

Module Syllabus

MIM116 Sports Business Management and Strategy

Lecturer:	Francesca Mei
Term, year:	Winter, 2023
Number of ECTS:	6
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1. Module Description

The module takes an in-depth examination of functional management and business practices within the contemporary environment of the multibillion-dollar sports industry. It also presents a comprehensive discussion of strategic management and its components as they apply to sports organizations. Upon completion of the module, students will demonstrate the capability to use sports management knowledge and skills to manage people and projects efficiently within sports organizations. They will also be able to develop competitive business strategies for a sports business.

NOTE: The content of this module is regulated by the Malta Further and Higher Education Authority (MFHEA).



2. Module Learning Outcomes

Competencies – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

- a) C.1. Manage people and projects in sports organizations and transform sports businesses contexts that are complex and unpredictable and require new strategic approaches;
- b) C.2. Take responsibility for reviewing and creating guiding principles to help navigate functional and strategic business decisions in sports organizations;
- c) C.3. Have the learning skills to allow continuation to specialize further in sport management and develop practical skills of strategic management applied within the sport business industry.

Skills – at the end of the module/unit the learner will have acquired the following skills:

Applying knowledge and understanding

The learner will be able to:

- a) S.1. Demonstrate capability in using sport management knowledge and skills to manage people and projects efficiently within sports organizations;
- b) S.2. Administer and evaluate contemporary sports management approaches and individual functional dimensions and their importance in strategy and success of sports organizations;
- c) S.3. Demonstrate specialized problem-solving skills required to develop and manage adaptive and operational strategies for a sport organization;
- d) S.4. Be able to adapt to the fast-changing sports business environment by strategically analyzing the sports organization in the context of the sport industry and associated environments using a variety of methods and frameworks and indicating what strategies an organization could implement in the light of emerging trends and challenges.

Judgement Skills and Critical Abilities – at the end of the module/unit the learner will have acquired the following judgement skills and critical abilities:

The learner will be able to:

- a) JS.1. Perform critical evaluation of individual functional dimensions within a sports organization and their impact on organizational success;
- b) JS.2. Critically analyze the concept of performance management in sport organizations and assess how the special features of sport necessitate the formulation of a sport-specific model of performance management;
- c) JS.3. Perform critical analysis of external and internal environment of a sports organization with the purpose of solving functional and strategic problems.

3. Module Topics and Content

Week	Topics and Content	Class Activities	Formative Assessment	Readings
Week 1	<p>Class 1:</p> <p>Module Introduction</p> <p>Module Introduction and an overview of the Sports Ecosystem</p>	<p>Discussion – Personally, Significant Sport (25 minutes)</p> <p>As a class, students will discuss the sport that has played the most significant role in their lives personally and professionally. A discussion on sporting background,</p>		<p>Sotiriadou, P. & Bosscher, V. (2018). <i>Managing High-performance Sport: Introduction to Past, Present, and Future considerations. European Sport Management Quarterly</i>, 18(1), 1-7.</p>

		experience, and future objectives/goals.		
	<p>Class 2:</p> <p>Athletes and Agents, overview of salary structures in pro sports contracts</p>	<p>Group Work: Role play - Contract negotiation exercise (45 minutes)</p> <p>The class will divide into two groups—one assuming the role of the sports agent, and the other group assuming the role of the athlete.</p> <p>Students will complete the in-class contract negotiation for the "Fie's Agent" HBS Case Study (available in the activities folder). Each side will finalize</p>		<p>Sharp, L. Moorman, A., Claussen, C. (2014). <i>Sport Law: A Managerial Approach</i> (3rd ed.). Sco1sdale, AZ: Holcomb Hathaway.</p>

