Business Information Systems		√				√								√	√	√
	MA 2021 Applied Statistics				√	√				√	√	√			√	√	√
	IB 2006 International Business	√		√		√							√		√	√	√
	EC 1101 Principles of Macroeconomics	√				√									√	√	√

**[Please insert here title(s) of exit award(s) at Level 4, if applicable]**

#### 1. Certificate of Higher Education (CertHE) in Sports Management

Please see Appendix 2 on pp.41 for a full rationale on exit awards according to the Quality Assurance Agency's Quality Code for Higher Education in relation to the 'Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies' (November 2014).

<b>Programme Structure - LEVEL 5</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
SM 3102 Sports Marketing	15	<b>One of the following:</b> AF 3116 Management Accounting FN 3105 Financial Management	15 15		
SM 3003 Olympic Games and Sports Mega Events	15				
SM 3004 Social Issues in Sports	15				
SM 3005 Sports Operations and Facilities Management	15				
BU 3233 Business Research Methods	15				
PH 3005 Business Ethics	15				
MG 3034 Managing People and Organizations	15				
	105				
<b>TOTAL LEVEL 5 (compulsory + optional)</b>	<b>120</b>				

Intended learning outcomes at Level 5 are listed below:

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>A.1. Demonstrate knowledge and understanding of the external environment and its impact on business.</p> <p>A.2. Demonstrate knowledge and understanding of the business functions and internal processes of organizations and their relationship with the external environment.</p> <p>A.3. Evaluate policies and strategies employed by organizations in addressing internal and external stakeholders’ changing interests.</p> <p>A.4. Demonstrate comprehensive knowledge of issues related to ethics and social responsibility and assess the models, practices and tools that an organization may employ to help assure a sustainable future.</p> <p>A.5. Demonstrate fundamental knowledge and understanding of quantitative and qualitative methods and tools used to conduct research in business.</p>	<p><u>Learning and Teaching Strategy:</u></p> <p>In congruence with the teaching and learning strategy of the college, the following methods are used at Level 5:</p> <p>Classes consist of lectures, tutorials on project work, discussions, collaborative in-class and take-home projects or case studies of more complex nature and specialized video presentations as appropriate. Throughout the lectures students have the opportunity to learn and apply concepts and theories in the subject area. Therefore, students develop <i>knowledge and understanding</i> related to the subject content. Discussions and collaborative in-class small projects reinforce students’ <i>cognitive, practical, professional and key transferable skills</i>. Specialized video presentations familiarize students with industry and professional practices and help them connect abstract concepts to the ‘real world’. Invited lectures, as opportunities arise, offer students the opportunity to establish connections with the professional world.</p> <p>Classes at Level 5 are very interactive and student engagement in the learning process is pursued through their active participation in class, as well as through individual and group project work. Through project work students are required to make use of the library and study academic resources on their own, hence taking responsibility for their own learning.</p>

**Learning Outcomes – LEVEL 5**

**3A. Knowledge and understanding**

Office Hours (one hour per course per week): Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course's content. During office hours students also have the opportunity to receive feedback on draft project work.

Use of blackboard site (online learning platform), where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources.

Assessment Methods:

At Level 5, assessment of student performance involves more varied and creative forms and incorporates both “formative” (“diagnostic” evaluation that provides feedback in order to improve learning) along with “summative” (evaluation that tests whether students have mastered the learning outcomes of a programme) evaluation tools.

Formative assessment may take the form of in-class “diagnostic” exams, take-home assignments, case analyses of more complex nature, tutorial tasks, etc., though it does not contribute to the student’s grade. Students typically receive feedback on draft project work.

**Learning Outcomes – LEVEL 5**

**3A. Knowledge and understanding**

Summative assessments assess learning outcomes oriented towards application and analysis and require a degree of critical thinking capacity. They include assessments such as individual and group projects and presentations, complex business cases, as well as midterm and final examinations. Some courses (BU 3233, SM 3102, SM 3003) also include a summative portfolio of assessments weighing 10% of the mark and comprising exercises, cases, problem-solving, etc. The exact nature of summative assessments and assessment weights vary by module. Examinations consist of open essay-type questions or problem solving exercises of an increased level of challenge. The midterm examination takes place half-way through the module, whereas the final examination takes place at the end of the module. Tutors typically provide feedback on the first assessment to students in class. Such feedback informs students to what extent they have met learning outcomes and provide guidance on how to improve their future work. At their own initiative, students also have the opportunity to receive feedback on their final assessment.

Where it is taught and assessed:

Please refer to the relevant table on p.18 for the exact correspondence among the programme’s learning outcomes, knowledge and understanding skills and the teaching and assessment work at Level 5.

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>B.1. Articulate and explain terms, concepts and theories in a relevant knowledge area effectively.</p> <p>B.2. Locate, extract, evaluate and analyse data from academic and non-academic resources, and acknowledge source material in the appropriate academic convention.</p> <p>B.3. Assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of, and framework for, ethical decision-making.</p> <p>B.4. Critically analyse, evaluate and apply a range of options for resolving complex issues or problems.</p> <p>B.5. Evaluate the connections and interrelationships that exist across different subject areas.</p> <p>B.6. Judiciously employ qualitative and/or quantitative reasoning in supporting evidence-based decision-making.</p>	<p><u>Where it is taught and assessed:</u></p> <p>Please refer to the relevant table on p.18 for the exact correspondence among the programme's learning outcomes, cognitive skills and the teaching and assessment work at Level 5.</p>
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>C.1. Apply numeric skills in solving problems of increasing complexity and with increasing autonomy as students progress through the curriculum.</p> <p>C.2. Make use of Information Technology effectively to retrieve, process, analyze and communicate information.</p> <p>C.3. Apply qualitative and/or quantitative methods and tools in analyzing and solving financial and managerial problems.</p>	<p><u>Where it is taught and assessed:</u></p> <p>Please refer to the relevant table on p.18 for the exact correspondence among the programme's learning outcomes, practical and professional skills and the teaching and assessment work at Level 5.</p>



