

1. OVERVIEW

Subject area	Sport Management
Degree	Bachelor's Degree in Exercise and Sport Sciences
School/Faculty	Medicine, Health, and Sports
Year	Third
ECTS	6 (150 ECTS]
Type	Compulsory
Language(s)	Spanish, English
Delivery mode	On campus/Blended
Semester	S5-S6
Academic year	2025-2026
Coordinating professor	Álvaro Fernández Luna

2. INTRODUCTION

The aim of the subject area "Sport Management" is to be the first point of contact with this profession for future graduates. The need for training in this area is rooted in:

- The increasing role of public institutions in promoting sport.
- The crucial need to adapt to the current market situation: growing trend of government bodies outsourcing sports services and significant rise in private sector involvement.
- The emergence of sports service companies—a form of self-employment—creating a new professional landscape.
- The huge expansion of exercise services aimed at improving quality of life has driven a big increase in the number of sports centres, gyms and multi-use leisure complexes.

Currently, this specialist area in exercise and sport sciences offers exciting career prospects with numerous professional niches in both the public and the private sector, in physical activity related to exercise, sport, recreation and health.

In this subject area, designed from a practical perspective, students will discover very useful tools and techniques for processes linked to the management and leadership of sports organisations.

3. SKILLS AND LEARNING OUTCOMES

Basic skills (CB, by the acronym in Spanish):

- CB1: Students have demonstrated knowledge and understanding of a study area originating from general secondary school education, and are usually at the level where, with the support of more advanced textbooks, they may also demonstrate awareness of the latest developments in their field of study.

- CB2: Students can apply their knowledge to their work or vocation in a professional manner and possess the skills which are usually evident through the forming and defending of opinions and resolving problems within their study area.
- CB3: Students have the ability to gather and interpret relevant data (usually within their study area) to form opinions which include reflecting on relevant social, scientific or ethical matters.
- CB4: Students can convey information, ideas, problems and solutions to both specialist and non-specialist audiences.
- CB5: Students have developed the necessary learning skills to undertake further study with a high degree of autonomy.

Transversal skills (CT, by the acronym in Spanish):

- CT4: Ability to analyse and synthesise: be able to break down complex problems into manageable blocks; evaluate other options and perspectives to find the ideal solution. Synthesising to reduce the complexity and better understand the situation and/or solve problems.
- CT9: Interpersonal relationship skills: Ability to maintain positive relationships with other people through assertive verbal and non-verbal communication. This means being able to express or communicate what you want, think or feel without discomforting, offending or harming the feelings of other people.
- CT10: Initiative and entrepreneurial spirit: Ability to undertake difficult or risky actions with resolve. Ability to anticipate problems, propose improvements and persevere to ensure they are implemented. Willingness to take on and carry out tasks.
- CT12: Critical thinking: Ability to analyse an idea, occurrence or situation from different perspectives and adopt a personal viewpoint based on scientific rigour and objective reasoning, rather than intuition.

Specific skills (CE, by the acronym in Spanish):

- CE1: Ability to design, develop and assess teaching/learning processes related to physical activity and sport, considering the individual characteristics and contexts of the people involved and adhering to the necessary educational, technical and curricular principles.
- CE10: Ability to participate in the effective leadership and/or management of both private and public organisations that provide any type of physical activity service (recreation, health, sport, education, etc.); identifying, defining and systematising the necessary processes to meet the organisation's objectives.
- CE11: Ability to use your own judgement to act in society, using theoretical, academic and professional discourse in relation to exercise and sport sciences.

Learning outcomes (RA, by the acronym in Spanish):

- RA1: To understand key concepts related to using the most important management techniques and tools applied at different organisations.
- RA2: To produce essays in order to study the variables and determining factors that condition and define the quality of an exercise and sport service.
- RA3: To produce in-depth analysis and summaries based on searches of key literature about the continuous improvement cycle, process-based management and the planning processes at sports organisations.

The following table shows how the skills developed in the course match up with the intended learning outcomes:

Skills	Learning outcomes
CB1, CT4, CT9, CT12, CE1	RA1: To understand key concepts related to using the most important management techniques and tools applied at different organisations.

CB2, CB3, CT10, CE10	RA2: To produce essays in order to study the variables and determining factors that condition and define the quality of an exercise and sport service.
CB2, CB3, CB5, CT9, CT12, CE10, CE11	RA3: To produce in-depth analysis and summaries based on searches of key literature about the continuous improvement cycle, process-based management and the planning processes at sports organisations.

4. CONTENTS

- Exercise and sport services.
- Planning, organisation and assessment of services.
- Creation of intervention projects.
- Quality in the management of sports organisations.
- Management models in government bodies.
- Management tools and good practices.
- Continuous improvement as the path to excellence.

The content is organised into the following learning units.

Unit 1: The sports industry. Basic concepts of sport management. Exercise and sport services.

Unit 2: Strategic planning and organisation. Assessment of services and quality management at sports organisations. Continuous improvement as the path to excellence.

Unit 3: Management models for exercise and sport in the public and private sector.