		<p>their negotiation outcome.</p> <p>Subsequently, we will evaluate and discuss the extent to which the two sides have reached an agreement on the football contract.</p>		
Week 2	<p>Class 3:</p> <p>Athlete endorsement and management structures</p>	<p>Case Study: Endorsement (30 minutes)</p> <p>The class will divide into groups of 3-4.</p> <p>Students will complete the in-class sponsorship exercise on HBS' Maria Sharapova Case B (The case can be found in the activities folder). In this exercise, they will have to choose between two endorsement opportunities presented and provide thorough</p>	<p>Formative Assessment 1: Case Study (20%)</p> <p>Each group will prepare a 500–800-word document on their decision regarding the Sharapova endorsement opportunity, citing information from class and the readings and citing their sources in APA style.</p>	<p>Masteralexis, L. et al. (2018). <i>Principles and Practice of Sport Management</i> (6th ed.) Jones & Bartlett Learning.</p>

		reasoning for the option they choose.		
	<p>Class 4:</p> <p>Sponsorship in sport. An overview of different activation strategies and sponsorship structures</p>	<p>Flipped Classroom:</p> <p>Students will watch pre-recorded material and content on sponsorship and activation at home, taking the initiative to write about specific sponsors and their role in their respective sporting leagues.</p> <p>Preparation: 1 hour</p> <p>During the discussion and feedback session, which lasts 1 hour, students will share their findings with the class.</p>	<p>(20%)</p> <p>Snickers Street Olympic Activation Campaign (provided in video link and flipped classroom content).</p> <p>A written analysis of 500-800 words on the Snickers Street Olympics Activation campaign in Beijing 2008 and the lessons that can be derived for the current Olympic Sponsors for the 2024 games.</p>	<p>Rodrigues, J. (2019). <i>Internal and External Variables in the Sports Management</i>, Sportlogia, 15(1), 36-47.</p>
<p>Week 3</p>	<p>Class 5:</p> <p>Athlete management structures</p>	<p>Discussion and Debates: Agents and Agencies (20 minutes)</p> <p>Students will participate in class discussion and</p>		<p>Burton, L. J., Kane, G. M., & Borland, J. F. (2020). <i>Sport Leadership in the 21st Century</i>. Jones & Bartlett Learning.</p>

		analysis related to the role of agents and agencies (big, small medium) and the pros and cons of seeking representation under the different options.		
	<p>Class 6:</p> <p>International Expansion in Sports Leagues</p>	<p>Case Study – NFL Expansion (35 minutes)</p> <p>In groups of 2-3, students will participate in an in-class exercise related to the proposed international expansion of the NFL into Europe by 2024. Specifically, students will assess whether it makes sense, both from a financial and marketing perspective, for the Jacksonville Jaguars (NFL) to relocate to Tottenham Stadium as a full-time expansion team in the UK by 2024.</p>	<p>Formative Assessment 3: Report Deliverable 1 (15%)</p> <p>Individually, select an organization from the sports industry that is currently facing a management issue or challenge.</p> <p>Write a 500–800-word report providing background information on this organization and offering a brief overview of the identified issue or challenge.</p>	<p>Ilic, R. (2013). <i>Strategic Planning at Sports Organizations</i>. <i>Journal of Process Management</i>, 1(4), 113-121.</p>

		Based on the reading and material covered in class, they will evaluate if this is a reasonable choice and provide sound reasoning for their group's decision.		
Week 4	Class 7: Sports Events and the Olympics	Discussion: Preparation of a Presentation (45 minutes) In groups of 3-4, students will participate in the decision of the location for the next Summer Olympic games and provide financial, marketing and management assessments. These are then shared with the class and feedback is given by the lecturer.		Jinga, G. (2015). <i>Strategic Management in Sports Organizations</i> . Marathon, VII, 1, 97-106.
	Class 8:	Debates and discussions: FIFA	Formative Assessment 4: Report Deliverable 2 (15%)	Hoye, R., Smith, A., Nicholson, M., & Steward, B. (2018). <i>Sport Management: Principles and Applications</i> (5th ed.).

