

1. BASIC INFORMATION

Course	Analysis of economic-sports environments
Degree program	Global Bachelor's Degree in Sports Management
School	Medicine, Health, and Sports
Year	1 st
ECTS	6
Credit type	Compulsory
Language(s)	Spanish / English
Delivery mode	Face-to-face / online
Semester	S2
Academic year	2025/2026
Coordinating professor	Jairo León Quismondo

2. PRESENTATION

The current sports reality, which is inherently dynamic, is influenced by multiple stakeholders who shape and support the sports system based on social demands, the promotion of spectacle, or increased consumption of goods and services. Economic cycles have impacted the sports sector with numerous changes in both public and private sectors. Sports budgets have become more efficient in attempting to maintain effectiveness in terms of results and quality. However, the client/user has acquired a certain level of education, demanding sports services that meet their satisfaction and expectations. It is time to do more with less, to optimize resources and costs, while keeping the ultimate goal in mind: increasing physical-sports practice and consumption among the population. Therefore, it is essential to conduct a proper analysis of the reality from various perspectives, supported by other systems, for a more integrated view.

3. LEARNING OUTCOMES

Knowledge

KN02. Describes the design of an entrepreneurship and business development process, from its conceptualization to its implementation and evaluation, taking into account the individual and contextual characteristics of the company, as well as the historical, technical and ethical principles.

KN04. Recognizes fundamental concepts related to scientific evidence in sports management.

Skills

SK01. Develops optimal strategic and analysis tools for sports management.

SK08. Critical analysis. Integrates analysis with critical thinking in a process of evaluating different ideas or professional possibilities and their potential for error, based on evidence and objective data that lead to effective and valid decision-making.

Competences

CP1. Design and apply the methodological process in different contexts and in all sectors of professional intervention in sports management.

CP13. Know, elaborate, and apply strategic analyses that propose creative solutions adapted to the situation of the sports company and its environment

4. CONTENT

- Main economic aggregates and economic policy objectives.
- Sport as an economic good
- The sports market in Spain
- Sport management models and formulas
- Professional sport as a spectacle sport
- Economic effects of sporting events

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Cooperative learning
- Case method
- Lectures / web conferences
- Workshop-based learning
- Problem-based learning

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning activity	Number of hours
Lectures	20
Reading of content topics	12
Case analysis	10
Debates and colloquiums	13

Oral presentations	10
Preparation of reports and written assignments	38
Tutoring	5
Independent study	40
In-person knowledge tests	2
TOTAL	150

Online mode:

Learning activity	Number of hours
Synchronous virtual classes	20
Reading of content topics	12
Case analysis	10
Virtual forums	13
Oral presentation of work through virtual seminars	10
Preparation of reports and writings	38
Virtual tutoring	5
Autonomous work	40
Virtual assessment tests	2
TOTAL	150

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

Assessment system	Weight
Knowledge tests	20% (20-40%)
Performance observation	5% (5-10%)
Preparation of reports and writings	60% (40-60%)
Oral presentation	15% (10-15%)

Online mode:

Assessment system	Weight
Virtual knowledge tests	60% (60-60%)
Preparation of reports and writings	30% (30-35%)
Participation in debates and colloquia in online forums	10% (5-10%)

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Campus-based mode:

Assessable activities	Deadline
Activity 1. Case study	Week 14
Activity 2. Research on a municipal sports service (CBL)	Week 14
Activity 3. Indicators of the sports economic environment	Week 7

Activity 4. Analysis of a sports service	Week 11
Activity 5. Basic economic-financial indicators	Week 12
Activity 6. Knowledge tests	Week 8 (part 1) / Week 15 (part 2)

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

Online mode:

Assessable activities	Deadline
Activity 1. Sector analysis	Week 4
Activity 2. Design of sports market business ideas	Week 5
Activity 3. Analysis of professional sport	Week 7
Activity 4. Sports analysis indicators	Week 8
Activity 5. Knowledge test	Week 10

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAFÍA

The main reference work for this subject is:

- Downward, P., Dawson, A., & Dejonghe, T. (2016). Sports economics. Theory, evidence and policy. Routledge.

The recommended Bibliography is:

- Consejo Superior de Deportes (2025). Estadísticas, encuestas e informes. <https://www.csd.gob.es/es/prensa/estadisticas-encuestas-e-informes>
- European Commission (2022). Special Eurobarometer 525, Sport and Physical Activity. European Commission.
- Gallardo, L. & Jiménez, A. (2004). La gestión de los servicios de los servicios deportivos municipales, vías para la excelencia. INDE.
- Gallardo, L. (2007). Censo Nacional de Instalaciones Deportivas 2005. CSD.
- Hoye, R., Smith, A.C.T., Nicholson, M., & Stewart, B. (2015). Sport Management: Principles and Applications, 4th Edition. Routledge.
- O'Sullivan, A., & Sheffrin, S.M. (2004). Economía. Principios e Instrumentos. Pearson.
- Robinson, L., Chelladurai, P., Bodet, G., Dowguard, P. (2012). Routledge Handbook of Sport Management. Routledge

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.