

Higher Education Institution's Response

Date: XX March 2021

- **Higher Education Institution:**
University of Nicosia
- **Town:** Nicosia
- **Programme of study
Name (Duration, ECTS, Cycle)**

In Greek:

Αθλητική Διοίκηση (4 έτη / 240 ECTS, Πτυχίο)

In English:

Sports Management (4 years / 240 ECTS,
Bachelor of Business Administration)

- **Language(s) of instruction:** English
- **Programme's status:** Currently Operating

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the deficiencies noted under the quality indicators (criteria)*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.1.1).*
- *In case of annexes, those should be attached and sent on a separate document.*

0. Introduction and overall assessment

We refer to the report of the External Evaluation Committee (EEC) for the evaluation-accreditation of the program of study: 'Sports Management (4 years / 240 ECTS, Bachelor of Business- Conventional', which was prepared following a virtual visit at the University of Nicosia by the members of the EEC on December 23rd, 2020.

We would like to thank the EEC members for their professional and thorough work during the evaluation of the BBA Sports Management program and their report. We would also like to express our appreciation for the collegial and constructive approach with which they conducted their evaluation. A number of full-time faculty teaching, a number of adjunct faculty as well current students of the BBA sports management program were virtually present during the evaluation of the BBA Sports Management Programme.

The EEC report is extremely positive with very high scores and fifteen out of eighteen sections and categories were marked as "Compliant", with only three sub-sections were marked as 'Partially Compliant'.

As reported by the members of the EEC, the BBA program "Sport Management", embedded in a well-functioning business school and significantly benefits from general systems, structures and processes of quality assurance and student support on the one hand and the supply of business support courses, language expression requirements and elective courses from other departments. The EEC members highlighted the great passion and ambition of everyone involved in the program.

We do appreciate the committee's recommendations for improvement, which will enhance the quality of our program and we will be addressing those in the corresponding section of this response.

In the following sections, we break down the comments and suggestions of the committee and we provide our comments (if any) and the actions taken to address the comments. In order to simplify and make this response report easier to read, we state the EEC findings and strengths for each section together and then we summarise the constructive feedback of the committee and our response.

1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.8, 1.9)

We do appreciate the committee's assessment and feedback. In summary the EEC reports that:

- *The policy for quality assurance of the programme of study has a formal status and is publicly available*
- The programme of study is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes
- The internal policy for the introduction of new programmes sets a focus on a programme design balancing the exams' and assignments' content and the level of the programme and the number of ECTS. The expected student workload in ECTS is defined
- The programme of study is periodically reviewed so that it takes into account the changing needs of the society, the students' workload, progression and completion.
- Information for the effective management of the programme of study is collected, monitored and analysed.

Section 1.1 presents the findings and strengths of the category "Study programme and study programme's design and development" as these were reported by the EEC. Section 1.2 summarises the EEC constructive feedback and our response/actions.

1.1 Findings and Strengths reported by the EEC

Findings

"The policy for quality assurance of the programme of study has a formal status and is publicly available. The internal regulations describe the internal programme evaluation process as a key concept of quality assurance. The organisation and functioning of the quality system is guaranteed through appropriate structures, regulations and processes. Thereby, it supports teaching and administrative staff as well as students to take on their responsibilities in quality assurance. Academic integrity, freedom and anti-discrimination are addressed. External advice is integrated".

"The programme of study is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes. It is designed by involving stakeholders, external expertise and – via the students' feedback in the evaluation procedures – also by involving students. The four purposes of higher education of the

Council of Europe are reflected. The programme of study is designed so that it enables smooth student progression.”

“The internal policy for the introduction of new programmes sets a focus on a programme design balancing the exams’ and assignments’ content and the level of the programme and the number of ECTS. The expected student workload in ECTS is defined. According to the internal regulations the process and guidelines for the introduction of new programmes are in line with the Bologna Process Declaration and more specifically with the Tuning Methodology in Developing and Evaluating Programmes. Thus, student workload and learning outcomes and competences are important points of reference and are considered as an integral part of a programme and course syllabi. Thus, the programme of study is subject to a formal institutional approval process. Furthermore, it results in a qualification that is clearly specified and communicated and refers to the correct level of the National Qualifications Framework for Higher Education and the Framework for Qualifications of the European Higher Education Area.”

“The programme of study is periodically reviewed so that it takes into account the changing needs of the society, the students’ workload, progression and completion. Clear, accurate, up-to-date and readily accessible information about selection criteria, intended learning outcomes qualification awarded, teaching, learning and assessment procedures, learning opportunities available to the students and some graduate employment information is published. Information for the effective management of the programme of study is collected, monitored and analysed.”