	Sports Events and the World Cup	World Cup (20 minutes) In groups of 3-4, students will participate in class discussion and student-generated debate related to the evolution and current World Cup and its impact on the legacy of football and FIFA socially and financially.	For the same organization you selected for the Formative Assessment 3, write 500-800 words to conduct a detailed analysis of the organization and the issue/challenge they are facing.	Routledge. ISBN: 978-0-8153-8517-2.
Week 5	Guest Speaker Session			
Week 6	Class 9: Sports Media and emergence of streaming and OTT	Individual Activity (20 minutes) Individually, students analyze the way they consume content and its direct correlation to the monetary value in terms of sports consumption.		Petkovic, J., Jasinskas, E., & Jeseviciute-Ufartiene, L. (2016). <i>Significance of Strategic Planning for Results of Sport Organizations. Ekonomika a Management</i> , XIX, 4, 56-72.

		This is followed by a class discussion.		
	<p>Class 10:</p> <p>Sport Management and the importance of social media</p>	<p>Game-based learning (30 minutes)</p> <p>In groups of 3-4, students will participate in a game-based scenario analyzing current examples of social media gaffes and triumphs of professional athletes and sporting organizations.</p>		<p>Bjarsholm, D. (2019). <i>Networking as a Cornerstone Within the Practice of Social Entrepreneurship in Sport. European Sport Management Quarterly</i>, 19(1), 120-137.</p>
<p>Week 7</p>	<p>Class 11:</p> <p>Sports Management and Crisis Management Strategy</p>	<p>Case Study: Real-Life Crisis Management (30 minutes)</p> <p>Students will participate in analyzing a real-life crisis management scenario regarding a top athlete and a massive PR</p>		<p>Ferkins, L., Skinner, J., & Swanson, S. (2018). <i>Sport Leadership: A New Generation of Thinking. Journal of Sport Management</i>, 32, 77-81.</p>

		nightmare (Lance Armstrong).		
	<p>Class 12:</p> <p>The emergence of Esports in Professional Sports</p>	<p>Individual Activity - Research Project: eSports (35 minutes)</p> <p>Students will each individually complete an independent background research assessment on the world of Esports and its current standing in professional sports and its current path to becoming an Olympic sport for the summer games.</p>		<p>Abanazir, C. (2019). <i>ESport and the EU: the view from the English Bridge Union. The International Sports Law Journal</i>, 18 (3–4), 102-113.</p>
<p>Week 8</p>	<p>Class 13:</p> <p>The role of stadiums in professional Sports Management</p>	<p>Collaborative Work – Naming Rights (20 minutes)</p> <p>In groups of 2-3, students will participate in a sponsor naming rights exercise for a professional stadium.</p>	<p>Formative Assessment 5: Case Study – Spotify Camp Nou (20%)</p> <p>Individually, use the Spotify Camp Nou stadium and the background reading on FC Barcelona to</p>	<p>Billsberry, J., Mueller, J., Skinner, J., Swanson, S., Corbett, B., & Ferkins, L. (2018). <i>Reimagining Leadership in Sport Management: Lessons from the Social Construction of Leadership. Journal of Sport Management</i>, 32, 170-182.</p>

			complete a 500–800-word assessment on the next steps for the naming rights sponsor (Spotify) to fully activate their sponsorship of the stadium.	
	<p>Class 14:</p> <p>Sports Management and the role of CSR (Corporate Social Responsibility) in organizations</p>	<p>Debate: CSR and PR (15 minutes)</p> <p>Students will participate in an in-class debate on the importance of CSR in sport and the actual PR and monetary value that can be derived from participating in it.</p>		<p>Young, P. & Wendit, J. (2017). <i>Governance in Sports Governing Bodies: A Risk Management Perspective. International Sports Law Review Pandektis</i>, 12(1-2), 194-207.</p>
<p>Week 9</p>	<p>Class 15:</p> <p>Course Review and Wrap-up</p>	<p>Discussion</p> <p>Students will have an open forum to ask questions or re-review any topics we have covered over the course.</p>		<p>Johnson, J., Giannoulakis, C., Felver, N., Judge, L., David, P., Scott, B. (2017). <i>Motivation, Satisfaction, and Retention of Sport Management Student Volunteers. Journal of Applied Sport Management</i>, 9(1), 30-55.</p>
<p>Week 10 & 11</p>	<p>Submission of the Summative Assessment Activities</p>			

