

## 1. BASIC INFORMATION

Course	Quality control and customer service in the field of sports
Degree program	Bachelor's Degree in Sport Management
School	Medicine, Health and Sports
Year	4 <sup>th</sup>
ECTS	6
Credit type	Obligatory
Language(s)	Spanish and English
Delivery mode	Face to face /online
Semester	S8
Academic year	2025-2026
Coordinating professor	Jorge López Fernández

## 2. PRESENTATION

In recent years, customers have gained much more power on the market for two main reasons: increased options on the market and access to the purchasing experiences of thousands of people in a matter of seconds. This change in the power balance between customers and organisations has changed the way that companies engage with their customers. It has become increasingly important to maintain a close and personalised relationship with customers and to offer them higher quality products and/or services than the competition.

The concept of quality is based on a company's ability to give customers and stakeholders what they want by offering features that meet or exceed their needs and expectations. Quality, therefore, refers to many different things, including the features of the product/service sold by the organisation, the absence of defects, the production process, the value chain and the perceived value. Customer service, in turn, is a set of actions used by organisations to communicate with stakeholders and, in particular, with any legal or natural persons who are interested in the company's products, services or activities. As such, customer service involves solving problems, managing complaints, responding to queries and explaining to customers, consumers and users how to use the products/services offered by the organisation.

The aim of this subject area is to teach students about these two concepts (quality control and customer service), providing them with the tools and skills needed to succeed in an increasingly complex and competitive market. Students will address both the theory and practice of these two components, applying the acquired concepts and tools to real case studies and simulations that mimic the demands of the current sports and recreation market. Students will revisit the cross-curricular content introduced in other subjects and study it in greater depth, taking a broader and more comprehensive approach, covering new uses and applications. They will also engage with new content to promote both the acquisition of new skills and the development of existing ones. In addition, the subject area concludes with a Final Project where students put into practice everything they've learnt.

### 3. COMPETENCIES AND LEARNING OUTCOMES

#### **Knowledge**

KN01. Knows business action plans for the improvement of processes involving material, human, or economic resources.

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.

KN03. Describes the construction and operation processes of different sports facilities.

#### **Competences**

CP01. Direct and coordinate teams, both individual and group, in the development of tasks, protocols, processes, and activities related to good exercise practices and physical activity.

CP02. Organize, direct, plan and coordinate the human resources of the different sports entities, including stress evaluation, organizational charts and other professional structures in conjunction with current regulations.

CP03. Identify, organize, direct, plan, coordinate, implement and carry out technical-scientific evaluation of organizational resources and material resources and sports facilities, including their basic design and functions.

CP04. Develop business action plans to improve processes that involve material, human or economic resources.

### 4. CONTENT

#### **PART 1. Quality Control**

- 1) Introduction to the concept of quality
- 2) Tools for quality inspection
- 3) Tools for quality control and improvement
- 4) Total Quality Management Systems: Quality Certifications
- 5) The EFQM Model
- 6) Techniques for managing continuous improvement
- 7) Quality and environment

#### **PART 2. CUSTOMER SERVICE**

- 1) Introduction: customer focus
- 2) Service quality as the key to adequate customer service
- 3) Communication as the key to quality customer service
- 4) Service recovery: handling of objections and complaints
- 5) Customer service in terms of experience

### 5. TEACHING-LEARNING METHODOLOGIES

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

- Lectures/Web conferences
- Case studies
- Collaborative learning
- Problem-based learning (PBL)

## 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 content topics	12
Problem-solving and practical exercises	25
Case study analysis	20
Oral presentations	10
Preparation of reports and written assignments	15
Group participatory activities (seminars, workshops, participation in forums, etc.)	10
External visits	10
Tutoring	4
Independent study	17
Peer assessment and self-assessment	5
In-person knowledge assessments	2
<b>TOTAL</b>	<b>150</b>

### Virtual-based mode:

Actividad formativa	Número de horas
Synchronous virtual classes	20
Reading of content topics	12
Problem solving	25
Case analysis	20
Resource search and selection of information sources	10
Oral presentation of work through virtual seminars	10
Preparation of reports and written assignments	15
Group participatory activities (seminars, forum participation)	10
Virtual tutoring	4
Independent work	17
Peer assessment and/or self-assessment	5
Virtual assessment tests	2
<b>TOTAL</b>	<b>150</b>

## 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 assessments	25
Learning folder / portfolio	20
Performance observation	5
Preparation of reports and written assignments	20
Case study analysis	30

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

### Virtual-based mode:

Assessment system	Weight
Virtual Knowledge assessments	60
Preparation of reports and written assignments	10
Case studies analysis	10
Learning folder / portfolio	10
Design and elaboration of practical activities	5
Performance observation	5

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you must 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) as well as 5 out of 10 in each evaluable activity.

In any case, you will need to obtain a grade of at 5.0 in the final knowledge assessment 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) as well as 5 out of 10 in each evaluable activity.

In any case, you will need to obtain a grade of at 5.0 in the final knowledge assessment 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 or passed 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:

Assessable activities	Deadline
Activity 0. Introductory activity about quality	Week 2
Activity 1. Using specific tools to control the quality of a product/service	Week 3
Activity 2. Using the PDCA/PDSA cycle to solve a problem	Week 4
Activity 3. Quality assurance and control systems in sports organisation	Week 5
Activity 4. Critical analysis of a quality management system	Week 6
Activity 5. Implementation of a sustainability plan at a sports organisation	Week 8
Activity 6. Proposed study on satisfaction, perceived quality and future intentions of a sports service	Week 11
Activity 7. Simulation activity	Week 11
Activity 8. Internal customer service management	Week 12
Activity 9. Analysis of the competition's customer service	Week 14
Activity 10. Implementation of a digital customer service plan.	Week 15
Activity 11. Final Project.	Week 16
Knowledge test	Week 16

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. BIBLIOGRAPHY

The main reference work for this subject is:

- Álvarez-Sánchez, A., & García-Navarro, J. J. (2021). Comunicación empresarial y atención al cliente. Editex.
- Cook, S. (2017). Measuring customer service effectiveness. Routledge.
- DeLisi, R., & Michaeli, D. (2021). Digital Customer Service: Transforming Customer Experience for an On-Screen World. John Wiley & Sons.

- Fernández-Rico, E. M. y Fernández-Verde, L. (2017). Comunicación empresarial y atención al cliente. 2.ª edición. Ediciones Paraninfo, SA.
- Gil-López, J. V. G. (2020). COMT004PO-Fundamentos de atención al cliente. Editorial Elearning, SL.
- Ladrón-de Guevara, M. A. (2020). Atención al cliente en el proceso comercial. UF0349. Editorial Tutor Formación.
- López-Salas, S. (2020). Atención al cliente, consumidor y usuario. Ediciones Paraninfo, SA.
- Raab, G., Ajami, R. A., & Goddard, G. J. (2016). Customer relationship management: A global perspective. CRC Press.
- Serradilla-Juan, R. & Sánchez-Gutián, J. M. (2020). El cliente sale de viaje. Cómo entender a los clientes del futuro. Kolima Books.
- Sicilia, M., Palazón, M., López, I., & López, M. (2021). Marketing en redes sociales. ESIC Editorial.

## 10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION 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 mean 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 opportunity 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](mailto: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.