



Information about the subject

Degree: Bachelor of Sciences of Physical Activity and Sport

Faculty: Faculty of Physical Activity and Sport Sciences

Code: 280315 **Name:** Sports Marketing

Credits: 6,00 **ECTS Year:** 3 **Semester:** 2

Module: 3) Specific Obligatory Formation Module.

Subject Matter: Sports organization and management. **Type:** Compulsory

Field of knowledge: Health Sciences

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

283A	<u>Eduardo Mata Varea</u> (Responsible Lecturer)	eduardo.mata@ucv.es
	Jose Antonio Mateu Valdeolivas	ja.mateu@ucv.es
	Jose Miguel Peiró Perpiñá	josemiguel.peiro@ucv.es
283B	<u>Jaime Tortosa Grobas</u> (Responsible Lecturer)	jaime.tortosa@ucv.es
	Jose Antonio Mateu Valdeolivas	ja.mateu@ucv.es
	Jose Miguel Peiró Perpiñá	josemiguel.peiro@ucv.es
283C	<u>Jaime Tortosa Grobas</u> (Responsible Lecturer)	jaime.tortosa@ucv.es



283C	Jose Antonio Mateu Valdeolivas	ja.mateu@ucv.es
	Jose Miguel Peiró Perpiñá	josemiguel.peiro@ucv.es
283D	<u>Eduardo Mata Varea (Responsible Lecturer)</u>	eduardo.mata@ucv.es
	Jose Antonio Mateu Valdeolivas	ja.mateu@ucv.es
	Jose Miguel Peiró Perpiñá	josemiguel.peiro@ucv.es
283X	Fernando González Laparra (Profesor responsable)	fernando.gonzalezla@ucv.es
	Jose Antonio Mateu Valdeolivas	ja.mateu@ucv.es
	Jose Miguel Peiró Perpiñá	josemiguel.peiro@ucv.es
PRICA	<u>Eduardo Mata Varea (Responsible Lecturer)</u>	eduardo.mata@ucv.es
	Jose Antonio Mateu Valdeolivas	ja.mateu@ucv.es
	Jose Miguel Peiró Perpiñá	josemiguel.peiro@ucv.es



Module organization

3) Specific Obligatory Formation Module.

Subject Matter	ECTS	Subject	ECTS	Year/semester
Physical activity and physical exercise for health and with special populations.	12,00	Physical Activity and Health	6,00	3/1
		Prescription and Programmes for Healthy Lifestyles	6,00	4/1
Physical exercise, fitness and sports physical training.	18,00	Evaluation of Biological Condition	6,00	3/1
		Planning and Methodology of Training in PA	6,00	3/2
		Prevention and Rehabilitation of Injuries in PA	6,00	4/1
Teaching of Physical Education and Sports.	18,00	Design, Evaluation and Intervention in Educational Programmes	6,00	4/1
		Didactics and Methodology of Sports and Physical Activity	6,00	3/1
		Social Morality and Professional Deontology	6,00	4/1
Sports organization and management.	12,00	Sports Marketing	6,00	3/2
		Sports Training Planning and Organisation	6,00	3/1



Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Analyze the macroenvironment and microenvironment of a sports organization.
- R2 Create a research project on the needs and desires of potential clients of a sports organization through market surveys.
- R3 Estimate the costs and revenues of the communication project.
- R4 Resolve problems and make effective commercial and professional ethical decisions based on different situations within a sports organization.



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	40,00%	Written and/or practical tests.
R2, R3, R4	30,00%	Exercises and Practices in the Classroom.
R1, R2, R3, R4	30,00%	Non-face-to-face autonomous work.

Observations

Students may keep the assessment tools they have passed for three years after first enrolling. A 50% grade must be obtained on the written/oral and/or practical tests. Failure to meet this criterion will result in a maximum grade of 4.5.

This subject is NOT subject to a request for a single evaluation in accordance with the provisions of article 10.3 of the GENERAL REGULATIONS FOR EVALUATION AND GRADING OF OFFICIAL TEACHINGS AND OWN DEGREES OF THE UCV.

OTHER CLARIFICATIONS

The detailed explanation (assignment procedure) as well as the assessment tools (sheets or rubrics) for each section will be posted on each group's platform for students to use.

Written/oral and/or practical tests

Single final exam. Multiple-choice multiple-choice test with 2-5 short-answer questions. Standard penalty system*. The exam can be retaken in the corresponding session with a new test of similar characteristics. A minimum grade of 5 is required for the average. The assessable content in this exam is:

All theoretical content taught in class (slides, instructor explanations, classroom exercises, and documents).The contents of the training platform (readings, articles, quizzes, and others).The contents indicated by the instructor (articles, book chapters, etc.).The contents completed by the student using the consulted bibliography.Active Participation

Classroom practices and class participation will be graded through in-person activities and quizzes. These quizzes will be competitive, with points awarded to those who answer correctly. They can only be retaken through the same system, which prevents retakes between exam sessions in the same year.

Independent work.