“Information for the effective management of the programme of study is collected, monitored and analysed. This comprises key performance indicators, profile of the student population, student progression, success and drop-out rates, students’ satisfaction, learning resources and student support available and career paths of graduates.”

Strengths

“The centralized quality assurance system with its standard procedures covers all programmes of study is definitively a strength. Another strength is the orientation towards needs of the sport management labour market and inclusion of advice from external stakeholders”.

1.2 Constructive Feedback by the EEC

1.2.1: “More differentiated graduate employment information would be helpful. Especially quantitative information about the labour market success of graduates would be much appreciated”.

Action/Response

The programme is in constant collaboration with the career success center of the University of Nicosia in collecting information about our alumni and we are proud to have a number of success stories as the ones that have been presented to the EEC

committee during the presentation of the BBA Sports Management programme. All graduates are registered as UNIC alumni upon their graduation and we keep a close communication with them through the career center that support them through their career path.

2. Teaching, learning and student assessment

(ESG 1.3)

We do appreciate the committee's assessment and feedback. In summary the EEC reports that:

- The programme seems to fully satisfy the standards and expectations of a higher education institution.
- The programme seems to integrate a diversity of teaching methods that is relevant to achieve the various teaching and learning outcomes, as well as the development of diverse analytical and professional skills.
- Quality improvement seems to be in place to integrate students' feedback and improve teaching delivery and contents and put them at the centre of the process
- Practical training seems well integrated in line with the nature and focus of the programme.

Section 2.1 presents the findings and strengths of the category "Study programme and study programme's design and development" as these were reported by the EEC. Section 2.2 summarises the EEC constructive feedback and our response/actions.

2.1 Findings and Strengths reported by the EEC

Findings

"Regarding the process of teaching and learning, the programme seems to fully satisfy the standards and expectations of a higher education institution. The contents of each module are relevant, well defined and structured, intended learning outcomes are clearly identified, progression (e.g. pre-requisites) between modules is defined, and teaching methods are well supported and integrated with virtual/online resources. Teaching and learning resources seem all very satisfactory, except maybe for some sport facilities, students estimated could be improved".

"As for the teaching methods, the programme seems to integrate a diversity of teaching methods that is relevant to achieve the various teaching and learning outcomes, as well as the development of diverse analytical and professional skills. For instance, group work, flip teaching, problem-based learning and case studies are used in classes. Students expressed

their satisfaction regarding this aspect. In relation with these objectives and methods, students' assessment seems particularly satisfactory. One particularly positive element that was mentioned is the interaction between the staff and the students, which seems to strongly contribute to students' progress and wellbeing".

"Moreover, a solid system of quality improvement seems to be in place to integrate students' feedback and improve teaching delivery and contents and put them at the centre of the process. The diversity of students – student athletes and students with special needs – is also taken into consideration and procedures are put in place to offer them support and adjust to their needs. The term flexibility was often used to qualify this sense of adjustment and adaptation to the needs of various students".

"Practical training seems well integrated in line with the nature and focus of the programme. It is exemplified by the links with sport organisations (e.g. volunteering opportunities, event organisation), the role of practitioners within the teaching team and the internship experience, which is found by the teaching team in connexion with students' aspirations and projects. The double evaluation by the academic and professional tutors of the internship's also demonstrates this integration of practical training".

Strengths

- "The overall teaching and learning system that goes from the macro to the micro, from the university level, to the programme level via the school and department level.
- The practical training and the links with the sport sector.
- The interaction and proximity between the students and the teaching staff".

2.2 Constructive Feedback by the EEC

2.2.1: "Possibly, in order to reinforce the link with the sport sector and industry for internships, module co-design, and partnerships, a more formalized relationship could be established for instance via an "advisory board" or "committee", which could gather key partner sport organisations".

Action/Response

We welcome the recommendation from the members of EEC and we would like to underline that BBA Sports Management has strong relationships and collaborations with sport organisations among others with Cyprus Sports organization, Cyprus Football association, FIFPRO, Cyprus Olympic Committee, Greece Olympic Committee.

2.2.2 "Although research seems to inform well the programme, it could be interesting to offer opportunities to students in their final year to take part in research conducted by the Leisure, Tourism, Sport Research and Development to increase their familiarity with research in the sport management field".

Action/Response

We thank the members of the EEC for this recommendation. We would like to add that we have considered this in our revised syllabus as we strongly emphasize research through assignments and industry case-studies. Joint research with students has been embedded in the programme with the addition of the new course e.g. THOM-300 Conferences and Exhibitions that students are required to organize an international conference and present their own research work. The recommendation of EEC, for students to be involved in research projects, is important inasmuch as it increases students' familiarity with the sport management field.

