Programme specification

(Notes on how to complete this template are provided in Annexe 3)

1. Overview / factual information

Programme/award title(s)	BSc (Hons) – Sports Management BSc (Ord) – Sports Management Diploma in Higher Education – Sports Management Certificate in Higher Education – Sports Management
Teaching Institution	Deree - The American College of Greece
Awarding Institution	The Open University (OU)
Date of first OU validation	September 2014
Date of latest OU (re)validation	March 2026
Next revalidation	2030-2031
Credit points achieved for the award	360
UCAS Code (if applicable)	
HECoS Code (if applicable)	
LDCS Code (FE Colleges England only	
Programme start date and cycle of starts if appropriate.	September 2026
Underpinning QAA subject benchmark(s)	Hospitality, leisure, sport and tourism, 2019
Other external and internal reference points used to inform programme outcomes	

(including QAA Characteristics Statements). For apprenticeships, the standard or framework against which it will be delivered.	
Professional/statutory/ accreditation recognition	
For apprenticeships more information on integrated Assessment. EPAO being used.	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	
Duration of the programme for each mode of study	FT-3 years
Dual accreditation (if applicable)	NECHE Accredited
Date of production/revision of this specification	April 2026

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they 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. Programme overview

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 people's 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 experience 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

WP	1010	Introduction to Academic Writing	3
WP	1111	Integrated Academic Writing & Ethics	3
WP	1212	Academic Writing and Research	3
MA	1008	College Algebra* OR higher	3
HC	2300	Professional Communication	3
CS	1070	Introduction to Information Systems**	3
Any Natural Science course with a lab			4
Liberal Education Electives:			
LE designated course in STEM/Natural Sciences			3
LE designated courses in Social and Behavioral Sciences			6
LE designated courses in Humanities			3
LE designated course in Fine and Performing Arts			3
Required:			
EC	1000	Principles of Microeconomics (L4)	3
MK	2030	Introduction to Marketing	3

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.)

Please adjust 'levels' to reflect SCQF if applicable

Programme Structure - LEVEL 4					
Compulsory modules	**Credit points**		**Credit points**	**Is module compensatable?**	**Semester runs in**
EC 1001 Macroeconomics	15	None			FALL/SPRING
IB 2006 International Business	15				FALL/SPRING
BU 2003 Business Legal Issues	15				FALL/SPRING
AF 2007 Financial Accounting	15				FALL/SPRING
MA 2021 Applied Statistics	15				FALL/SPRING
CS 2179 Business Information Systems	15				FALL/SPRING
SM 2001 Introduction to Sports Management	15				FALL/SPRING
SM 2021 Leadership in Sports Management	15				FALL/SPRING
TOTAL LEVEL 4	**120**				

	Programme Structure – Single Registerable Modules			
Compulsory modules	**Credit points**	**Pre-Requisite as SRM**	**Is module compensatable?**	**Semester runs in**
			No	

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4 For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A.1: Demonstrate knowledge and understanding of the external environment and its impact on business.	Learning and Teaching Strategy: In congruence with the teaching and learning strategy of the college, the following methods are used at Level 4:

Learning Outcomes – LEVEL 4 For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
A.2: Demonstrate knowledge and understanding of the business functions and internal processes of organizations and their relationship with the external environment. A.3: Demonstrate fundamental knowledge and understanding of quantitative and qualitative methods and tools used to conduct research in business. A.5: Demonstrate knowledge and understanding of the principles, theories and practices related to sports management and sports industry.	Classes consist of lectures, discussions, collaborative in-class small projects or case studies and specialized video presentations as appropriate. Throughout the lectures students develop *knowledge and understanding* related to the subject content. Discussions and collaborative in-class small projects reinforce students' *cognitive and key transferable skills*. Specialized video presentations familiarize students with industry and *professional practices* and help them connect abstract concepts to the 'real world'. 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.

Learning Outcomes – LEVEL 4 For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
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. Use of blackboard site (online learning platform), where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources. <u>Assessment Methods:</u> 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.

Learning Outcomes – LEVEL 4 For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
	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.

	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.

Learning Outcomes – LEVEL 4 For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
	Where it is taught and assessed: Please refer to the relevant table on p.30 for the exact correspondence among the programme's learning outcomes, knowledge and understanding skills and the teaching and assessment work at Level 4.

3B. Cognitive skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B.1: Articulate and explain terms, concepts and theories in a relevant knowledge area effectively.	Where it is taught and assessed:

3B. Cognitive skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
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.5. Evaluate the connections and interrelationships that exist across different subject areas.	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 4.