This consists of two types of tests:

- Quizzes and activity submissions through the teaching platform, remotely. Retakes can be made up in the second exam session by completing new quizzes, which the student must request at least



10 days before the official exam date.

- Group development of a survey prepared by the students independently, the results of which will be presented and evaluated in class. The exam can be made up in the second sitting by completing and presenting a new survey as a group or individually. The student must request a make-up exam at least 10 days before the official exam date.

*Standard Penalty System

No options = No subtractions; 2 options = 1 incorrect answer subtracts 100%, 3 options = 1 incorrect answer subtracts 50%, 4 options = 1 incorrect answer subtracts 33.3%, 5 options = 1 incorrect answer subtracts 25%, 6 options = 1 incorrect answer subtracts 20%.



Use of Artificial Intelligence Tools in the CAFD Degree Program

Use of Artificial Intelligence tools in the CAFD degree program In the Bachelor's Degree in Physical Activity and Sports Sciences (CAFD), the use of Artificial Intelligence (AI) tools is permitted in a complementary and responsible manner, as long as it contributes to active learning, the development of critical thinking, and the improvement of students' professional skills. Under no circumstances should AI replace personal effort, direct practice, or independent reflection, which are fundamental pillars of this degree program.

Permitted Uses of AI:

- Obtaining alternative explanations of theoretical or methodological concepts.
- Generating outlines, concept maps, or summaries to support study.
- Simulating interviews, questionnaires, or training sessions as part of methodological or research practices.
- Receiving feedback on report writing, provided that the original content is the student's own.
- Supporting the search for bibliography or scientific references, always contrasting with reliable and real academic sources, and respecting the CAFD regulations for the presentation of university work.

Prohibited Uses of AI:

- Writing complete sections of academic papers, classroom exercises and practices, internship reports, journals, or portfolios, as well as the Final Degree Project.
- Formulating hypotheses, objectives, or conclusions for academic work.
- Replacing qualitative or quantitative data analysis with automated tools without human validation.
- Creating videos, presentations, or avatars with AI as a substitute for the student's oral or practical presentation.
- Obtaining automatic answers to tests, rubrics, or assessable activities through the use of AI.

Citation and Attribution Guidelines:

- Any use of AI tools must be explicitly acknowledged in the submitted document (e.g., in a footnote or appendix).
- The name of the tool, the purpose of use (e.g., grammatical review, organization of ideas, interview simulation), and where it was used in the work must be indicated.
- Responsible use of AI will be evaluated within the framework of originality, academic honesty, and digital competence.

Additional recommendations:

Students are encouraged to combine the use of AI with traditional methods (manual problem solving, practical session design, direct observation, etc.) to ensure the comprehensive development of their skills.



If there are any doubts about the permitted use of AI in a specific activity, students should consult the faculty responsible for the course.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Attendance at practices.
- M2 Resolution of problems and cases.
- M3 Discussion in small groups.
- M4 Practical laboratories.
- M5 Presentation of content by the teacher.
- M6 Practical lesson.
- M7 Group dynamics and activities.



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
<p>THEORETICAL CLASS: Presentation of contents by the teacher. Competency analysis. Demonstration of capabilities, skills and knowledge in the classroom. M2, M5</p>	R1, R2, R3	20,00	0,80
<p>PRACTICAL CLASS / SEMINAR: Group dynamics and activities. Resolution of problems and cases. Practical laboratories. Data search, computer classroom, library, etc. Meaningful construction of knowledge through student interaction and activity. M1, M3, M4, M6, M7</p>	R1, R2, R3, R4	32,00	1,28
<p>EVALUATION: Set of oral and/or written tests used in the evaluation of the student, including the oral presentation of the final degree project. M2</p>	R2, R4	4,00	0,16
<p>TUTORING: Supervision of learning, evolution. Discussion in small groups. Resolution of problems and cases. Presentation of results before the teacher. Presentation of diagrams and indexes of the proposed works. M2, M3</p>	R1, R2, R3, R4	4,00	0,16
TOTAL		60,00	2,40



LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK: Problem solving. Preparation of exercises, memoirs, to present or deliver in classes and/or in tutoring. M2, M3, M7	R1, R2, R3, R4	20,00	0,80
SELF-EMPLOYED WORK: Study, Individual preparation of exercises, assignments, reports, to present or deliver in classes and/or in tutoring. Activities in platform or other virtual spaces. M2	R2, R3, R4	70,00	2,80
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
1. Introduction to Sports Marketing	Introduction to concepts related to market, advertising, sales, customer, target customer...
2. Study of the sports market: competition, product and target customer	In this section we focus on analyzing, using sociometric and qualitative tools, the opinions, desires and expectations of customers and potential customers regarding their current and future consumption.
3. Creation and design of the marketing strategy	It focuses on the development of objectives and action plans for market selection, competition analysis and pricing and product strategy.
4. Communication tools, media and systems. Communication plan	It focuses on the presentation of the different tools and resources for communication and advertising: online and offline.
5. Evaluation of the marketing strategy and communication plan	It focuses on knowing and mastering the different tools for measuring and evaluating the results of the communication plan.