<b>3C. Practical and professional skills</b>	
<p>C.4. Demonstrate ability to reflect on the key drivers of business success and the causes underlying business failure.</p> <p>C.5. Develop entrepreneurial skills, such as the ability to identify business opportunities, devise appropriate business plans, and communicate these plans effectively to gain support and generate resources.</p>	
<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>D.1. Communicate ideas effectively orally and/or in writing in a professional context.</p> <p>D.2. Demonstrate interpersonal, teamwork and/or leadership skills and the ability to work effectively with others including in cross-cultural settings.</p> <p>D.3. Apply self-management skills including a capacity to plan, organize and manage time.</p> <p>D.4. Take responsibility for own actions in an academic and professional context.</p> <p>D.5. Reflect on the broader scope and value of learning and become an independent lifelong learner.</p>	<p><u>Where it is taught and assessed:</u></p> <p>Please refer to the relevant table on p.18 for the exact correspondence among the programme's learning outcomes, key/transferable skills and the teaching and assessment work at Level 5.</p>

Level	Study module/unit	Programme outcomes																				
		A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
5	SM 3102 Sports Marketing					√		√		√	√					√	√	√	√	√	√	√
	SM 3003 Olympic Games & Sports Mega Events					√		√		√	√					√		√		√	√	√
	SM 3004 Social Issues in Sports					√		√		√						√		√		√	√	√
	SM 3005 Sports Operations & Facilities Management					√		√		√	√					√		√		√	√	√
	BU 3233 Business Research Methods					√	√	√		√			√	√	√			√		√	√	√
	PH 3005 Business Ethics				√		√		√											√	√	√
	MG 3034 Managing People & Organisations		√	√			√	√	√							√		√		√	√	√
	AF 3116 Management Accounting OR		√				√			√			√	√	√	√		√		√	√	√
	FN 3105 Financial Management	√	√			√	√			√			√	√	√	√	√	√		√	√	√

**[Please insert here title(s) of exit award(s) at Level 5, if applicable]**

### Diploma (DipHE) of Higher Education in Sports Management

Please see Appendix 2 on p.35-41 for a full rationale on exit awards according to the Quality Assurance Agency's Quality Code for Higher Education in relation to the 'Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies' (November 2014).

<b>Programme Structure - LEVEL 6</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
SM 4107 Sport Governance, Policy and Legal Issues	15	<u>Three of the following:</u> SM 4009 Internship in Sports Management	15		
SM 4208 Sports Promotions and Social Media	15	SM 4545 Sports Entrepreneurship	15		
SM 4810 Strategic Issues in Sports Management	15	SM 4020 Coaching in Sports SM 4040 Advances in Sports Management	15		
SM 4747 Dissertation in Sports Management	30	MK 4104 Digital and Social Media Marketing	15		
		MG 4028 Corporate Social Responsibility	15		
		CS 4267 Applied Business Analytics	15		
		MG 4057 Project Management			
<b>Total compulsory Level 6 credits</b>	<b>75</b>	<b>Total optional Level 6 credits</b>	<b>45</b>		
<b>TOTAL LEVEL 6 (compulsory + optional)</b>	<b>120</b>				

Intended learning outcomes at Level 6 are listed below:

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>A.1. Demonstrate knowledge and understanding of the external environment and its impact on business.</p> <p>A.2. Demonstrate knowledge and understanding of the business functions and internal processes of organizations and their relationship with the external environment.</p> <p>A.3. Evaluate policies and strategies employed by organizations in addressing internal and external stakeholders' changing interests.</p> <p>A.4. Demonstrate comprehensive knowledge of issues related to ethics and social responsibility and assess the models, practices and tools that an organization may employ to help assure a sustainable future.</p> <p>A.5. Demonstrate fundamental knowledge and understanding of quantitative and qualitative methods and tools used to conduct research in business.</p>	<p><u>Learning and Teaching Strategy:</u></p> <p>In congruence with the teaching and learning strategy of the college, the following methods are used at Level 6:</p> <p>Classes consist of lectures, workshops, discussions, collaborative in-class and take-home projects or complex case studies and specialized video presentations as appropriate. Lectures at this level are intentionally designed to prepare students for the workplace and/or postgraduate studies. Increased emphasis is placed on higher-level <i>cognitive skills</i>, such as research skills, and on <i>employability skills</i>. There is systematic effort to organize invited lectures, site visits, etc. as opportunities arise, aiming at bringing students closer to the <i>professional practice</i> and helping them establish connections with the professional world.</p> <p>Classes at Level 6 are highly interactive and characterized by high student engagement in the learning process through their active participation in class, as well as through individual and group project work which constitute a significant part of their learning. Some courses (SM 4009, SM 4747) bring students in direct contact with the industry. Students are required to make extensive use of the library and academic resources on their own, hence shaping their own learning.</p>

## Learning Outcomes – LEVEL 6

### 3A. Knowledge and understanding

Office Hours (one hour per course per week): Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course's content. During office hours students also have the opportunity to receive feedback on draft project work.

Use of blackboard site (online learning platform), where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources.

Assessment Methods:

At Level 6, assessment of student performance involves varied and creative forms and incorporates both “formative” (“diagnostic” evaluation that provides feedback in order to improve learning) along with “summative” (evaluation that tests whether students have mastered the learning outcomes of a programme) evaluation tools.

Formative assessment may take the form of take-home assignments, complex case analyses, etc., though it does not contribute to the student’s grade. Students typically receive feedback and guidance on draft project work.

Summative assessments assess learning outcomes oriented towards synthesis and evaluation and require a high level of *critical thinking* skills. They include assessments such as extended individual and group projects, presentations, live projects, complex business cases, as well as written examinations which in most cases carry a smaller weight. The exact nature of summative assessments and assessment weights vary by module. Examinations consist of open essay-type questions or problem solving exercises which are designed to challenge learners. Students receive extensive feedback on their performance during and after the end of the module.

