

## 1. BASIC INFORMATION

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|-------------------------------|--|
| <b>Course</b>                 | Sports Events Management                         |
| <b>Degree program</b>         | Bachelor's Degree in Exercise and Sport Sciences |
| <b>School</b>                 | Exercise and Sport Sciences and Physiotherapy    |
| <b>Year</b>                   | Third  |
| <b>ECTS</b>                   | 6 ECTS   |
| <b>Credit type</b>            | Mandatory  |
| <b>Language(s)</b>            | Spanish and English                              |
| <b>Delivery mode</b>          | Face-to-face and virtual                         |
| <b>Semester</b>               | S6   |
| <b>Academic year</b>          | 26/27  |
| <b>Coordinating professor</b> | Jorge López Fernández                            |

## 2. PRESENTATION

Sports event management is a dynamic and essential discipline focused on the successful creation, development, and execution of sports-related events, ranging from local tournaments to international competitions and eSports. This field requires not only a deep understanding of sports principles but also robust skills in event organization, leadership, and operational strategies to overcome logistical challenges and meet the expectations of participants and spectators.

The main aim of this course is to provide students with a comprehensive understanding of the various aspects of sports event management. We will cover everything from event planning and organization to resource management, risk assessment, and specific marketing strategies for sports events and eSports.

Throughout the course, we will explore the following topics:

1. **Types and Classification of Sports Events:** We will understand the different types of sports events and how to classify them based on their scope, nature, and objectives.
2. **Value Generation through Sports Events:** We will analyse how events can create significant value for organizers, participants, sponsors, and communities.
3. **Phases and Planning of Sports Events:** We will detail the key stages in event organization, from initial conception to execution and post-event.
4. **Challenges of Sports Events:** We will identify the main challenges in event management, including logistics, security, and customer satisfaction.
5. **The Business of Sports Events:** We will discuss effective commercial strategies and business models within the context of sports events.

6. **eSports and Sports Leagues:** We will address the specifics of managing in the realm of eSports and sports league competitions, two areas of growing popularity and relevance.

Through activities such as Problem-Based Learning (PBL) and Challenge-Based Learning (CBL), students will have the opportunity to practically apply the knowledge gained, preparing themselves to successfully face and lead sports events in a real and competitive environment.

### 3. LEARNING OUTCOMES

#### Knowledge

KON5. Describes Describe sports management initiatives based on facilities, human resources, marketing, new technologies and large events.

- Describes different kinds of events and their distinguishing features.
- Identifies the main challenges that may affect and/or occur during the planning, running or evaluation of sporting events of various sizes and with different aims

#### Skills

SK03. Implements Implement tools to optimise sports management.

- Analyses the value creation of different sporting events.
- Creates an attractive value proposition for a target audience of any specific market segment, by means of sporting events.
- Carries out planning for a sporting event, taking into account all the different phases and relevant issues at each phase.
- Studies the organised format and structure of different professional and amateur sports leagues.

#### Competences

COMP15. Promote educational policies, strategies and programmes on aspects of public health, in relation to physical activity and sport (to prevent risk factors and diseases); and cooperate with other agents involved in such initiatives: in any area of professional activity within the sport and physical activity sector.

COMP19. Identify, analyse and evaluate the components, structure, status and features of all types of physical activity and sporting organisations, as well as the legislation and legal aspects related to physical activity and sport.

COMP20. Identify, organise, manage, plan, coordinate, implement and conduct technical and scientific evaluations of the various types of physical activity and sports tailored to the development, characteristics and needs of individuals and the type of activity, space, and entity, in all types of physical activity and sports services, including sporting events, and in any type of organisation, population group, context and environment, with an emphasis on particular groups such as senior citizens (the elderly), schoolchildren, people with disabilities and people with diseases, health problems or similar conditions (diagnosed and/or prescribed by a physician), in any area of professional practice related to sport and physical activity (formal and informal physical education and sports instruction; physical and sports training; health-focused exercise; physical activity and sports management), while guaranteeing the safety, effectiveness and professional standards of the activity carried out in compliance with applicable regulations.

COMP21. Identify, organise, manage, plan, coordinate, implement and evaluate staff performance, with an emphasis on the management, coordination, planning, supervision, and technical/scientific evaluation

of the activity, performance and provision of services by professionals active in the sport and physical activity sector, in all types of services and in any type of organisation, context and environment, with a focus on particular groups within the population, and in any area of professional practice within the sport and physical activity sector, while guaranteeing the safety, effectiveness and professional standards of the activity carried out in compliance with applicable regulations.