3C. Practical and professional skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
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.	<u>Where it is taught and assessed:</u> 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 4.

3D. Key/transferable skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
D.1: Communicate ideas effectively orally and/or in writing in a professional context. 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.	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, key/transferable skills and the teaching and assessment work at Level 4.

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
4	SM 2001 Introduction to Sports Management		√	√		√	√	√	√		√					√		√		√	√	√
	SM 2021 Leadership in Sports Management					√	√	√	√									√		√	√	√
	AF 2007 Financial Accounting		√			√	√							√				√		√	√	√
	BU 2003 Business Legal Issues	√					√		√											√	√	√
	CS 2179 Business Information Systems		√					√												√	√	√
	MA 2021 Applied Statistics					√	√						√	√	√					√	√	√
	IB 2006 International Business	√		√			√									√				√	√	√
	EC 1001 Principles of Macroeconomics	√					√													√	√	√

Title of exit award at Level 4
Certificate of Higher Education (CertHE) in Sports Management

CERTIFICATE OF HIGHER EDUCATION IN SPORTS MANAGEMENT (120 CREDITS)	
Compulsory modules	**Credits**
EC 1001 Macroeconomics	15
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 2021 Leadership in Sports Management	15
TOTAL LEVEL 4	**120**

Programme Structure - LEVEL 5					
Compulsory modules	**Credit points**		**Credit points**	**Is module compensatable?**	**Semester runs in**
SM 3102 Sports Marketing	15	AF 3116	**15**		FALL
SM 3003 The Olympic Games & their Global Legacy	15	Management Accounting			SPRING
SM 3004 Social Issues in Sports	15	FN 3105			FALL/SPRING
SM 3005 Sports Operations and Facilities Management	15	Financial Management			FALL
SM 3232 Sport Event Management	15				SPRING
BU 3133 Business Research Methods	15				SPRING
PH 3005 Business Ethics	15				FALL/SPRING
	105				FALL/SPRING
TOTAL LEVEL 5	**120**				

	Programme Structure – Single Registerable Modules			
Compulsory modules	**Credit points**	**Pre-Requisite as SRM**	**Is module compensatable?**	**Semester runs in**

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5 For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
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.	Learning and Teaching Strategy: In congruence with the teaching and learning strategy of the college, the following methods are used at Level 5:

Learning Outcomes – LEVEL 5 For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
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.	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 *knowledge and understanding* related to the subject content.Discussions and collaborative in-class small projects reinforce students' *cognitive, practical, professional and key transferable skills*. 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.

Learning Outcomes – LEVEL 5 For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
	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. 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.

Learning Outcomes – LEVEL 5 For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
	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.

	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 3133, 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.

Learning Outcomes – LEVEL 5 For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
	Where it is taught and assessed: Please refer to the relevant table on p.33 for the exact correspondence among the programme's learning outcomes, knowledge and understanding skills and the teaching and assessment work at Level 5.

3B. Cognitive skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B.1. Articulate and explain terms, concepts and theories in a relevant knowledge area effectively.	

3B. Cognitive skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
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.	<u>Where it is taught and assessed:</u> Please refer to the relevant table on p.33 for the exact correspondence among the programme's learning outcomes, cognitive skills and the teaching and assessment work at Level 5.

3C. Practical and professional skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
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.	Where it is taught and assessed: Please refer to the relevant table on p.33 for the exact correspondence among the programme's learning outcomes, practical and professional skills and the teaching and assessment work at Level 5.

3C. Practical and professional skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
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.	

3D. Key/transferable skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
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.	<u>Where it is taught and assessed:</u> Please refer to the relevant table on p.33 for the exact correspondence among the programme's learning outcomes, key/transferable skills and the teaching and assessment work at Level 5.

3D. Key/transferable skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
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.	