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p><u>Where it is taught and assessed:</u></p> <p>Please refer to the relevant table on p. 25 for the exact correspondence among the programme’s learning outcomes, knowledge and understanding skills and the teaching and assessment work at Level 6.</p>
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>B.1. Articulate and explain terms, concepts and theories in a relevant knowledge area effectively.</p> <p>B.2. Locate, extract, evaluate and analyse data from academic and non-academic resources, and acknowledge source material in the appropriate academic convention.</p> <p>B.3. Assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of, and framework for, ethical decision-making.</p> <p>B.4. Critically analyse, evaluate and apply a range of options for resolving complex issues or problems.</p> <p>B.5. Evaluate the connections and interrelationships that exist across different subject areas.</p> <p>B.6. Judiciously employ qualitative and/or quantitative reasoning in supporting evidence-based decision-making.</p>	<p><u>Where it is taught and assessed:</u></p> <p>Please refer to the relevant table on p. 25 for the exact correspondence among the programme’s learning outcomes, cognitive skills and the teaching and assessment work at Level 6.</p>

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>C.1. Apply numeric skills in solving problems of increasing complexity and with increasing autonomy as students progress through the curriculum.</p> <p>C.2. Make use of Information Technology effectively to retrieve, process, analyze and communicate information.</p> <p>C.3. Apply qualitative and/or quantitative methods and tools in analyzing and solving financial and managerial problems.</p> <p>C.4. Demonstrate ability to reflect on the key drivers of business success and the causes underlying business failure.</p> <p>C.5. Develop entrepreneurial skills, such as the ability to identify business opportunities, devise appropriate business plans, and communicate these plans effectively to gain support and generate resources.</p>	<p><u>Where it is taught and assessed:</u> Please refer to the relevant table on p. 25 for the exact correspondence among the programme's learning outcomes, practical and professional skills and the teaching and assessment work at Level 6.</p>
<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>D.1. Communicate ideas effectively orally and/or in writing in a professional context.</p> <p>D.2. Demonstrate interpersonal, teamwork and/or leadership skills and the ability to work effectively with others including in cross-cultural settings.</p> <p>D.3. Apply self-management skills including a capacity to plan, organize and manage time.</p> <p>D.4. Take responsibility for own actions in an academic and professional context.</p>	<p><u>Where it is taught and assessed:</u> Please refer to the relevant table on p. 25 for the exact correspondence among the programme's learning outcomes, key/transferable skills and the teaching and assessment work at Level 6.</p>

3D. Key/transferable skills	
D.5. Reflect on the broader scope and value of learning and become an independent lifelong learner.	

**[Please insert here title of exit awards(s) at Level 6]**

**BSc (Ord) in Sports Management**  
**BSc (Hons) in Sports Management**

Please see Appendix 2 on p.35-41 for a full rationale on exit awards according to the Quality Assurance Agency's Quality Code for Higher Education in relation to the 'Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies' (November 2014).



Level	Study module/unit	Programme outcomes																				
		A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
6	SM 4107 Sport Governance, Policy & Legal Issues				√	√	√	√	√	√	√							√		√	√	√
	SM 4208 Sports Promotion & Social Media					√	√	√		√	√			√				√	√	√	√	√
	SM 4810 Strategic Issues in Sports Management	√	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	SM 4747 Dissertation in Sports Management					√	√	√	√	√	√	√		√				√	√		√	√
	SM 4009 Internship in Sports Management						√	√		√	√							√	√		√	√
	SM 4020 Coaching in Sports					√	√	√		√	√							√	√	√	√	√
	SM 4545 Entrepreneurship in Sports					√	√	√		√	√							√	√	√	√	√
	SM 4040 Advances in Sports Management					√	√	√		√	√						√		√	√	√	√
	MG 4028 Corporate Social Responsibility				√		√	√	√	√	√	√							√	√	√	√
	MK 4104 Digital and Social Media Marketing	√	√			√	√	√	√			√		√	√	√	√	√			√	√
	CS 4267 Applied Business Analytics	√	√			√	√	√		√	√		√						√		√	√
	MG 4057 Project Management				√		√	√		√	√			√	√	√			√		√	√

#### 4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
  - where in the structure above a professional/placement year fits in and how it may affect progression
  - any restrictions regarding the availability of elective modules
  - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
  - how the delivery of the academic award fits in with the wider apprenticeship
  - the integration of the 'on the job' and 'off the job' training
  - how the academic award fits within the assessment of the apprenticeship

Elective modules are offered at least once a year. The rest of the points are not applicable.

#### 5. Support for students and their learning.

*(For apprenticeships this should include details of how student learning is supported in the work place)*

Academic advising is primarily carried out by the Department Chair/Programme Coordinator in coordination with the Academic Advising Office. Students also consult SPM faculty for advising on a variety of topics including career options and postgraduate studies during faculty office hours. Faculty/instructors hold one office hour per week per module taught. Faculty/instructors office hours are available through the School of Business and Economics Dean's Office.

The Academic Advising Office aids students in choosing and completing their academic programs. The advising staff members provide academic advice and information to undergraduate students, advising all first-year students, some second-year students, and transfer students; support for academic staff advisors; and resources for all students in need of academic advice. The advising staff members communicate to new students the idea of the Engagement Development Plan (EDP) and the Co-Curricular Transcript.

Academic Societies offer students the opportunity to engage and collaborate with faculty in an academic discipline, attend lectures and seminars and participate in a wide range of activities that provide deeper engagement in a particular subject area. The Governing Body of the Management Society represents SPM students for academic matters and the organization of extra-curricular events. They communicate with the faculty and administration.

Opportunities for academic, professional and personal development are offered through the College's student academic support services, co-curricular activities, and academic societies. The College has implemented a US approach to PDP recently renamed to EDP (Engagement Development Plan). The Co-Curricular Transcript is designed as a means of recognizing extracurricular learning, development, and contributions to campus and community life. Official Copies of the Co-Curricular Transcript can be used by students to supplement résumés and academic transcripts when seeking employment and applying to graduate schools. The Co-Curricular Transcript includes the following categories: academic enrichment, scholarly

engagement, academic honours, awards, scholarships, fellowships, athletics, college engagement and leadership, community service and volunteerism. It is available to students through the Registrar's Office.

The Registrar offers a presentation on the dual award system and its academic policies during the New Student Orientation day. The New Student Orientation Program introduces incoming students to the campus, the academic system (dual OU/Deree awards), College rules and regulations, and academic and social life. Students receive information on student programs and services such as advising, financial aid, and co-curricular activities.

The Student Academic Support Services (SASS) offers academic assistance to students through individual learning facilitation sessions and/or workshops focusing on particular academic skills areas (for example, research skills, note-taking, exam preparation).

#### Work-based Learning - Internship Opportunities

The College cooperates with a number of multinational companies (e.g. the Libra Group, Diageo, Coca-Cola HBC, etc.) and offers all students international internship placements, often combined with study abroad opportunities.