3. Teaching Staff (ESG 1.5)

We do appreciate the committee's assessment and feedback for teaching staff. The EEC reports that:

- The participants in the Sports Management programme study a spectrum of issues related to sports and sport business
- The programme also aims at providing the participants with the capacity of applying in practice and analysing and evaluating market data and circumstances to their advantage.
- The programme of studies covers the basic ideas, practices and techniques in sport management, thus enabling students to develop analytical and transferable skills required by the sports industry
- The courses in the Major Requirement module account for 90 ECTS, of which the majority directly or indirectly are sport related.

Section 3.1 presents the findings and strengths of the category "Study programme and study programme's design and development" as these were reported by the EEC. Section 3.2 summarises the EEC constructive feedback and our response/actions.

3.1 Findings and Strengths reported by the EEC

Findings

"The participants in the Sports Management programme study a spectrum of issues related to sports and sport business. The students should be able to develop a comprehensive understanding of sport management operations and processes, which they will meet during their professional careers".

"The programme of studies covers the basic ideas, practices and techniques in sport management, thus enabling students to develop analytical and transferable skills required by the sports industry. The programme also aims at providing the participants with the capacity of applying in practice and the programme consists of a mixture of compulsory and elective courses. All course has a work-load of 6 ECTS, and each student need to have a total of 240 ECTS. The courses in the Major Requirement module account for 90 ECTS, of which the majority directly or indirectly are sport related. The other modules are called Business Support requirements (78-90 ECTS), Language Expression Requirements (18- 30 ECTS), Computer Electives (12-18 ECTS), Mathematics Electives (12-18 ECTS), Humanities Electives (12-18 ECTS)".

Strengths

“The general management courses are appropriate and should give students the necessary background to study the specialised courses in the Major Requirement module. The teaching staff have adequate competence in these disciplines. The majority of the courses in the Major Requirement module are appropriate in a sport management programme. This involves specialized courses in management, sport law, ethics, to mention some”.

3.2 Constructive Feedback by the EEC

3.2.1“The major weakness we have identified is the lack of courses in sport economics. The Business Support Requirements module include courses in Microeconomic and Macroeconomic. These courses will provide students with theoretical perspectives that can be applied to analyse sport economic related issues. Examples can be team sports economics, the economics of the media, welfare economic analyses of the public sector’s involvement in sport, and the economics of major sports events. However, the content in the Major Requirement courses indicates that such topics are sufficiently covered. Although some courses address sport political issues, they do not analyse the public sector’s involvement in sport related activities by means welfare economic theories. Other theoretical perspectives that could have been appropriate to apply in a sport related context are principal-agent theory and theory. In summary, the literature covering sport business courses seems to be more sociology oriented than economic oriented”.

Action/Response

We thank the members of the EEC for this recommendation, which allows us to further improve the content of the submitted BBA Sports management programme. We confirm the addition of a new course, titled ‘SPRT-306 Sports Economics’ (kindly find the syllabus is in the Appendix). The new module examines the fundamental economic concepts and principles in the context of the sports industry.

In addition, three major courses (SPRT-403 Technology in Sports; SPRT-404 Analysis of the Sports industry; and SPRT -407 Case studies and Sports Management) have been revised in order to reflect EEC’s committee recommendations on literature and sports economics. The revised syllabi, along with an updated structure of the BBA Sports management programme, are in the Appendix.

4. Students

(ESG 1.4, 1.6, 1.7)

We do appreciate the committee's assessment and feedback for teaching staff. The EEC reports that:

Section 4.1 presents the findings and strengths of the category "Study programme and study programme's design and development" as these were reported by the EEC. Section 2.2 summarises the EEC constructive feedback and our response/actions

4.1 Findings and Strengths reported by the EEC

Findings

'The regulations regarding student admission are pre-defined and published. The whole process, guidelines and policy statements for admission to the program are available online and candidates can find the requirements needed (<https://www.unic.ac.cy/admissionrequirements/application-procedure>). The program accepts students that fulfil the criteria of a High School Leaving Certificate and transcript and good knowledge of English language. The administration of the program is also available to support the applicants with the whole process'.

'Regarding student's progression, there are mechanisms and tools that monitor students' performance. The program through platforms such as Portal and Moodle, communicates with the students, gives grades/feedback and track down the progress of them. Lecturers provide comprehensive and constructive feedback to students on course tasks, activities and coursework in a structured way so that students can better understand the assessment and relevant requirements. Furthermore, by analysing students' performance or absences of each student the program tries to identify students that are not progressing as they should (poor performance or lack of participation). In such cases, the program contacts the students directly to identify the reason and to find a collective supporting approach for the solution of the problem'.