Title of exit award at Level 5:
Diploma of Higher Education in Sports Management

DIPLOMA OF HIGHER EDUCATION IN SPORTS MANAGEMENT (240 CREDITS)	
Compulsory modules	**Credits**
Level 4	15
EC 1001 Macroeconomics	15
IB 2006 International Business	15
BU 2003 Business Legal Issues	15
AF 2007 Financial Accounting	15
MA 2021 Applied Statistics	15

DIPLOMA OF HIGHER EDUCATION IN SPORTS MANAGEMENT (240 CREDITS)	
Compulsory modules	**Credits**
CS 2179 Business Information Systems	15
SM 2001 Introduction to Sports Management	15
SM 2021 Leadership in Sports Management	
Level 5	
SM 3102 Sports Marketing	15
SM 3003 The Olympic Games & their Global Legacy	15
SM 3004 Social Issues in Sports	15
SM 3005 Sports Operations and Facilities Management	15
SM 3232 Sport Event Management	15
BU 3133 Business Research Methods	15
PH 3005 Business Ethics	15
AF 3116 Management Accounting **or**	15
FN 3105 Financial Management	
TOTAL	**240**

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

	SM 3102 Sports Marketing					✓		✓		✓	✓					✓		✓	✓	✓	✓	✓
	SM 3003 The Olympic Games & their Global Legacy					✓		✓		✓	✓					✓		✓		✓	✓	✓
	SM 3004 Social Issues in Sports					✓		✓		✓						✓		✓		✓	✓	✓
	SM 3005 Sports Operations & Facilities Management					✓		✓		✓	✓					✓		✓		✓	✓	✓
5	BU 3133 Business Research Methods					✓	✓	✓		✓			✓	✓	✓			✓		✓	✓	✓
	PH 3005 Business Ethics				✓		✓		✓											✓	✓	✓
	SM 3232 Sport Event Management		✓	✓			✓	✓	✓							✓		✓		✓	✓	✓
	AF 3116 Management Accounting **OR**		✓				✓			✓		✓	✓	✓	✓					✓	✓	✓
	FN 3105 Financial Management	✓	✓			✓	✓			✓		✓	✓	✓	✓	✓				✓	✓	✓

Programme Structure – LEVEL 6						
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**	**Available as single registerable module?**
SM 4107 Sport Governance, Policy and Legal Issues SM 4208 Sports Promotions & Social Media SM 4545 Sports Entrepreneurship SM 4810 Strategic Issues in Sports Management	15 15 15 15	**OPTION 1 (1 module)** SM 4009 Internship in Sports Management SM 4040 Advances in Sports Management MG 4028 Corporate Social Responsibility	**15**			

Programme Structure - LEVEL 6						
SM 4746 Dissertation in Sports Management I SM 4848 Dissertation in Sports Management II **Total compulsory Level 6 credits** **TOTAL LEVEL 6**	10 20 **90** **120**	**OPTION 2 (1 module)** MK 4104 Digital & Social Media Marketing CS 4267 Applied Business Analytics MG 4057 Project Management **Total optional Level 6 credits**	**15** **30**			

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
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.	Learning and Teaching Strategy: In congruence with the teaching and learning strategy of the college, the following methods are used at Level 6:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
A.5. Demonstrate fundamental knowledge and understanding of quantitative and qualitative methods and tools used to conduct research in business.	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 *cognitive skills*, such as research skills, and on *employability skills*. There is systematic effort to organize invited lectures, site visits, etc. as opportunities arise, aiming at bringing students closer to the *professional practice* and helping them establish connections with the professional world.

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	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 4746, SM 4848) 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. 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.

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	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.

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	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.

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	Where it is taught and assessed: Please refer to the relevant table on p. 42 for the exact correspondence among the programme's learning outcomes, knodwledge and understanding skills and the teaching and assessment work at Level 6.

3B. Cognitive skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B.1. Articulate and explain terms, concepts and theories in a relevant knowledge area effectively.	

3B. Cognitive skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
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.	<u>Where it is taught and assessed:</u> Please refer to the relevant table on p. 42 for the exact correspondence among the programme's learning outcomes, cognitive skills and the teaching and assessment work at Level 6.

3C. Practical and professional skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
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.	<u>Where it is taught and assessed:</u> Please refer to the relevant table on p. 42 for the exact correspondence among the programme's learning outcomes, practical and professional skills and the teaching and assessment work at Level 6.

3C. Practical and professional skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
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.	

3D. Key/transferable skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
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.	<u>Where it is taught and assessed:</u> Please refer to the relevant table on p. 42 for the exact correspondence among the programme's learning outcomes, key/transferable skills and the teaching and assessment work at Level 6.

3D. Key/transferable skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
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.	