4. Module Assessment

The assessment of this Module consists of Formative and Summative assessment activities listed in the table 1 below:

Table 1:

Face-to-Face 100%	
<i>Formative</i>	<i>Summative</i>
16.5 hours	13.5 hours
Set Exercise/Case Study - (60%)	Set Exercise/Case Study (1000 words) – 40%
Report Formative Submission - (30%)	Report (2000 words) – 60%

*Prefinal grade is based on the Formative Assessment activities, and it is not a part of a module final grade. **Students should have over 50 points of the prefinal grade to submit summative assessment activities representing module final grade.***

Table 2:

Formative	Summative
Oral Assessment/Online Participation: Each week, students will be required to participate in a	

<p>discussion forum, engaging with questions covering the week's topics. This participation aims to expose students to different perspectives, leveraging the diversity of participation. Additionally, it is designed to help them develop proficiency in understanding and applying concepts, fostering critical thinking skills.</p>	
<p>Set Exercise/Case Study: Students will be tasked with providing a strategic solution for a series of sports management situations. Their evaluation will encompass various approaches to each given situation.</p>	
<p>Report Formative Submission: Students will receive feedback on a partial submission of the report.</p>	<p>Report: Students are required to select an organization from the sports industry facing a management issue or challenge. They should conduct an analysis of this organization, applying the concepts learned in the unit, and propose a strategy to tackle the identified management issue or challenge.</p>

The passing grade for the module is 60%.

4.1 Summative Assessment 1 – Case Study – 40%

Task

Students will prepare the following case study from Harvard Business School (HBS Publishing) titled "Paris Saint-Germain: Building One of the World's Top Sport Brands" (July 10, 2020).

Students will be required to read and analyze the case study, while utilizing the concepts of sports business management and strategy covered through the first half of the module to answer the following questions:

1. Does PSG have the right strategy to break the hegemony of Europe's long-standing soccer powerhouses such as Barca, Madrid, Man United and Liverpool?
2. Is the owner Nasser Al-Khelaifi and his team of executives on the right path toward establishing PSG as one of the world's most elite sports brands?

Objectives

The PSG case is a summative assessment of the key topics covered on sports management, marketing, stadiums, expansion, sponsorship, and branding that will allow them to assess the effectiveness of a European club's investment and strategy into success at the global level. It provides students with the opportunity to demonstrate their understanding and perspective on the elements needed to develop and execute a successful financial and branding sports management strategy for a professional sports club.

Guidelines

The case study will be submitted as a Word or PDF document, using 12point Times Roman font, double spacing and referencing all sources using APA style, per university guidelines. Wordcount is 1000 words.

Evaluation Criteria: Rubric

Case Study

Criteria	Identification of Main Issues	Analysis	Solutions	Research	APA structure and format
	<ul style="list-style-type: none"> • Clear explanation of key strategic issues. • The problems, scope, and seriousness were clearly identified in the discussions. • There was a well-focused diagnosis of strategic issues and key problems that demonstrated a good grasp of the company's present situation and strategic issues. • Effective Executive Summary. • Did not waste space summarizing information already found in the case. 	<ul style="list-style-type: none"> • Logically organized, key points, key arguments, and important criteria for evaluating business strategies were easily identified. • Critical issues and key problems that supported the Case Analysis were identified and clearly analyzed and supported. 	<ul style="list-style-type: none"> • Specific recommendations and/or plans of action provided. • Specific data or facts were referred to when necessary to support the analysis and conclusions. • Recommendations and conclusions were presented and supported in an effective manner. 		<ul style="list-style-type: none"> • Proper organization, professional writing, and logical flow of analysis. APA formatting. • Logically organized, key points, key arguments, and important criteria for evaluating the business logic easily identified. • Key points were supported with a well thought out rationale based on applying specific concepts or analytical frameworks to the data provided in the case. • Proper grammar, spelling, punctuation, third