'The progress of students is continually measured during the semester, using different methods and techniques such as face-to-face evaluations, assessments, quizzes, tests, projects, case studies and forum discussions, all structured based on the learning outcomes and goals of the course. Students therefore receive feedback on their results during the semester and can contact their lecturers with any questions. Both methods of formative and summative evaluation are used. Students overall feel comfortable to discuss with their lecturers and academic supervisors any issues or concerns (good communication, approachable professors and constant support offered). The program uses evaluation forms for student's feedback collection'.

"Students with special needs have a special treatment. Students will be assessed and treated according to their skills and abilities and will be given equal opportunities to function successfully within the program. In particular, the program has a centre that tracks the

progress of such students while offering continued support. (ex. helping students with psychological issues)".

"The regulations regarding student recognition are pre-defined, published and seem to be fair. Furthermore, the program offers the opportunity and supports students to have an internship in Sports organisations in Cyprus to gain experience. In addition to that, the university promotes mobility actively by being part of the mobility program ERASMUS plus. An evaluation report is filled during their internship that contains how the students spend their time, students and organisation's feedback etc. (students also get a grade for their internship). 17 The regulations in the Academic Policies of the University (<https://www.unic.ac.cy/wpcontent/uploads/2.-AcademicPolicies.pdf>) explain which requirements the students must meet to obtain an Academic Award. A bachelor's degree requires a completion of at least 120 credits/240 ECTS. Thus, regulations regarding student certification are predefined and published".

Strengths

- "Clear rules on admission procedures, manuals on website
- Academic advisors supervise the student progression and may intervene in case of lower performance. Students feel comfortable to provide feedback and address any issues or concerns to their professors.
- Opportunities for internships in abroad and within Cyprus".

4.2 Constructive Feedback by the EEC

N/A

5. Resources

(ESG 1.6)

We do appreciate the committee's assessment and feedback. In summary the EEC reports that:

- According to the student representatives the teaching and learning resources are adequate, accessible and supporting the achievement of objectives of the programme
- The physical resources are adequate to support the study programme.
- All resources are fit for purpose and students are informed about the services available to them.
- Human support resources are generally adequate to support the study programme
- Students' mobility within and across higher education systems is encouraged and supported.

Section 5.1 presents the findings and strengths of the category "Study programme and study programme's design and development" as these were reported by the EEC. Section 5.2 summarises the EEC constructive feedback and our response/actions.

5.1 Findings and Strengths reported by the EEC

Findings

"According to the student representatives the teaching and learning resources are adequate, accessible and supporting the achievement of objectives of the programme. All resources seem to be fit for purpose. However, it is not clear whether the teaching and learning resources would be still appropriate if the programme shifts towards a more theory-/research-led way of teaching (as suggested by the EEC). Here, among others the (electronical) access to the leading sport management journals has to be guaranteed".

"The physical resources are adequate to support the study programme. Some student representatives complained the lack of recreational and of sports facilities. But if the programme would shift toward a more theory-/research-led way of teaching (as suggested by the EEC), this argument would be weakened. The Library of the University of Nicosia offers a collection of 90,000 volumes, 800 print journals and thousands of journal articles available electronically through various data banks, a number of e-journals, e-books. Access to relevant academic databases is given. However, it is not clear whether the university offers access to most relevant sport management sources (the leading journals ESMQ, JSM, SMR, IJSMS, IJSF, JST etc. and the database Discus). All resources are fit for purpose and students are informed about the services available to them".

"Human support resources are generally adequate to support the study programme. There is a Pedagogical support unit (PSU) implemented dedicated to the support of all faculty members in educational and pedagogical aspects of teaching. PSU offers faculty members a series of professional development workshops relevant to education and pedagogy. However, since the EEC recommends a stronger orientation towards a more theory-/research-led way of teaching, personnel development policy should also focus a stronger

connection to the international sport management community (e.g., attending EASM conferences, joining international research groups, publishing in leading journals). All resources are fit for purpose and students are informed about the services”.

“The Student Success Centre (SSC) provides support covering the needs of a diverse population. Students are informed about the services available to them. Students’ mobility within and across higher education systems is encouraged and supported”.

Strengths

“Premises and study facilities are well developed. PSU and SSC are important organisational support units. The procedures are well student-centred”.

5.2 Constructive Feedback by the EEC

“To improve the program more theory-/research orientated learning resources of sport management should become accessible and be utilized in the programme. This includes access to the leading sport management journals and the database DISCUS”.