Title of exit award at Level 6:
BSc (Ord) in Sports Management

BSc (Ord) in SPORTS MANAGEMENT (300 CREDITS) (20 modules, all level-4, all level-5 and four Level 6 modules)	
Compulsory modules	**Credits**
Level 4	15
EC 1001 Macroeconomics	15
IB 2006 International Business	15
BU 2003 Business Legal Issues	15
AF 2007 Financial Accounting	15
MA 2021 Applied Statistics	15

BSc (Ord) in SPORTS MANAGEMENT (300 CREDITS) (20 modules, all level-4, all level-5 and four Level 6 modules)	
Compulsory modules	**Credits**
CS 2179 Business Information Systems	15
SM 2001 Introduction to Sports Management	15
SM 2021 Leadership in Sports Management	
Level 5	
SM 3102 Sports Marketing	15
SM 3003 The Olympic Games & their Global Legacy	15
SM 3004 Social Issues in Sports	15
SM 3005 Sports Operations and Facilities Management	15
SM 3232 Sport Event Management	15
BU 3133 Business Research Methods	15
PH 3005 Business Ethics	15
AF 3116 Management Accounting **or**	15
FN 3105 Financial Management	
Level 6	
SM 4107 Sport Governance, Policy and Legal Issues	15
SM 4208 Sports Promotions & Social Media	15
SM 4545 Sports Entrepreneurship	15
SM 4810 Strategic Issues in Sports Management	15
SM 4746 Dissertation in Sports Management I	10

BSc (Ord) in SPORTS MANAGEMENT (300 CREDITS) (20 modules, all level-4, all level-5 and four Level 6 modules)	
Compulsory modules	**Credits**
SM 4848 Dissertation in Sports Management II	20
Optional modules at level-6: **OPTION 1 (1 module)** SM 4009 Internship in Sports Management SM 4040 Advances in Sports Management MG 4028 Corporate Social Responsibility	15
OPTION 2 (1 module) MK 4104 Digital & Social Media Marketing CS 4267 Applied Business Analytics MG 4057 Project Management	15
TOTAL	**300**

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 4746 Dissertation in Sports Management SM 4848 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 featurs 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 workplace)

Academic advising is primarily carried out by the Department Chair in coordination with the Business Analytics programme coordinator and the Academic Advising Office. Students also consult Business Analytics 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 programmes. 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 Sports Management Society represents Sports Management major students for academic matters and the organization of extracurricular events. They communicate with the faculty and administration.

The Registrar offers a presentation on the dual award system and its academic policies during the New Student Orientation Day. The New Student Orientation Programme 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 programmes 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 academic skills areas (for example, research skills, note-taking, exam preparation).

Work-based Learning - Internship Opportunities
The College cooperates with several 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.

To reinforce the employability of SPM students and enhance the acquisition of professional skills and competences, the SPM programme offers a credit-bearing internship placement as an optional module under the OU 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.

Disability Status and Provisions
The ACG Counseling Center
The Counseling Center of The American College of Greece offers a broad range of psychological services available to currently enrolled Deree students. Our services are designed to support, encourage, educate, counsel, and empower students in a college setting as they adjust to the challenges and transitions of university life, as well as help faculty and staff function more effectively in their work with students. The services rendered include assessment of various psychological and interpersonal difficulties and interventions to help students deal with those difficulties. Services are provided by graduate psychology students in practicum under the supervision of clinical psychology faculty. Problems typically presented by students include, but are not limited to, the following: emotional problems such as depression, anxiety and intense fears; social problems, such as difficulties with peer interactions, aggression and social withdrawal; problems within the family of students, such as lack of effective communication; psychophysiological problems, such as migraines, headaches or psychosomatic symptoms; educational problems, such

as learning difficulties; self-control problems such as eating disorders and smoking.

ACG Care Center
The psychoeducational care of our students will now fall under the umbrella of the newly established ACG Care Center. The mission of the Care Center is to support students in their academic journey by offering assessment and accommodations related to their academic responsibilities, including examinations. We are committed to working closely with you to ensure that our students receive the care and support they need to thrive. The staff at the Care Center collaborates with faculty to support our students' well-being and success. The Care Center is housed at the Counseling Center offices, located on the zero level of the CN Building. The Center can be reached at extension 1081 or via email at carecenter@acg.edu.

The Student Handbook provides detailed information about the Sports Management programme, all aspects related to pursuing an Open University award at Deree, as well as guidance to prospective and current students. Individual programme 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 extracurricular 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) 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.)

According to the Deree Undergraduate Catalog 2024-2025 - US-authorized / US-accredited & Student Handbook Open University Validated Award, to qualify for admission to the academic programmes of the College, applicants must demonstrate that they possess the appropriate qualifications to enable them to be successful in the programme of their choice. Candidates are evaluated based on their academic performance, proficiency in English, and overall student profile (i.e.: letter of recommendation, personal statement, personal interview, extracurricular activities and work experience).