					person objective view, professional writing, and syntax.
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0 to 40 pts	Identifies and understands a few of the issues in case study.	Incomplete or no analysis of the issues.	Little or no action suggested, and/or inappropriate solutions to all the issues in the case study.	Incomplete research and links to any readings.	Many errors and a lack of organization.
40 to 60 pts	Identifies and understands some of the issues in the case study.	Superficial analysis of some of the issues in the case.	Superficial and/or inappropriate solutions to some of the issues in the case study.	Limited research and documented links to any readings.	There are more than occasional errors. Variety of formatting styles, with some inconsistencies throughout the paper.
60 to 80 pts	Identifies and understands most of the main issues in the case study.	Thorough analysis of most of the issues.	Appropriate, well thought out comments about solutions, or proposals for solutions, to most of the issues in the case study.	Good research and documented links to the material read.	There are occasional errors. Good skill level in formatting and organizing material in assignment. Above average level of preparedness, with few formatting errors.
80 to 100 pts	Identifies and understands all the key issues in the case study.	Insightful and thorough analysis of all the issues.	Well documented, reasoned and pedagogically appropriate comments on solutions, or proposals for solutions, to all issues in the case study.	Excellent research into the issues with clearly documented links to the course text and/or outside readings.	Writing is totally free of errors. Meets all APA standards. Formatting is excellent.

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4.2. Summative Assessment 2 - Report – 60%

This summative assessment will incorporate the two Report Formative submissions plus an extra task.

Task

Individually select an organization from the sports industry that is facing a management issue or challenge and conduct an analysis of this organization applying the concepts learnt in the module and propose a suitable strategy to tackle this issue or challenge.

Guidelines

- To be submitted as PDF
- Times New Roman font
- Font size 12
- Double spacing
- In-text citations and a reference list using APA are required
- 2000 words

Objectives

Students will demonstrate the following skills and knowledge in the report: the ability to identify a management issue or challenge, demonstrate a mastery of the area within sports management in which the challenge is taking place and propose a coherent and logical

strategy/solution by which the organization can resolve the issue.

Allocation of Marks:

- 15% for identification of the issue
- 30% for a correct understanding of the area within sports management in which the challenge is taking place
- 30% for a correct application of a strategy or solution by which the issue can be resolved
- 15% a coherent and proper conclusion
- 10% correct usage of guideline stated format

Evaluation Criteria: Rubric

Criteria	Identification of Main Issues	Analysis	Solutions	Research	APA structure and fo
	<ul style="list-style-type: none"> • Clear explanation of key strategic issues. • The problems, scope, and seriousness were clearly identified in the discussions. • There was a well-focused diagnosis of strategic issues and key problems that demonstrated a good grasp of the company's present situation and strategic issues. • Effective Executive Summary. • Did not waste space summarizing information already found in the case. 	<ul style="list-style-type: none"> • Logically organized, key points, key arguments, and important criteria for evaluating business strategies were easily identified. • Critical issues and key problems that supported the Case Analysis were identified and clearly analyzed and supported. 	<ul style="list-style-type: none"> • Specific recommendations and/or plans of action provided. • Specific data or facts were referred to when necessary to support the analysis and conclusions. • Recommendations and conclusions were presented and supported in an effective manner. 		<ul style="list-style-type: none"> • Proper organization, professional writing, and logical flow of analysis and formatting. • Logically organized, key points, key arguments, and important criteria for evaluating the business were easily identified. • Key points were supported with a well thought out rationale based on appropriate specific concepts or analytical frameworks and data provided in the case. • Proper grammar, spelling, punctuation, third person objective view, professional writing, and syntax.