Action/Response

We welcome EEC’s constructive feedback. The University of Nicosia Library offers access to over 100 databases, which contain various types of resources (e.g. articles, conference proceedings, chapters, scientific magazines et cetera). Students have on- and off-campus access to electronic resources via OpenAthens and Proxy Server authentication. Our database includes the following:

- SPORTDiscus with Full Text (EBSCO)
- Law in Sport
- ABI/INFORM Complete (ProQuest)
- Asian & European Business Collection (ProQuest)
- Business Market Research Collection (ProQuest)
- Business Source Ultimate (EBSCO)
- Regional Business News (EBSCO)
- Biology Database (ProQuest)
- CINAHL Plus with Full Text (EBSCO)
- Family Health Database (ProQuest)
- Health Management Database (ProQuest)
- Health Source: Consumer Edition (EBSCO)
- Medline Complete (EBSCO)
- Public Health Database (ProQuest)
- Academic Search Ultimate (EBSCO)
- Education Research Complete (EBSCO)
- APA PsycArticles & PsycInfo
- Scopus
- JSTOR
- Oxford Reference Online
- SAGE Research Methods Video
- ProQuest Dissertations & Theses Global

Moreover, the journal collection from leading publishers includes:

- Emerald
- Taylor & Francis
- SAGE
- Elsevier
- Springer Nature
- Wiley
- Oxford University Press
- Cambridge University Press
- OVID

The ebook collection is comprised by the following:

- EBSCO eBook Collection
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- Publishers' collections (Elsevier, Springer, Wiley, Emerald, Oxford, Cambridge University Press)

6. Additional for distance learning programmes (*ALL ESG*)

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7. Additional for doctoral programmes (*ALL ESG*)

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8. Additional for joint programmes (*ALL ESG*)

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B. Conclusions and final remarks

We would like to thank the members of the EEC for the overall evaluation of the program and their constructive comments. Overall, the EEC evaluated the program as compliant in 15 out of 18 categories and sub-areas of assessment and partially compliant in 3 out of 18 categories and sub- areas. We are satisfied that the members of the EEC provided very positive comments. We specifically express our appreciation about EEC's comment *"Therefore, the EEC supports the accreditation of the program"*, and we are looking forward to the accreditation of the BBA Sports Management programme.

Section B.1. Reports the conclusions and the final remarks of the EEC.

B.1 Conclusions and final remarks by the EEC

"The university has presented an overall good BBA program "Sport Management", which is embedded in a well-functioning business school and significantly benefits from general systems, structures and processes of quality assurance and student support on the one hand and the supply of business support courses, language expression requirements and elective courses from other departments. It is also worth highlighting the great passion and ambition of everyone involved in the program. The exchange with the labor market (the sports industry) also seems to work well. Therefore, the EEC supports the accreditation of the program.

Nevertheless, with regards to the academic foundation of the core courses ("major requirements") and the associated resources the EEC could detect opportunities for improvement. Our recommendations comprise (1) implementing sports economics course(s) and (2) strengthening the connection between teaching personnel (responsible for the major requirements) and the academic community in sport management in order to further develop the human resources.

Strengthening this connection could be achieved by active participation in conferences such as the conferences of the European Association for Sport Management, establishing incentives to encourage the teaching personnel to publish in appropriate journals such European Sport Management Quarterly, Journal of Sport Management or Sport Management Review and/or guaranteeing lecturers and students access to those journals (via the library and utilizing them in courses). We wish the University of Nicosia good success with this programme of study".

Action/Response

We thank EEC for their constructive feedback, which is highly appreciated.

Regarding the first recommendation, we confirm that a new module has been added in the pathway, titled Sports Economics. In addition, a number of course syllabi (their LOs, content and bibliography) have been updated, to reflect the constructive feedback of EEC regarding the economic aspects of the programme.

Regarding the second recommendation, we confirm the connection of the programme's teaching personnel with the academic community in sports management. As there is always space for improvement, faculty will be encouraged to participate in conferences, such as the European Association for Sport Management, and further publish in appropriate journals, such as the European Sport Management Quarterly, Journal of Sport Management and Sport Management Review. In addition, we reconfirm faculty members' and students' access to SPORTDiscus with Full Text (EBSCO), among other relevant databases.

We truly appreciate that “[...] the EEC supports the accreditation of the program.” We thank EEC for the wishes regarding the prospect of the programme and its positive review.