All applicants must possess a secondary education completion Certificate such as a Greek High School Apolyterion, an International Baccalaureate Diploma, a French Baccalaureate, a German "Abitur" or an equivalent secondary education completion Certificate as defined in the NAFSA Guide to World Education Systems or must have passed at least 8 IGCSE/GCSE/GCE subjects. Applicants who have completed their secondary education in a school in Greece that does not award

an Apolyterion must possess a secondary education completion Certificate from one of the schools that are officially recognized by the Greek Ministry of Education.

Moreover, the standard minimum average grade entry requirement shown on the secondary education completion certificate as defined above is the following: 14/20 in the Greek Apolyterion, an overall unweighted Grade Point Average (GPA) of 2.75 /4.0 in a US curriculum school, 24 and above in the International Baccalaureate or the equivalent of any other educational grading system.

Applicants whose grades are between 12/20 and 13.99/20 on a Greek Apolyterion or the equivalent grades for students who hold a secondary education completion Certificate as defined above, may be admitted to the College on a provisional basis. Students admitted on a provisional basis will be required to fulfil the following conditions to be allowed to continue their selected major after the completion of one academic year after their acceptance to Deree.

Students 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 students' progress very closely and may require that they seek academic help through the Student Academic Support Services.

The number of courses students will be allowed to register for will be determined by their English Language Placement (see section "Evidence of Proficiency in English"). However, in no case will they be allowed to register for a total of more than 2 courses if placed in EAP 1002 or for more than 4 courses if placed in WP 1010. Students with provisional status who are placed in EAP 1000, EAP 1001 must first complete their English for Academic Purpose courses before they begin taking College level courses 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.
The following is required for all freshmen applicants:

1. Completed application form
2. Personal statement
3. Letter of recommendation from an academic teacher or professor
4. Official secondary school transcript(s) and diploma(s)
5. Certified copy of the state identity card or a valid passport for non-Greek citizens (and residence permit, if applicable)
6. Evidence of proficiency in English.

Candidates will attend an interview with a designated College representative after all application material has been submitted to assess their profile through a discussion on their academic and non-academic achievements. The Admissions decision will be communicated to the candidate within 10 working days following the interview.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including Professional Statutory Recognised Body requirements)

N/A

9. For apprenticeships in England, summary of how the End Point Assessment (EPA) links to the academic award

N/A

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

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

- Online Course Evaluation for each course (through *CourseEval*). This is submitted anonymously by students in all courses. Following submission of grades, results are sent electronically to the Provost, the Deans, the Department Heads/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.

The Teaching and Learning Center (TLC) at The American College of Greece is a key institutional mechanism that supports the continuous enhancement of teaching quality, the advancement of inclusive and innovative pedagogical practices, and the overall improvement of the student learning experience. The Center operates as a cross-disciplinary academic development hub, fostering a culture of educational excellence, scholarly engagement, and faculty collaboration.
To ensure broad representation and effective academic engagement, the TLC operates through the TLC Work Group, which is coordinated by the TLC Director and Deputy Director. The Work Group is composed of appointed TLC Fellows, including one full-time faculty member from each academic School. In addition, administrative colleagues and specialists (e.g., instructional designers from the Online Education Hub) may be invited to participate in specific projects or meetings, as needed. Appointments are made by the Provost and are renewable on a bi-annual basis.

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 working collaboratively to:

- Shape and implement the strategic priorities of the TLC.
- Promote inclusive and evidence-informed teaching practices across disciplines.
- Advance the integration of technology-enhanced learning (TEL) and support the development of AI-resilient assessment design.
- Support faculty professional development and recognition, including Advance HE Fellowships and teaching pathway promotions.
- Incorporate student voice and co-creation in the design of teaching and learning activities.

- Coordinate peer exchange opportunities, workshops, and community-of-practice events.
- Promote research in teaching and learning, including the Scholarship of Teaching and Learning (SoTL).

The TLC Work Group convenes regularly throughout the academic year to assess needs, plan activities, and oversee the implementation of institutional priorities related to learning and teaching. Records of meeting minutes, resources, and communications are maintained on the TLC Blackboard container, accessible to all faculty.
Through this structure, the TLC plays an integral role in supporting faculty development, facilitating interdisciplinary dialogue, and strengthening academic quality across the institution.