Temporary organization of learning:

Block of content	Number of sessions	Hours
1. Introduction to Sports Marketing	5,00	10,00
2. Study of the sports market: competition, product and target customer	7,00	14,00
3. Creation and design of the marketing strategy	4,00	8,00
4. Communication tools, media and systems. Communication plan	12,00	24,00
5. Evaluation of the marketing strategy and communication plan	2,00	4,00



References

- Esteban, Á. (1997). Principios de marketing [Texto impreso]. Esic.
- Lambin, J.J. (1995). Marketing estratégico. McGraw-Hill
- Mullin, B. J., Hardy, S., & Sutton, W. A. (1995). Marketing deportivo (1a ed). Paidotribo.
- Nardi, M., Gambau, V., & Ferrand, A. C. (2012). Marketing en el fitness: gestión de servicios deportivos. Paidotribo.
- Sánchez-Buján, P. (2000). Marketing deportivo: la clave del éxito en la gestión de los centros de actividades físico-deportivas y recreativas. Dirección General de Deportes.
- Sánchez-Martín, J. (2013). La fidelización en los centros deportivos: diferénciate, cuida a tus clientes (1a ed.). UOC.
- Somalo, I. (2011) Marketing online y comunicación digital. Wolters Klower
- Acosta, R. (1999). Dirección, gestión y administración de las organizaciones deportivas. Paidotribo
- Calabuig, F., Molina, N., & Núñez, J. (2012). Una aplicación inicial del modelo tridimensional de calidad de servicio en centros deportivos privados. E-balonmano. com: Revista de Ciencias del Deporte, 8(1), 67–81.
- Calabuig, F., Quintanilla, I., & Mundina, J. (2008). La calidad percibida de los servicios deportivos: diferencias según instalación, género, edad y tipo de usuario en servicios náuticos. RICYDE. Revista Internacional de Ciencias del Deporte., 4(10), 25–43.
<http://doi.org/10.5232/ricyde>
- Cherubini, S. (1997). Il marketing sportivo. Analisi, strategie, strumenti. Franco Angeli.
- Colaço, C. (2010). El marketing como instrumento de éxito y búsqueda de mercado, instrumento de marketing. En Área de gestión y dirección deportiva (Vol. 5, p. 112). <http://doi.org/1696-5043>
- FACUA. (2011). Comparativa de precios y servicios en los gimansios españoles. (Boletín No. 732). Facua.org: Federación de consumidores en acción. Recuperado a partir de <http://www.facua.org/es/estudio.php?id=42>
- Flynn, B. B., Schroeder, R. G., & Sakakibara, S. (1995). The Impact of Quality Management Practices on Performance and Competitive Advantage. *Decision Sciences*, 26(5), 659-691.
<http://doi.org/10.1111/j.1540-5915.1995.tb01445.x>
- García, J., Bernal, A., Lara, A., & Galán, P. (2013). La calidad percibida de servicio y su influencia en la fidelidad de usuarios mayores en centros de fitness públicos. *Escritos de Psicología (Internet)*, 6(2), 26-34. <http://doi.org/10.5231/psy.writ.2013.2206>
- García, J., Fernández, J., & Bernal, A. (2014). Perceived quality and loyalty in low-cost fitness center clients. *Suma Psicológica*, 21(2), 123–130.
- García, J., & Pires, F. (2010). Fidelización de usuarios mayores en centros de fitness: Gestión de clientes por programas de actividad física. *RETOS. Nuevas Tendencias en Educación Física, Deporte y Recreación*, (17), 103–106.
- García-Fernández, J., Bernal-García, A., Fernández-Gavira, J., & Velez-Colon, L. (2014). Analysis of existing literature on management and marketing of the fitness centre industry. *South African Journal for Research in Sport, Physical Education and Recreation*, 36(3), 75–91.



- Granada, I. (2003) Una aproximación a los mercados de actividades físico deportivas. Encuentros multidisciplinares, Vol. 5, 14, 13-20
- Imbroda, J. (2014). Gestión deportiva. Análisis de fidelización y la satisfacción del usuario de centros deportivos (Tesis doctoral). Universidad de Málaga.
- Kotler, P., & Meller, K. L. (2006). Dirección de marketing (12a ed). Pearson Prentice Hall.
- Peppers, D., & Rogers, M. (2011). Managing Customer Relationships: A Strategic Framework (2.a ed.). Hoboken, N.J: Wiley John & Sons.
- Reichheld, F. F. (2002). El Efecto lealtad : crecimiento, beneficios y valor último (2a). Ariel.
- lal-Boubeta, J., Varela-Mallou, J., & Rial-Boubeta, A. (2010). Modelización y medida de la Calidad Percibida en centros deportivos: la escala QSport-10. RICYDE. Revista Internacional de Ciencias del Deporte, 6(18), 57-73. <http://doi.org/10.5232/ricyde2010.01804>
- Sánchez-Martín, J. (2014). Cómo aumentar los ingresos en los centros deportivos sin exprimir a los clientes. UOC.