COMP37. Strategic communication. Transmit messages (ideas, concepts, feelings, arguments), both orally and written, strategically aligning the interests of the different stakeholders involved in the communication in the academic and professional environment.

COMP41. Critical analysis. Integrate 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.

COMP42. Resilience. Adapt to adverse, unexpected situations that cause stress, whether personal or professional, overcoming them and even turning them into opportunities for positive change.

## 4. CONTENT

Topic 1. The types and classification of sporting events

Topic 2. Value creation through sporting events

Topic 3. The phases and planning of sporting events

Topic 4. The challenges of sporting events

Topic 5. The business of sporting events

Topic 6. eSports and Sports Leagues

## 5. TEACHING-LEARNING METHODOLOGIES

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

- Masterclass
- Problem-Based Learning
- Challenge-Based Learning
- Case Method

## 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 |
|-------------------------------|-----------------|
| Practical Application Classes | 24              |

|                            |            |
|----------------------------|------------|
| Masterclass                | 6          |
| Independent Study          | 56         |
| Debates and Colloquiums    | 8          |
| Tutoring                   | 12         |
| In-Person Evaluation Tests | 2          |
| Case Analysis              | 18         |
| Problem Solving            | 20         |
| Oral Presentations of Work | 4          |
| <b>TOTAL</b>               | <b>150</b> |

#### Online mode:

| Learning activity                                 | Number of hours |
|---|-----------------|
| Synchronous Virtual Masterclasses                 | 20              |
| Synchronous Virtual Practical Application Classes | 10              |
| Case Analysis                                     | 18              |
| Problem Solving                                   | 20              |
| Synchronous Oral Presentations of Work            | 4               |
| Independent Study                                 | 56              |
| Synchronous Virtual Academic Tutoring             | 12              |
| Virtual Forums                                    | 8               |
| In-Person Evaluation 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        |
|----------------------------|---------------|
| In-Person Evaluation Tests | 40% (40%-50%) |
| Case/Problem               | 50% (35%-60%) |
| Oral Presentations         | 10% (5%-10%)  |

### Online mode:

| Assessment system          | Weight        |
|----------------------------|---------------|
| In-Person Evaluation Tests | 40% (40%-50%) |
| Case/Problem               | 50% (35%-60%) |
| Oral Presentations         | 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:

| Assessable activities   | Deadline          |
|---|-------------------|
| Activity 1. Fan Engagement Event (CBL)                                      | Weeks 3 a la 7    |
| Activity 2. Analysis of Quality and Economic Impact of a Sports Event (CBL) | Weeks del 7 al 11 |
| Evaluation Test 1   | Weeks 8           |

|   |                      |
|---|----------------------|
| Activity 3. eSports (PBL)   | Weeks 11 a la 15     |
| Activity 4. Presentation of a Promotional Event within the Strategic Plan (integrated curriculum) | Weeks del 15 a la 18 |
| Simulation Activity (2h)  | Weeks 18             |
| Evaluation Test 2 (1h)  | Weeks 19             |

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:

- Sanz, V., Calabuig Moreno, F., & Parra Camacho, D. (2012). Impacto social de un gran evento deportivo: el Gran Premio de Europa de Fórmula 1. *Cultura\_Ciencia\_Deporte*, 7(19), 53-65.
- Barajas, A., Coates, D., & Sanchez-Fernandez, P. (2015). Beyond retrospective assessment sport event economic impact studies as a management tool for informing event organization. *Investigaciones Europeas de Dirección y Economía de la Empresa*.
- Coates, D. (2007). Stadiums and arenas: economic development or economic redistribution?. *Contemporary Economic Policy*, 25(4), 565-577.
- Del Corral, J., García-Unanue, J., & Herencia-Quintanar, F. (2016). Are NBA Policies that Promote Long-Term Competitive Balance Effective? What is the Price?. *The Open Sports Sciences Journal*, 9(1).
- Desbordes, M., & Falgoux, J. (2006). *Gestión y organización de un evento deportivo*. Barcelona: INDE
- García Villar, J. (2003). Análisis Empírico de la demanda en los deportes profesionales: un panorama. *RAE: Revista Asturiana de Economía*, 26.
- Gratton & Henry (2001). *Sport in the City: The Role of Sport in Economic and Social Regeneration*. Londres: Routledge
- Johnson, Bruce K., and John C. Whitehead (2000) Value of Public Goods from Sport Stadiums: The CVM Approach, *Contemporary Economic Policy*, 18(1): 48-58.
- Siegfried, J., & Zimbalist, A. (2000). The economics of sports facilities and their communities. *The Journal of Economic Perspectives*, 14(3), 95-114.

## 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](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.