In order to reinforce the employability of SPM students and enhance the acquisition of professional skills and competences, the LSCM programme team introduced a credit-bearing internship placement as an optional module in the US curriculum. Although this module is not part of the validated curriculum, the module is developed according to the standards set for validated modules. The internship module involves work-based experiential learning in positions relevant to sports management. The acquisition of professional experience is critical for SPM graduates and the programme team aims at offering such opportunities to as many students as possible. The reinforcement of employability skills is a strategic priority for the Management department. The department promotes the credit-bearing internship module in the US (non-validated) curriculum on an ongoing basis.

#### Disability Status and Provisions

Students are responsible for alerting the Educational Psychologist to a special need, and for providing relevant documentary evidence. The Educational Psychologist suggests actions to be taken to accommodate a student with special needs, having ensured that there has been full consultation with faculty in the department(s) responsible for the assessment of that student. The accommodation is approved by the Committee of Disabilities and Learning Differences. This action must be endorsed by the Chair of the relevant Board of Examiners in the case of the validated award. Information, guidance and support are provided to all disabled students who declare their disabilities. Students with learning difficulties may be eligible for special accommodations, such as extra time for examination completion, and receive support and counselling from the Educational Psychologist on campus. The College announced the establishment of the Counselling Centre in September 2015, with the aim to support, encourage, educate, counsel, and empower students in a college setting as they adjust to the challenges and transition of university life where needed.

The Student Handbook provides detailed information about the LSCM programme, all aspects related to pursuing an OU award at DERE, as well as guidance to prospective and current students. Individual program student handbooks are available on the ACG website.

The Office of Career Services helps students formulate strategies to make the most of their studies before they graduate. Career Services offers students dedicated employability and career development activities, workshops and events.

The Office of Student Affairs is dedicated to promoting student development and enhancing the quality of student life. Through extra-curricular activities the College strives to provide students with opportunities parallel to the classroom experience that are consistent with its educational

values. The students are encouraged to explore personal and professional goals by participating in clubs, societies, organizations and athletic teams. Office of Student Affairs co-curricular activities include social, cultural and recreational clubs that allow students to pursue their interests and, at the same time, provide opportunities for leadership.

The Student Success Centre (SSC) is designed as a one-stop service point for students. The primary purpose of SSC is to simplify the interactions between students and the College. Among other services, the SSC issues student IDs; credentials for the college's online services; accepts student requests for various certificates and petitions related to their studies; processes requests for course withdrawals; and guides students to the appropriate offices for matters related to registration, academic advising, validation, transfer credit, and tuition payment. The SSC is open extended hours (M-Th. 8:00 – 19:00 and Fri. 8:00 – 18:00) in order to be accessible to students.

## 6. Criteria for admission

*(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)*

### The Admissions Process

To qualify for admission to the academic programs of the College, applicants must demonstrate that they possess the appropriate qualifications to enable them to be successful in the program of their choice. To this end, applicants must meet the following requirements:

The standard minimum entry requirement for the major's programme is the following: 14/20 in the Greek system, an overall average grade of C in the US system, or 24 and above in the International Baccalaureate or the equivalent of any other educational grading system.

Applicants whose grades are between 11/20-13.99/20 or its equivalent, may be admitted to the College on a provisional basis.

Students admitted on a provisional basis will be required to fulfil the following conditions in order to be allowed to continue on their selected major after the completion of one academic year after their acceptance to Deree:

- Meet with an assigned advisor at the Academic Advising Office at least twice every month or whenever the advisor thinks it is necessary. The assigned advisor will monitor the student progress very closely and may require that they seek academic help through the Student Academic Support Services.

The number of modules students will be allowed to register for will be determined by their English language placement (see section "English Language Requirements"). However, in no case will they be allowed to register for a total of more than 2 modules if placed in EAP 1002 or for more than 4 modules if placed in WP 1010. Students with provisional status who are placed in EAP 1000 or EAP 1001 must first complete their English for Academic Purpose modules before taking College level modules along with EAP 1002.

- Students who have successfully completed only the EAP sequence during their first academic year will be able to continue.
- Achieve a minimum cumulative average (CI) of at least 2.0 after one academic year.
- After the completion of one academic year on provisional status, students' performance will be reviewed by the Committee on Academic Standards and Policies (CASP), which will decide on student progression and/or new conditions.
- Students on provisional status are subject to the College probation policy (see section "Academic Probation").

The following is required for all freshmen applicants:

1. A completed application form.
2. A letter of recommendation from an academic teacher or professor.

3. An official secondary school transcript and an official copy of a secondary diploma, both legally certified.
4. A certified copy of their identity card for Greek citizens or a valid passport for non-Greek citizens.
5. An interview with an admissions counsellor.
6. Evidence of proficiency in English.

#### Evidence of Proficiency in English

All applicants must demonstrate proficiency in the English language either by taking the College's English Placement Test (EPT) or by submitting any evidence derived from one of the following tests:

Pearson test of Academic English (PTE Academic): 58 or greater  
 Michigan State University Certificate of Language Proficiency (MSU-CELP)  
 Michigan Proficiency Certificate  
 Cambridge Proficiency Certificate  
 Cambridge Advanced English (CAE) with Grade A only  
 International Baccalaureate Certificate\*  
 International Baccalaureate Diploma  
 IELTS: (academic) 6.5 or above  
 SAT: 450 or above  
 ACT: 18 or above  
 TOEFL (paper based): 567 or above  
 TOEFL (computer based): 227 or above  
 TOEFL (internet based): 87 or above  
 GCE higher level English: Grade C or greater  
 Oxford Online Placement Test: 99 or above

\* With grade 4 and above in the English higher-level subject or at least an average of 12 in the higher level subjects.

Applicants presenting a TOEFL score should arrange to have the test results sent directly to the Office of Admissions by the Educational Testing Service (ETS). The College's Institution Code Number is 0925. TOEFL scores are valid for 2 years.

Students may also qualify to take WP 1010 by submitting evidence of fluency based on graduation from an English speaking secondary school or programme.

The above listed grades qualify the student for placement directly into WP 1010. Applicants who do not qualify for WP 1010 but who otherwise show academic promise may be admitted conditionally and placed in the English for Academic Purposes Program.

## 7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N/A

9. For apprenticeships in England End Point Assessment (EPA).

*(Summary of the approved assessment plan and how the academic award fits within this and the EPA)*

N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning.