C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Prof. Angelika Kokkinaki	Dean, School of Business	
Prof. Despo Ktoridou	Head, Department of Management	
Dr. Leonidas Efthymiou	Program Coordinator	

Date: March 31st 2021

Appendix

Structure of The BBA Sports Management Programme Of Study

PROGRAMME REQUIREMENTS	ECTS
Major Requirements	96
Business Support Requirements	72-84
Language Expression Requirements	18-30
Computer Electives	12-18
Mathematics Electives	12-18
Humanities Electives	12-18
Total ECTS	240

MAJOR REQUIREMENTS	96 ECTS
SPRT-201 History of Sports and Society	6
SPRT-207 International Sports Management	6
SPRT-302 Sports Development Management	6
SPRT-308 Sports PR and Marketing (New Course)	6
SPRT-304 Sports Law	6
SPRT-305 Strategic Planning for Sport Organization	6
SPRT -306 Sports Economics	6
SPRT-401 Human Performance Management	6
SPRT-402 Sports Facilities Management	6
SPRT-403 Technology in Sports	6
SPRT-404 Analysis of the Sports Industry	6
SPRT-405 Ethics in Sports	6
SPRT-407 Case studies in Sports management	6
THOM -300 Conferences and Exhibitions (New Course)	6
THOM -450 Strategic Management (New Course)	6
MGT-482 Human Resource Management	6

BUSINESS SUPPORT REQUIREMENTS	78-90 ECTS
ACCT-110 Accounting I	6
ACCT-111 Accounting II	6
BADM-230 Business Law	6
BADM- 234 Organizational Behavior	6
BADM-431 Research Methods in Business	6
BADM-439 Senior Simulation in Business	6
BADM-475 Strategy and Business Policy	6
BADM-493 Final Year Project	6
ECON-261 Principles of Microeconomic R	6
ECON-262 Principles of Macroeconomics R	6
FIN-266 Managerial Finance	6
MGT-281 Introduction to Management	6
MGT-355 Leadership in Organizations	6
BADM 486 Task based Internship	6
MGT-472 Change Management	6
LANGUAGE EXPRESSION REQUIREMENTS	18-30
Notes: (1) Placement in the English courses is done on the basis of a Placement Test or tests such as TOEFL or GCE. (2) Students must complete BADM-231 or BADM-332.	
BADM-231 Business Communication	6
BADM-332 Technical Writing & Research	6
BENG-100 College English	6
COMM-200 Business & Professional Communication	6
ENGL-100 Basic Writing	6
ENGL-101 English Composition	6

COMPUTER/MIS REQUIREMENTS		12-18
Note: Or any other COMP-, MIS-, or MULT- course.		
MIS-151	Business Software Applications	6
MIS-251	Information Systems Concepts	6
MIS-390	E-Business	6
MIS-220	Technologies of the Social Web	6
MATH REQUIREMENTS		12-24
MATH-105	Intermediate Algebra	6
MATH-108	Finite Mathematics with Applied Calculus	6
MATH-221	Statistics I	6
MATH-321	Statistics II	6
MIS-270	Statistical Applications in Business	6
IMGT-486	Quantitative Methods	6
HUMANITIES & SOCIAL SCIENCE ELECTIVES		12-24
Note: Or any language course with FREN-, GERM-, ITAL-, RUS-, SPAN-, GREK- prefix		
ESCI-200	Society & Environment	6
SOC-101	Principles of Sociology	6
PSY-210	Social Psychology	6
PHIL-101	Introduction to Philosophy	6
PHIL-120	Ethics	6
PSY-110	General Psychology	6
PSY-111	General Psychology II	6
UNIC-100	University Experience	6
TOTAL ECTS		240



Course Code SPRT 306	Course Title Sports Economics	ECTS Credits 6
Department Management	Semester Fall, Spring	Prerequisites ECON-261, ECON-262
Types of Course Core	Field Economics	Language of Instruction English
Level of Course 1st Cycle	Year of Study 3 rd	Lecturer Mr. Marios Christou
Mode of Delivery Face-to-Face	Work Placement N/A	Co-requisites None

The main objectives of the course are to:

- Examine fundamental economic concepts and principles in the context of the sports industry.
- Illustrate key economic principles and definitions and how they relate to sports
- Illustrate the economic role of competition in sports and the development of professional teams
- Identify the sources of revenues and costs for professional sports and their impact on the market participants.
- Identify how macroeconomic variables and how sports can affect macroeconomic policies and objectives.

Learning Outcomes

After completion of the course students are expected to be able to:

- Understand the fundamental economic concepts and principles in the context of the sports industry
- Explain how economic theory and specific principles apply to the markets relating to sports (teams/leagues competitions, labour market, broadcasting market etc)
- Identify the sources of revenues and costs in professional sports and their economic impact
- Use applied economic techniques to analyse conceptual problems faced by agents in sports markets.
- Explain the macroeconomic environment and describe the mechanisms of government intervention at a macro level.
- Analyse the impact of sports events on the national economy and economic development

Course Content

- Introduction to the concept of economics of sports
- Key economic principles, the definition and the political context of sports
- Welfare economic theories
- The demand and supply for mass participation in sports
- The economics of competition in connection with sports and the professional team sport
- The nature and measurement of “uncertainty of outcome” in the contest theory (the management and evolution of sports leagues)
- Sources of revenues and costs for professional sports (attendance and broadcast demand, the labour market)
- Market structures and players’ costs for teams (wage differentials in sports)

- The economics of sports events and investments in infrastructures (cases of Olympic Games).
- The public sector's involvement in sport related activities.