Unit 4: Management tools and good practices. HR management. Leadership, delegation and communication.

Unit 5: Creation of intervention projects

5. TEACHING/LEARNING METHODS

The types of teaching-learning methods are as follows:

- Collaborative learning.
- Problem-based learning.

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

On campus:

Type of learning activity (AF, by the acronym in Spanish)	Number of hours
Debates and discussions	25 h
Searching resources and choosing information sources	18 h
Essays, text commentaries and critical text analysis	25 h
Design of strategies, procedures and intervention plans	25 h
Group activities (seminars, forums)	25 h

Tutorials	8 h
Lectures	16 h
Asynchronous lectures	8 h
TOTAL	150 h

Blended learning:

Type of learning activity (AF, by the acronym in Spanish)	Number of hours
Debates and discussions through online seminars	25 h
Searching resources and choosing information sources	18 h
Essays, text commentaries and critical text analysis	25 h
Design of strategies, procedures and intervention plans	25 h
Group work	25 h
Online tutorials	8 h
Synchronous online lectures	16 h
Asynchronous lectures	8 h
TOTAL	150 h

7. ASSESSMENT

The assessment methods, plus their weighting in the final grade for the course, are as follows:

On campus:

Assessment system	Weighting
Knowledge test	20% (20%–30%)
Performance monitoring	30% (20%–30%)
Participation in classroom activities	50% (40%–60%)

Blended learning:

Assessment system	Weighting
Knowledge test	20% (20%–30%)
Performance monitoring	30% (20%–30%)
Participation in classroom activities	50% (40%–60%)

On the Virtual Campus, when you open the course, you can see all the details of your assessment activities and the deadlines and assessment procedures for each activity.

7.1. Ordinary exam period

To pass the subject area in the ordinary exam period you must obtain a grade higher than or equal to 5.0 out of 10.0 in the final grade (weighted average) for the subject area.

In any case, you will need a minimum grade of 5.0 in activity 8 (objective tests) for it to be included in the weighted average grade with the rest of the activities.

All work must be submitted before the deadline set on the virtual campus. Late submissions will not be accepted and will receive the lowest possible grade.

7.2. Extraordinary exam period (resits)

To pass the subject area in the ordinary exam period you must obtain a grade higher than or equal to 5.0 out of 10.0 in the final grade (weighted average) for the subject area.

In any case, it is necessary that you obtain a grade higher than or equal to 5.0 in the final exam, so that it can be averaged with the rest of the tasks.

Activities not passed in the ordinary exam period, or those not submitted, must be submitted after receiving the relevant corrections and feedback from the lecturer.

8. TIMELINE

This section presents the timeline and submission dates for the assessable tasks in this subject area.

Assessable tasks	Date
Activity 1. Strategic Planning based on a real case: Strategic Plan for a newly created company.	Weeks 4-15
Activity 2. Search and analysis of a scientific article on sports management related to the newly created company	Weeks 5-6
Activity 3. Analysis and problem-solving for a sports organization. Strategic tools for entity analysis.	Weeks 5-7
Activity 6 (1). Objective test - intermediate	Week 7
Activity 4. Definition of processes and marketing plan for the company.	Weeks 8-9
Activity 5. The sports service or product: Organizational chart. Positions to be filled: definition of professional profiles. Personnel and general costs. Work environment. HR evaluation	Weeks 10-13
Activity 6 (2). Final knowledge test	Week 15

The timeline may be subject to change for logistical reasons related to the activities. Students will be informed of any changes in due time and course.

9. BIBLIOGRAPHY

The reference material for the subject area is as follows:

- Hoye, R., Smith, A.C.T., Nicholson, M., Stewart, B., Wasterbeek, H. (2012). Sport Management. Principles and Applications. Routledge: New York.

The recommended bibliography is indicated below:

- Dorado, A., Gallardo, L. (2005). La gestión del Deporte a través de la calidad. Editorial Inde: Barcelona.
- Gallardo, L., Lozano, J. (2007). Futuras claves en la organización de instalaciones deportivas. Editorial Inde: Madrid.
- Kotler, P. Kartajaya, H., Setiawan, I. (2012) Marketing 3.0. LID Editorial Empresarial: Madrid.
- Kotler, P. Kartajaya, H., Setiawan, I. (2018) Marketing 4.0. Transforma tu estrategia para atraer al consumidor digital. LID Editorial Empresarial: Madrid.
- Mestre, J.A. (2004). Estrategias de gestión deportiva local. Editorial Inde: Madrid.
- Mestre, J.A. (1995). Planificación deportiva. Teoría y práctica. Editorial Inde: Barcelona.
- Mestre, J., Rodríguez, G. (2007). El gestor deportivo y las instalaciones deportivas. Editorial Inde: Madrid.

10. DIVERSITY AWARENESS 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. STUDENT SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to complete our satisfaction surveys to identify strengths and areas for improvement for staff, degree courses and the learning process.

These surveys will be available in the surveys area of your virtual campus or by email.

Your opinion is essential to improve the quality of the course.

Many thanks for taking part.