Programmes use the following direct and indirect methods for evaluating and improving the quality of teaching:

- On line Course Evaluation for each course (through *CourseEva*). This is submitted anonymously by students in all courses. Following submission of grades, results are sent electronically to the Provost, the Deans, the Department Chairs/Programme Coordinators and the course instructor. They are also available to the President and the VP of Human Resources. Results are taken into consideration both in terms of improving teaching but also evaluating faculty.
- Senior Exit Survey: completed by all graduating students.
- Course Leader Reports where feedback from the course evaluations is also considered.
- Feedback from meetings between External Examiners and students.
- Departmental meetings with the student Academic Society.
- Representation of Academic Societies through their presidents in the Programme Committees. Student concerns are discussed and feedback is communicated back to the students by the relevant Society presidents.
- Student advising.
- Students may always express concerns to the Deans, the Provost or the President either individually or through the Student Association.

The College places high value on effective pedagogical practices in the classroom by:

- Providing its faculty with the resources to improve the quality of instruction such as computers, smart classrooms, and electronic and print library resources, and training in new instructional technologies such as Blackboard.
- Supporting workshops, seminars, guest speakers, and retreats on best practices in teaching.
- Supporting faculty in the organization and hosting of international conferences at ACG
- Supporting faculty on visiting teaching fellowships.

The College is an institutional member of the Faculty Resource Network (FRN) at New York University. Established in 1984, the Network is an award-winning, nationally recognized faculty development initiative involving over 16,000 faculty members who teach

more than 200,000 undergraduate students at a broad cross section of colleges and universities across the United States.

DEREE-ACG is also a member of the Global Liberal Arts Alliance (GLAA), an international, multilateral partnership of American style liberal arts institutions with the goal of supporting excellence in liberal arts education on a transnational basis.

The Great Lakes Colleges Association, based in Ann Arbor, Michigan, coordinates the activities and projects of the Alliance and was instrumental in its formation. There are presently 27 institutions representing 15 nations in the Alliance membership.

GLAA's purpose is to exchange knowledge, expertise and experience among institutions committed to education in the tradition of the liberal arts and sciences.

DEREE-ACG's Teaching and Learning Centre (TLC) focuses on academic staff development. The goals of the TLC are to promote best practice (both US and UK) in pedagogy by

- Offering programs which engage faculty in continuous improvement of Teaching.
- Supporting faculty in professional development in teaching.
- Promoting the value of teaching inside and outside the University Community.
- Encouraging faculty to explore new teaching methods and technologies.

Throughout the academic year the TLC organizes frequent training sessions on pedagogy and encourages faculty to explore developments in teaching technologies and adopt learner-centered practices. Through a dedicated Blackboard container full of material related to classroom needs, which is made available to all DEREI instructors, TLC facilitates faculty efforts to keep up with best practices in pedagogy.

## 11. Changes made to the programme since last (re)validation

The programme team introduced changes to the programme level outcomes, curriculum structure, assessment strategy and individual modules.

Changes to the programme learning outcomes aimed at enhancing the awards alignment with the 2019 QAA Subject Benchmark Statement and developments in the field of Hospitality, leisure, sport and tourism (please refer to the Background Document).

Curriculum Structure:

The following changes in the programme's curriculum structure are proposed:

### Level 4:

- MG 2003 Management Principles module is removed due to the overlap of more than 75% with SM 2001 Introduction to Sports Management module.
- SM 2015 Introduction to Sports Management module is introduced to the OU structure (prior mandatory module in the US structure) and in accordance with the 2019 QAA Subject Benchmark Statement and developments in the field of hospitality, leisure, sport and tourism.
- A decision was made across all programmes in the School of Business and Economics to change the credit rating of Business Legal Issues (BU 2002) from 2 credit points to 3, and correspondingly to change the credit rating of Financial Accounting (AF 2006) from 4 credit points to 3. This change, which does not affect the learning outcomes, content or delivery mode of either of the modules, is aimed towards aligning these modules with all



other modules at Level 4, and simplifying scheduling processes. In order to avoid confusion between the existing and proposed versions of the two modules, new module codes have been assigned to the new modules, i.e. BU 2003 and AF 2007, respectively.

**Level 5:**

- New compulsory module BU 3233 Business Research Methods module (not new to the School of Business & Economics) adopted by most school programs and adopted from all in this revalidation period. The need for such a course was also raised as a result of the experience of teaching the same material at Level 6 with the SM 4206 Research Issues in Sports Management which is removed as it will be indicated in the Level 6 section.
- AF 3116 Management Accounting and FN 3105 Financial Management modules become optional, meaning that students take one of them not both. This is based on experience with 3 cohorts of graduated students who suggested that students should be taking these courses based on interests and in accordance with industry demands. It is highly possible that for some students Accounting module will be more relevant to their interests than a Finance module and vice versa.

**Level 6:**

- A Dissertation in Sports Management module for 30 credits (last 2 semesters of the students' program) is introduced in accordance with the 2019 QAA Subject Benchmark Statement and developments in the field of Hospitality, leisure, sport and tourism and thorough examination of the top 10 Sports Management programs in the UK. Most of them include a final year project of 20 or 30 credits, for a total of 60 credits dedicated to the deployment of quantitative and qualitative methods and tools to conduct research in the field of Sports Management.
- SM 4020 Coaching in Sports module is introduced to the OU structure (prior mandatory module in the US structure), in a list of 8 optional modules and in accordance with the 2019 QAA Subject Benchmark Statement and developments in the field of hospitality, leisure, sport and tourism.
- 2 optional modules are introduced (Advances to Sports Management and Entrepreneurship in Sports Management) in the list of 8 optional modules. These modules are designed in order to introduce students to current trends, issues and development in the field of Sports Management. Graduated students support this change expressed in the senior exit survey conducted by the school where they asked for more sports management related courses in the list of options for Level 6 to be completed in their program.
- SM 4206 Research Issues in Sports Management is removed but replaced by the BU 3233 Business Research Methods at Level 5. Graduated and graduating students are also in agreement with this change due to the realization that at Level 6 and a semester prior to the pursuit of the capstone (dissertation in the new program) is too late for an initiation to research course.
- SM 4009 Internship in Sports Management remains in the OU program but for 15 credits and not for 30 as it was in the originally validated program. This was deemed necessary to make room for the Dissertation module and because of the experience of students who found that 360 hours of non-paid internship were a lot. The new module will require not less than 180 hours of placement and not more than 200 hours.
- MG 4266 Public Relations module is removed as a required course in accordance with the 2019 QAA Subject Benchmark Statement and developments in the field of hospitality, leisure, sport and tourism and thorough examination of the top 10 Sports Management programs in the UK.
- The list of optional courses has been enriched with courses such as CS 4267 Applied Business Analytics and completed with courses such as MK 4104 Digital and Social Media Marketing, MG 4028 Corporate Social Responsibility and MG 4057 Project Management all reflecting trends in the field as well as knowledge and skills required by the sports industry.