0 to 40 pts	Identifies and understands a few of the issues in case study.	Incomplete or no analysis of the issues.	Little or no action suggested, and/or inappropriate solutions to all the issues in the case study.	Incomplete research and links to any readings.	Many errors and a la organization.
40 to 60 pts	Identifies and understands some of the issues in the case study.	Superficial analysis of some of the issues in the case.	Superficial and/or inappropriate solutions to some of the issues in the case study.	Limited research and documented links to any readings.	There are more than occasional errors. Va of formatting styles, some inconsistencies throughout the paper.
60 to 80 pts	Identifies and understands most of the main issues in the case study.	Thorough analysis of most of the issues.	Appropriate, well thought out comments about solutions, or proposals for solutions, to most of the issues in the case study.	Good research and documented links to the material read.	There are occasional errors. Good skill level formatting and organization in assignment. Above average level preparedness, with formatting errors.
80 to 100 pts	Identifies and understands all the main issues in the case study	Insightful and thorough analysis of all the issues.	Well documented, reasoned and pedagogically appropriate comments on solutions, or proposals for solutions, to all issues in the case study.	Excellent research into the issues with clearly documented links to the course text and/or outside readings.	Writing is totally free errors. Meets all APA standards. Formatting excellent.
GRADE					

5. Module Requirements

A. Core Readings List

- 1) Hoye, R., Smith, A., Nicholson, M., & Steward, B. (2018). *Sport Management: Principles and Applications* (5th ed.). Routledge. ISBN: 978-0-8153-8517-2.
- 2) Ilic, R. (2013). Strategic Planning at Sports Organizations. *Journal of Process Management*, 1(4), 113-121.
- 3) Lokhman, N., Karashchuk, O., & Kornilova, O. (2018). Analysis of eSports as a Commercial Activity. *Problems and Perspectives in Management*, 16 (1), 207-213.
- 4) Marcu, V., & Buhas, S. (2013). Sports Organizations – Management and Science. *Procedia – Social and Behavioral Sciences*, 117, 678-682.
- 5) Rodrigues, J. (2019). Internal and External Variables in the Sports Management, *Sportlogia*, 15(1), 36-47.
- 6) Sotiriadou, P. & Bosscher, V. (2018). Managing High-performance Sport: Introduction to Past, Present, and Future considerations. *European Sport Management Quarterly*, 18(1), 1
- 7) Weerakoon, R. (2016). Human Resource Management in Sports: A Critical Review of Its Importance and Pertaining Issues. *Physical Culture and Sport Studies, and Research*. DOI: 10.1515/pcssr-2016-0005.

B. Supplementary Reading List

- 1) Abanazir, C. (2019). E-Sport and the EU: the view from the English Bridge Union. *The International Sports Law Journal*, 18 (3–4), 102–113.
- 2) Billsberry, J., Mueller, J., Skinner, J., Swanson, S., Corbett, B., & Ferkins, L. (2018). Reimagining Leadership in Sport Management: Lessons from the Social Construction of

Leadership. *Journal of Sport Management*, 32, 170-182.