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

(a) **Removal of "Introduction to Sport Psychology" (Level 4):**
This module will be removed, as recent benchmarking of leading UK and US programmes indicates that Sport Psychology is typically offered as an **optional** rather than **core** module.

(b) **Introduction of "Leadership in Sports" (Level 4):**
A new module will be introduced due to the revised benchmarking in relation to SPM UK & US programs, this is a **core** module.

(c) **Introduction of "Sport Event Management" (Level 5):**
A new module will be added, reflecting benchmarking evidence from top UK and US programmes, where Sport Event Management is a **core component** at this level.

(d) **Removal of "Managing People and Organizations" (Level 5):**
This module will be discontinued, as its learning outcomes are adequately covered across existing sports management modules at all three levels along with the introduction of the new L4 Leadership in Sports module.

(e) **Revision of "Olympic Games and Sports Mega Events (Level 5)":**
This module will be redesigned to focus on the cultural, educational, historical, and environmental dimensions of the Olympic Games. The new title will be **"The Olympic Games and their Global Legacy"**

(f) **"Sports Entrepreneurship" (Level 6) to become Core:**
This module will become core, following global academic and industry trends, as confirmed by our Industry Advisory Council.

(g) **Removal of "Coaching in Sports" (Level 6):**
This optional module will be removed, consistent with benchmarking findings showing that such modules are typically offered as electives.

(h) **Restructuring of the Dissertation in Sports Management (Level 6):**
Previously, the dissertation module was offered as a single 30 UK credits course delivered over two semesters. Overall, the dissertations produced to date have been of excellent quality, with only a couple of exceptions. Both students and the three faculty members involved in supervision and assessment have consistently noted that students would benefit from greater structure and guidance during the first three to four months of the project.

To address this need, the 30-credit dissertation module will be divided into **two sequential modules**, a 10 UK-credit **taught** module in the first semester, focusing on research design and proposal development, followed by a 20 UK-credit module in the second semester, dedicated to the implementation of the research design, data analysis, and completion of the research project.

(i) **Revision of Optional Modules at Level 6:**
Two lists of optional modules will be offered. Each list will include three options, from which students will select one:

List 1 (optional modules at level 6): *Advances in Sports Management*, *Internship in Sports Management*, *Corporate Social Responsibility*.

List 2 (optional modules at level 6): *Applied Business Analytics*, *Digital & Social Media Marketing*, *Project Management*.

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Please amend this mapping to suit frameworks used within the different nations if appropriate.

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
4	SM 2001 Introduction to Sports Management		√	√		√	√	√	√		√					√		√		√	√	√
	SM 2021 Leadership in Sports Management					√	√	√	√									√		√	√	√
	AF 2007 Financial Accounting		√			√	√							√				√		√	√	√
	BU 2003 Business Legal Issues	√					√		√											√	√	√
	CS 2179 Business Information Systems		√					√												√	√	√
	MA 2021 Applied Statistics					√	√						√	√	√					√	√	√
	IB 2006 International Business	√		√			√									√				√	√	√
	EC 1001 Principles of Macroeconomics	√					√													√	√	√

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 The Olympic Games & their Global Legacy					✓		✓		✓	✓					✓		✓		✓	✓	✓
	SM 3004 Social Issues in Sports					✓		✓		✓						✓		✓		✓	✓	✓
	SM 3005 Sports Operations & Facilities Management					✓		✓		✓	✓					✓		✓		✓	✓	✓
	BU 3133 Business Research Methods					✓	✓	✓		✓			✓	✓	✓			✓		✓	✓	✓
	PH 3005 Business Ethics				✓		✓		✓											✓	✓	✓

	SM 3232 Sport Event Management		✓	✓			✓	✓	✓							✓		✓		✓	✓	✓
	AF 3116 Management Accounting **OR**		✓				✓			✓		✓	✓	✓	✓					✓	✓	✓
	FN 3105 Financial Management	✓	✓			✓	✓			✓		✓	✓	✓	✓	✓				✓	✓	✓

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 4746 Dissertation in Sports Management SM 4848 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				✓		✓	✓		✓	✓			✓	✓	✓		✓		✓	✓	✓

Annexe 2 - Curriculum mapping against the apprenticeship standard

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular knowledge, skills and behavious.

Please amend this mapping to suit Frameworks used within the different Nations if appropriate.

Annexe 3: Notes on completing programme specification templates

1 **-** This programme specification should be mapped against the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: Subject Benchmark Statements

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.