## Appendix 1: Liberal Education Curriculum

### DEREE – The American College of Greece

#### LIBERAL EDUCATION

##### MISSION

A vital component of the undergraduate experience, the Liberal Education program prepares students to become globally engaged twenty-first century citizens with the intellectual habits, practical skills, and socio-cultural sensibilities needed in a rapidly changing world. Liberal Education helps students develop essential competencies for success across disciplines and in life beyond college by cultivating open mindedness, tolerance, problem-solving ability, intellectual curiosity and creativity. It also promotes thoughtful self-expression, an ethical compass, and responsibility to the local and global communities.

##### COMPETENCIES AND LEARNING OUTCOMES

###### **1. Communication and Information Literacy**

- 1.1 Demonstrate effective verbal (writing, speaking and listening) and nonverbal communication skills.
- 1.2 Retrieve, critically evaluate and synthesize information adhering to legal and ethical practices.
- 1.3 Show knowledge of the stages needed from draft to final text or presentation using proper documentation and citation.
- 1.4 Demonstrate a mastery of the basic skills in information technology.

###### **2. Social Responsibility and Civic Engagement**

- 2.1 Discuss issues of identity and inclusion.
- 2.2 Explain different dimensions of sustainability and how it relates to one's discipline.
- 2.3 Discuss ways of responsible civic engagement.
- 2.4 Engage in activities that serve the needs of the local and global community.
- 2.5 Evaluate elements of Greek society that reflect Greek cultural values and the desirability to maintain or change such values so that Greek society can succeed in a new interdependent environment without losing its identity.

###### **3. Cultural and Global Perspectives**

- 3.1 Discuss world history or sociocultural traditions from different perspectives.
- 3.2 Describe diverse worldviews, ideas, institutions or artistic expressions manifest in varied contexts globally.
- 3.3 Demonstrate understanding of the workings of Greek, American and European social, political and economic systems and trace the geographical and historical factors that shape these systems.

3.4 Discuss issues of cultural diversity.

#### **4. Ethics and Values**

- 4.1 Explain the importance of values in our venture to understand the world.
- 4.2 Identify ethical issues in different contexts, especially in one's major course of study.
- 4.3 Discuss ideologies and ethical principles upheld by different cultures and cocultures.
- 4.4 Describe different approaches through which ethical dilemmas may be examined and resolved.

#### **5. Aesthetic Expression**

- 5.1 Discuss the main themes, symbols, and means of expression in various art forms.
- 5.2 Demonstrate ability to create or recreate aesthetic works that reflect knowledge of the artistic process and awareness of self, social and stylistic contexts.
- 5.3 Reflect on the outcomes of an artistic work.
- 5.4 Discuss the value of diversity in creative approaches in the visual, verbal and performing arts.

#### **6. Scientific and Quantitative Literacy**

- 6.1 Describe major concepts, principles, laws and theories in mathematics and the natural sciences.
- 6.2 Discuss the impact of science and technology on the individual, society, and the physical environment.
- 6.3 Apply scientific and mathematical methods and principles in making informed decisions in various disciplines.
- 6.4 Demonstrate practical and processing skills associated with natural sciences, mathematics and technology.

#### **7. Integration**

- 7.1 Synthesize concepts learned in the Liberal Education program with major concepts in one's academic major.
- 7.2 Evaluate theoretical and practical knowledge included in Liberal Education competencies in the context of academic and professional enhancement.

## Appendix 2: Information on exit awards

The Quality Assurance Agency's Quality Code for Higher Education in relation to the 'Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies' (November 2014) specifies that students who exit a Bachelor's programme prior to completing its full requirements are eligible to receive an exit award subject to the coverage of specific learning outcomes. Depending on the extent of coverage of these learning outcomes, students may receive a Certificate of Higher Education (CertHE), Diploma of Higher Education (DipHE), or ordinary Bachelor's degree (BSc(Ord)).

This Appendix details the exact requirements for the award of one of the above exit qualifications based on QAA's generic specifications of each Level's requirements, as well as the relevant Subject Benchmark Statements corresponding to Sports Management.

Specifically, an honours graduate in sport-related courses is able to critically appraise and evaluate sport in its social, health-related, environmental, managerial and/or performance contexts. The following learning outcomes reflect the five areas of focus for courses in sport described in paragraph 3.20. Depending on the nature of their individual course, honours graduates demonstrate achievement of the outcomes from at least one area.

1. An honours graduate in sport-related courses is able to understand and explain human responses to sport and exercise, including being able to:
  - make effective use of knowledge and understanding of the disciplines underpinning human structure and function
  - critically appraise and evaluate the effects of sport and exercise intervention on the participant
  - demonstrate the skills required to monitor and evaluate human responses to sport, exercise and/or rehabilitation
  - critically appreciate the relationship between sport and exercise activity and intervention in a variety of participant groups; this could include special populations such as older adults, disabled people, people with a chronic disease and children.
2. An honours graduate in sport-related courses is able to understand and critically appraise the study of the performance of sport and its enhancement, monitoring and analysis, including being able to:
  - monitor, analyse, diagnose and prescribe action to enhance the learning and performance of the component elements of sport, including, where appropriate, injury diagnosis and treatment, in ways underpinned by current research
  - evidence the skills required to monitor and evaluate sports performance in laboratories and/or field settings
  - display a critical appreciation of the integration of the variables involved in the delivery (teaching, instructing and coaching) of enhanced sport performance.
3. An honours graduate in sport-related courses is able to demonstrate an understanding of the health-related and disease management aspects of exercise and physical activity, including being able to:
  - display an awareness of current government policy on disease prevention and the relevance of exercise
  - demonstrate an ability to monitor health through exercise and prescribe appropriate interventions