Learning Activities and Teaching Methods:

Lectures, tutorials, case-study analysis, flip teaching and problem-based learning

Assessment Methods:

Midterm exam, final exam, case-study presentations, project

Required Textbooks/Reading:

Authors	Title	Publisher	Year	ISBN
Michael Leeds Peter von Allmen Victor A, Natheson	The Economics of Sports: Internationsl Student edition	Routledge	2018	978-0815368243
Paul Downward, Alistair Dawson, Trudo Dejonghe	Sports Economics, Theory, Evidence and Policy,	Routledge	2009	978-0-7506-8354-8

Recommended Textbooks/Reading:

A number of textbooks and other readings can be located in the University of Nicosia's library. Further reading guidance will be provided by the lecturer on a weekly basis.

Course Code	Course Title	ECTS Credits
SPRT-403	Technology in Sports	6
Prerequisites	Department	Semester
Senior	Management	Fall / Spring
Type of Course	Field	Language of Instruction
Major	Sports Management	English
Level of Course	Lecturer(s)	Year of Study
Undergraduate	Dr Christoforos Yiannaki/ Andreas Vasileiou	Fourth
Mode of Delivery	Work Placement	Co-requisites
Face to Face	N/A	None

Course Objectives:

The main objectives of the course are to:

- Introduce the student to the relevance of technology in sport
- Provide a historical overview of how sports equipment have evolved over time and how the technological advancements have contributed to this
- Examine the relevance of technology in sports training, sports science and sports competition.
- Provide the areas of sporting practice in which technology is applied
- Provide the relationship between technology and sports promotion, marketing and broadcast

Learning Outcomes:

After completion of the course students are expected to be able to:

- Describe how technology has influenced modern sport
- Explain how technology is relevant to other aspects of sport like training and research
- Distinguish the areas of sport where technology is applied
- Contrast on the relevance of technology in sports promotion and marketing
- Correlate the contribution of sport technology in economy and revenue making
- Illustrate the new technology devices to help professionals and athletes improve their knowledge

- Analyze the emerging technologies and considers how sport managers can meet challenges

Course Content:

- Historic overview of sports equipment
- The double relationship between technology and sport development
- Clothing and protective gear
- Footwear
- Playing surfaces
- Team Sport large equipment
- Electronic timing systems
- Media and sport
- Sports simulations

Learning Activities and Teaching Methods:

Lectures, videos, presentations, assignments, exercises, tutorials, problem-based learning

Assessment Methods:

Presentations, assignments, exercises, participation, attendance, quizzes, Mid-Term exam, Final exam

Required Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Emerging Technologies in Sport	Cheryl Mallen	Routledge	2019	1351117882
The Use of Technology in Sport	Daniel Almeida Marinho, Henrique P. Neiva	BoD – Books on Demand	2018	1789844827
Synergy Sports Technology Second Edition	Gerardus Blokdyk	5STARCOOKS	2018	9780655367512

Recommended Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Sport and technology: An actor-network theory perspective	Kerr, Roslyn	Manchester University Press	2016	9781784995201



Course Code	Course Title	ECTS Credits
SPRT 404	ANALYSIS OF THE SPORTS INDUSTRY	6
Prerequisites	Department	Semester
Senior	MANAGEMENT	FALL
Type of Course	Field	Language of Instruction
MAJOR	SPORTS MANAGEMENT	ENGLISH
Level of Course	Lecturer(s)	Year of Study
UNDERGRADUATE	Dr Christoforos Yiannaki/ Andreas Vasileiou	4
Mode of Delivery	Work Placement	Co-requisites
FACT-TO-FACE	N/A	NONE

Objectives of the Course:

<p>The main objectives of the course are to:</p> <ul style="list-style-type: none">•Provide an overview of what the sport industry is and how it has grown in the past century•Examine the diverse aspects of sport industry/business such as a sport league, brand, and team• Analyze the impact of the communication media industry on the sport industry• Examine the impact of professionalism on the sports industry• Provide various examples of the sport industry components on a global context
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Learning Outcomes:

<p>After completion of the course students will be expected to be able to:</p> <ol style="list-style-type: none">1. Recognize the role of the sport industry in the context of modern economy2. Identify the “firms” within sport industry and what products and services they produce3. Illustrate the relationship between the sport industry production and modern consumer demands
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4. Distinguish the differences sport industry has from other industries in modern societies and economies
5. Comprehend the various ways profit is made through sport (professional sport, mega-events, Olympic Games, sports consumption)
6. Analyze the factors contributing to the development of the sport industry (media industry, sport facilities, media rights, sponsorship)
7. Criticize the sport finance and financial management in the sport industry.
8. Enhance knowledge on research methods in the sports industry, analyze data and use real world scenarios from Sports industry professionals.