- 3) Bjarsholm, D. (2019). Networking as a Cornerstone Within the Practice of Social Entrepreneurship in Sport. *European Sport Management Quarterly*, 19(1), 120-137.
- 4) Burton, L. J., Kane, G. M., & Borland, J. F. (2020). *Sport Leadership in the 21st Century*. Jones & Bartlett Learning.
- 5) Ferkins, L., Skinner, J., & Swanson, S. (2018). Sport Leadership: A New Generation of Thinking. *Journal of Sport Management*, 32, 77-81.
- 6) Gozcu, H. & Ciftci, S. (2019). Investigate of the Sport Center Managers' Leadership Styles and the Employee Performance. *Journal of Physical Education and Sport*, 19, 2152-2158.
- 7) Jinga, G. (2015). Strategic Management in Sports Organizations. *Marathon*, VII, 1, 97-106.
- 8) Johnson, J., Giannoulakis, C., Felver, N., Judge, L., David, P., Scott, B. (2017). Motivation, Satisfaction, and Retention of Sport Management Student Volunteers. *Journal of Applied Sport Management*, 9(1), 30-55.
- 9) Masteralexis, L. et al. (2018). *Principles and Practice of Sport Management* (6th ed.) Jones & Bartlett Learning.
- 10) Sharp, L. Moorman, A., Claussen, C. (2014). *Sport Law: A Managerial Approach* (3rd ed.). Sco1sdale, AZ: Holcomb Hathaway.
- 11) Spengler, J. O., Anderson, P. M., Connaughton, D. P., & Baker III, T. A. (2016). *Introduction to Sport Law with Case Studies in Sport Law*. Human Kinetics.
- 12) Petkovic, J., Jasinskas, E., & Jeseviciute-Ufartiene, L. (2016). Significance of Strategic Planning for Results of Sport Organizations. *Ekonomika a Management*, XIX, 4, 56-72.

- 13) Young, P. & Wendit, J. (2017). Governance in Sports Governing Bodies: A Risk Management Perspective. *International Sports Law Review Pandektis*, 12(1-2), 194-207.

C. General Rules for Submitting Written Assignments

Prior to the assessment and grading, all homework assignments submitted via Virtual Learning Environment (VLE) are checked for plagiarism with the software embedded to the system. Before turning in the first assignment each student is responsible to familiarize him/herself with the Plagiarism Handbook available in the VLE.

Written assignments should be typewritten and will only be marked and graded if they are submitted via VLE by the requested time. **Late submissions will not be accepted under any circumstances!** *Being virtually absent shall not be an accepted excuse for not submitting the required homework for the following session.*

Technical issues: The VLE system works functionally well and technical issues almost non-existent. Failure to submit the assignment on a timely basis is typically a result of a misuse of the VLE instructions or simply a missed deadline.

In case a student experiences issues with the submission of a particular assignment, an email should be sent before the submission deadline to the lecturer (with a copy to the Academic Coordinator) along with the screenshot of the technical issue. Each case will be thoroughly investigated, and the ultimate decision will be made by the Academics Department whether the homework should be accepted for evaluation and grading.

D. Attendance

80% attendance is compulsory. Students who miss more than 20% of classes without a justified reason (e.g., medical certificate) will automatically fail the module.

All appointments, including regular medical appointments, should be scheduled outside of class time, as any absence will affect the participation component of the module evaluation. If you are

ill and you cannot attend a class, you will need to fill in the Absence Excuse form and provide a valid certificate from a credible medical institution. Under no circumstances is the lecturer involved in consideration of absence excuses. This responsibility lies with the Academic Coordinator and the Academic Committee. Please refer to the **Academic Policies and Student Guidelines** for further information.

Students who are late (not more than the first 10 minutes) will be allowed to enter the classroom upon the consideration of a lecturer meaning that if a lecturer started the class and believes that those arriving late may disturb the class, he/she has a right not to allow any late students to enter the classroom. Students over 10 minutes late should NOT be allowed into the classroom until the next break. In case the student is not allowed to enter the classroom in the first part of the class or is late more than 10 min, then the attendance will be rated at **50%** or a half class. This margin of time is not applicable after the mid-class break, i.e., students coming late or not returning after the break will not be allowed into the class and/or will get documented only 50% of presence. Continuous late arrivals by a student gives the lecturer the right to dismiss that student from their class, with a failing grade.

Note: *As entering in the middle of a class session disrupts the entire class and is regarded as disrespectful, students should strictly adhere to the rules. Arriving late or leaving early will be noted and the total time of absences will be calculated by applying the same corresponding rules for continuous tardiness.*