- display a broad range of skills, including awareness of health and safety, ethical considerations, exercise prescription, population differences and the role of education, health and sports bodies in improving the health of the nation.
4. An honours graduate in sport-related courses is able to understand the influence of the historical, social, political, economic and cultural diffusion, distribution and impact of sport, including being able to:
- demonstrate a critical insight into the organisations and structures responsible for sport, the political ramifications arising from these and their impact on the funding and delivery of sport
  - employ social, economic and political theory to explain the development and differentiation of sport throughout society
  - demonstrate the application of the social and cultural meanings attached to sport and their impact on participation and regulation.
5. An honours graduate in sport-related courses is able to recognise, understand and critically reflect upon the policy, planning, management and delivery of sporting opportunities, including being able to:
- understand and apply the theories, concepts and principles of practice from the generic management areas of operations, finance, human resources, economics and marketing to sports facilities and events in the voluntary, public and private sector
  - employ strategic planning and development planning skills in analysing, understanding and addressing the development needs and intentions of sport organisations and communities
  - demonstrate a critical appreciation of sport development and facilitation principles in at least one vocational context.
  - In relation to the above framework, the following paragraphs demonstrate the coverage of these requirements at the different stages of the students' progression in the programme by relating them to the content and assessment of modules delivered at each level of study.

### **Certificate of Higher Education (CertHE) in Sports Management**

In accordance with the framework for higher education qualifications, holders of a Certificate of Higher Education in Sports Management will have a sound knowledge of the basic concepts of General Business and Management and will have learned how to apply different business functions to solving problems. They will have introductory knowledge in sports as field of study and in Sports Management. They will be able to communicate accurately and will have the qualities needed for employment requiring the exercise of some personal responsibility.

Certificate of Higher Education in Sports Management is awarded to students who have:

- Demonstrated knowledge and understanding of the external business environment.
- Demonstrated knowledge and understanding of business functions.
- Demonstrated knowledge and understanding of sports management as a distinct area of economic activity.

Specifically, holders of the Certificate of Higher Education in Sports Management will be able to demonstrate knowledge and understanding of:

- Key operational concepts and principles (SM 2001, IB 2006)
- Basic tools in statistics (MA 2021)
- The legal environment for business (BU 2003)
- Core economic concepts and principles (EC 1101)
- Accounting transactions and non-complex financial statements (AF 2007)
- Business information systems concepts, categories and trends (CS 2179)
- Basic principles, functions, context, importance and impact of sports management and the sports industry (SM 2001, SM 2015, IB 2006)

In addition, holders of the Certificate of Higher Education in Sports Management will have the following cognitive, practical/professional and key/transferable skills:

- Articulate and explain terms, concepts and theories in a relevant knowledge area effectively. (AF 2007, BU 2003, EC 1101, MA 2021, IB 2006, SM 2001)
- Locate, extract, evaluate and analyse data from academic and non-academic resources, and acknowledge source material in the appropriate academic convention. (IB 2006, SM 2001)
- Assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of, and framework for, ethical decision-making. (BU 2003, SM 2001, SM 2015)
- Apply numeric skills in solving problems of increasing complexity and with increasing autonomy as students progress through the curriculum. (AF 2007, MA 2021)
- Make use of Information Technology effectively to retrieve, process, analyze and communicate information. (AF 2007, MA 2021, CS 2179)
- Apply qualitative and/or quantitative methods and tools in analyzing and solving financial and managerial problems. (MA 2021)
- Communicate ideas effectively orally and/or in writing in a professional context. (BU 2003, SM 2001, SM 2015)
- Apply self-management skills including a capacity to plan, organize and manage time. (All modules)
- Take responsibility for own actions in an academic and professional context. (All modules)
- Reflect on the broader scope and value of learning and become an independent lifelong learner. (All modules)

### **Diploma of Higher Education (DipHE) in Sports Management**

Upon completion of levels 4 and 5 (240 credits or 16 modules), students will be able to i) recognize and be familiar with key theories, concepts and techniques from the generic business management and economic areas and their application to the management of sports, ii) apply basic statistical techniques to business, iii) be familiar with the basic concepts and principles in Sports Management, iv) demonstrate knowledge of key management functions, processes and operations of business organisations, v) demonstrate awareness of moral theories and ethical issues and evaluate their impact on business decision making, vi) demonstrate knowledge of the international environment in which the sports business operate and of the implications that this brings to business management, vii) apply their knowledge of business functions and business ethics to solving complex problems in business administration.

Holders of the Diploma of Higher Education in Sports Management will be able to:

- Demonstrate knowledge and understanding of the external business environment.
- Demonstrate knowledge and understanding of business functions.

- Demonstrate knowledge and understanding of sports management as a distinct area of economic activity.
- Analyse business concepts, functions and processes and relate them to the sports management sector.
- Demonstrate ability to apply quantitative and qualitative research and analysis in dealing with business situations.
- Analyse ethical issues in business.
- Make use of knowledge, skills and tools in making decisions across a broad range of issues related to sports management.

Specifically, holders of the Diploma of Higher Education in Sports Management will be able to demonstrate knowledge and understanding of:

- Key operational concepts and principles (SM 2001, IB 2006)
- Basic tools in statistics (MA 2021)
- The legal environment for business (BU 2003)
- Core economic concepts and principles (EC 1101)
- Accounting transactions and non-complex financial statements (AF 2007)
- Business information systems concepts, categories and trends (CS 2179)
- Basic principles, functions, context, importance and impact of sports management and the sports industry (SM 2001, SM 2015, IB 2006)

Additionally, holders of the Diploma of Higher Education in Sports Management will be able to demonstrate detailed knowledge and critical understanding of:

- Organizational Behavior and Human Resource Management theories and practices (MG 3034)
- Moral theories and ethical issues which have an impact on business decision making (PH 3005)
- Managerial accounting theories, concepts, principles and practices (AF 3116)  
OR
- Valuation of shares and bonds and the implementation of investment appraisal techniques for unleveraged and leveraged firms (FN 3105)
- Research design, methods and tools (BU 3233)
- On planning, developing and managing Sports Mega Events, and a critical understanding of the challenges that arise from hosting such events (SM 3003)
- Socio-cultural impact of amateur, professional and community sport on various facets of social life (SM 3004)
- Theories and concepts of sports operations and facilities management (SM 3005)
- Marketing concepts and processes, and their relationship to the sports industry (SM3102)

In addition, holders of the Diploma of Higher Education in Sports Management will have the following cognitive, practical/professional and key/transferable skills:

- Articulate and explain terms, concepts and theories in a relevant knowledge area effectively. (All modules)
- Locate, extract, evaluate and analyse data from academic and non-academic resources, and acknowledge source material in the appropriate academic convention. (All modules)
- Assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of, and framework for, ethical decision-making. (BU 2003, MG 3034, PH 3005)