Course Contents:

- Sport Industry and its scope
- Sport Organizations and Profitability
- Mega Sporting Events
- Olympic Games from the aspect of Business
- Revenue making ways in sport
- Sport Leagues as components of the Sport Industry
- Sport Industry and the Media
- Sport and Economy
- State involvement in the Sport Industry

Learning Activities and Teaching Method#

Lecturers, Continuous Assessment (formative and summative) through Case-based Learning, Problem-based Learning, teamwork, videos and presentations

Assessment Methods:

Students' PowerPoint presentations, assignments, exercises, pop-quizzes, Mid-Term exam, Final exam

Required Textbooks/Reading

Title	Author(s)	Publisher	Year	ISBN
Sport Industry Research and Analysis	Jacquelyn Cuneen David A Tobar	Routledge	2020	1000029743
Financial Management in the Sport Industry	Brown T Matthew	Taylor & Francis	2016	1351817477
The Business of Sport A SOCIOLOGICAL, PSYCHOLOGICAL, AND HISTORICAL ANALYSIS OF SPORTS THROUGH THE AGES	Adrian J. Tan	Cognella	2020	978-1-5165-3421-0 (pbk) / 978-1-5165-3422-7 (br)
Brand Platform in the Professional Sport Industry Sustaining Growth through Innovation	Jingxuan Zheng Daniel S. Mason	Palgrave Pivot	2018	978-3-319-90353-8

Recommended Textbooks/Reading

Title	Author(s)	Publisher	Year	ISBN
Sport Industry Research and Analysis An Approach to Informed Decision Making	Jacquelyn Cuneen, David Tobar	Routledge	2017	9781315212944
Financial Management in the Sport Industry 2nd Edition	Brown T Matthew, Daniel Rascher, Mark S Nagel Chad D. McEvoy	Routledge	2017	978-1-62159-012-5



Course Code	Course Title	ECTS Credits
SPRT-407	Case Studies in Sports Management	6
Prerequisites	Department	Semester
Senior	Management	Fall / Spring
Type of Course	Field	Language of Instruction
Major	Sports Management	English
Level of Course	Lecturer(s)	Year of Study
Undergraduate	Prof.Nikos Kartakoullis	Fourth
Mode of Delivery	Work Placement	Co-requisites
Face to Face	N/A	None

Course Objectives:

The main objectives of the course are to:

- Examine the major issues faced by a number of sports and sports organizations around the world
- Provide the student the opportunity to apply material they have learned in related courses by reviewing cases in sports management/marketing
- Enhance the student's understanding about the relevance of the theoretical knowledge and real cases and situations
- Provide the student the opportunity to examine an array of sports management/marketing situations and cases
- Serve as an "exhibition game" in which the student can practice decision making, alternative solutions and make mistakes in a cost and risk free setting

Learning Outcomes:

After completion of the course students are expected to be able to:

1. Apply theoretical knowledge to sports management/marketing cases and situations
2. Make effective decision making regarding the management/marketing of various sports and sports organizations
3. Recognize the most common challenges sports and sporting organizations face at a national, continental and international level
4. Assess sports marketing/management situations and have the ability to identify mistakes and find alternative solutions
5. Analyze, plan and strategize in a variety of situations and cases
6. Illustrate international sports industry and the competition of the global marketplace
7. Analyze and Criticize case studies that show how contemporary sport business is done into commercial management practice

Course Content:

1. Tools for case analysis
2. Sporting goods companies' cases
3. International events marketing
4. New-found sports and events marketing
5. Tickets sales and fans' related cases
6. Teams and franchise merchandise
7. Charity sports events
8. Television and internet sports marketing cases
9. Olympic marketing
10. Celebrity athletes and endorsements

Learning Activities and Teaching Methods:

Lecturers, Continuous Assessment (formative and summative) through Case-based Learning, Problem-based Learning, teamwork, videos and presentations

Assessment Methods:

Students' PowerPoint presentations, assignments, exercises, Mid-Term exam, Final exam

Required Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
International cases in the business of sport	Simon Chadwick, John Beech	Taylor & Francis	2017	9781138802452
Case Studies in Sport Development	Robert J. Schinke	Unknown Publisher	2021	9781935412625
Case Studies in Sport Diplomacy	Craig Esherick	Fit Publishing	2018	9781940067056

Recommended Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Case Studies in Sport Socialisation	Mark Brooke	Common Ground Research Networks	2019	978-1-86335-142-3