- Critically analyse, evaluate and apply a range of options for resolving complex issues or problems. (AF 3116 or FN 3105, BU 3233, SM 3102)
- Apply numeric skills in solving problems of increasing complexity and with increasing autonomy as students progress through the curriculum. (AF 2007, MA 2021, AF 3116 or FN 3105, BU 3233)
- Make use of Information Technology effectively to retrieve, process, analyze and communicate information. (AF 2007, MA 2021, CS 2179, BU 3233)
- Apply qualitative and/or quantitative methods and tools in analyzing and solving financial and managerial problems. (MA 2021, BU 3233)
- Demonstrate ability to reflect on the key drivers of business success and the causes underlying business failure. (AF 3116 or FN 3105, MG 3034, PH 3005, SM 3003, SM 3005, SM 3102)
- Communicate ideas effectively orally and/or in writing in a professional context. (All modules)
- Demonstrate interpersonal, teamwork and/or leadership skills and the ability to work effectively with others including in cross-cultural settings. (BU 3233, SM 3102)
- Apply self-management skills including a capacity to plan, organize and manage time. (All modules)
- Take responsibility for own actions in an academic and professional context. (All modules)
- Reflect on the broader scope and value of learning and become an independent lifelong learner. (All modules)

### **BSc(Ord) in Sports Management**

Upon completion of 300 credits (20 modules, including four Level 6 modules), students will be able to i) recognize and be familiar with key theories, concepts and techniques from the generic business management and economic areas and their application to the management of supply chains, ii) demonstrate specialized knowledge of the field of Sports Management, iii) demonstrate specialized knowledge of key management functions, processes and operations, v) demonstrate awareness of moral theories and ethical issues and evaluate their impact on business decision making, vi) demonstrate knowledge of the international environment in which the sports business operate and of the implications that this brings to business management, vii) demonstrate basic knowledge and understanding of quantitative and qualitative methods and tools used to conduct research in the field of Sports Management, viii) demonstrate critical awareness of and sensitivity to ethical issues in sports, along with a strong sense of personal integrity and social responsibility, ix) apply their detailed knowledge of business functions to evaluating and solving complex, unstructured problems in Sports Management with minimum guidance.

Holders of the BSc(Ord) in Sports Management will be able to:

- Demonstrate knowledge and understanding of the external business environment.
- Demonstrate knowledge and understanding of business functions.
- Demonstrate knowledge and understanding of sports management as a distinct area of economic activity.
- Analyse business concepts, functions and processes and relate them to the sports management sector.
- Demonstrate ability to apply quantitative and qualitative research and analysis in dealing with business situations.
- Analyse ethical issues in business.



- Make use of knowledge, skills and tools in making decisions across a broad range of issues related to sports management.
- Integrate and evaluate theoretical concepts and paradigms with particular reference to sports management.
- Evaluate information from a variety of sources in and related to the sports sector, assess its relevance and application to practical problems and formulate, recommend and implement solutions under diverse circumstances.

Specifically, holders of the BSc(Ord) in Sports Management will be able to demonstrate knowledge and understanding of:

- Key operational concepts and principles (SM 2001, IB 2006)
- Basic tools in statistics (MA 2021)
- The legal environment for business (BU 2003)
- Core economic concepts and principles (EC 1101)
- Accounting transactions and non-complex financial statements (AF 2007)
- Business information systems concepts, categories and trends (CS 2179)
- Basic principles, functions, context, importance and impact of sports management and the sports industry (SM 2001, SM 2015, IB 2006)

Additionally, holders of the BSc(Ord) in Sports Management will be able to demonstrate detailed knowledge and critical understanding of:

- Organizational Behavior and Human Resource Management theories and practices (MG 3034)
- Moral theories and ethical issues which have an impact on business decision making (PH 3005)
- Managerial accounting theories, concepts, principles and practices (AF 3116)  
OR
- Valuation of shares and bonds and the implementation of investment appraisal techniques for unleveraged and leveraged firms (FN 3105)
- Research design, methods and tools (BU 3233)
- On planning, developing and managing Sports Mega Events, and a critical understanding of the challenges that arise from hosting such events (SM 3003)
- Socio-cultural impact of amateur, professional and community sport on various facets of social life (SM 3004)
- Theories and concepts of sports operations and facilities management (SM 3005)
- Marketing concepts and processes, and their relationship to the sports industry (SM3102)

Finally, holders of the BSc(Ord) in Sports Management will have the following cognitive, practical/professional and key/transferable skills:

- Articulate and explain terms, concepts and theories in a relevant knowledge area effectively. (All modules)
- Locate, extract, evaluate and analyse data from academic and non-academic resources, and acknowledge source material in the appropriate academic convention. (All modules)
- Assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of, and framework for, ethical decision-making. (BU 2003, MG 3034, PH 3005, SM 4107)
- Critically analyse, evaluate and apply a range of options for resolving complex issues or problems. (AF 3116 or FN 3105, BU 3233, SM 3102, SM4810)



- Apply numeric skills in solving problems of increasing complexity and with increasing autonomy as students progress through the curriculum. (AF 2007, MA 2021, AF 3116 or FN 3105, BU 3233, CS 4267)
- Make use of Information Technology effectively to retrieve, process, analyze and communicate information. (AF 2007, MA 2021, CS 2179, BU 3233, CS 4267)
- Apply qualitative and/or quantitative methods and tools in analyzing and solving financial and managerial problems. (MA 2021, BU 3233, CS 4267)
- Demonstrate ability to reflect on the key drivers of business success and the causes underlying business failure. (AF 3116 or FN 3105, MG 3034, PH 3005, SM 3003, SM 3005, SM 3102, SM 4810, SM 4040, SM 4545)
- Communicate ideas effectively orally and/or in writing in a professional context. (All modules)
- Demonstrate interpersonal, teamwork and/or leadership skills and the ability to work effectively with others including in cross-cultural settings. (BU 3233, SM 3102, SM 4208, SM 4810)
- Apply self-management skills including a capacity to plan, organize and manage time. (All modules)
- Take responsibility for own actions in an academic and professional context. (All modules)
- Reflect on the broader scope and value of learning and become an independent lifelong learner. (All modules)

*Approved by the Faculty on 27/1/2020*