1. **Title of the module**

LAWS6550 (LW655): Sports Law

1. **Division or partner institution which will be responsible for management of the module**

Law, Society and Social Justice: Kent Law School

1. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS Credits)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

All Social Sciences undergraduate Law programmes. In addition, the module is available as a wild option.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate a detailed understanding of foundational elements and issues concerning sports law.
	2. Demonstrate a detailed appreciation of the international context and influences on the development of sports law.
	3. Demonstrate a detailed appreciation of the role of law in giving effect to sports policy objectives and values.
	4. Offer critical evaluation of the role of law and policy involved in the development of sports governance.
	5. Locate and retrieve legal, policy and other relevant sources for the study of sports law and using these effectively in written work.
	6. Understand relevant legal sources such as legislative material and judicial decisions.
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate an ability to analyse salient issues and problems and critically appraise the issues to their wider socio-economic context.
	2. Present research-substantiated analysis and arguments in written work.
	3. Recognise and evaluate alternative solutions to problems.
	4. Demonstrate self-critical learning skills, including reflection upon learning progress.
	5. Organise their work, engage in independent research, study and use of resources.
	6. Produce written work in an appropriate format, with correct use of spelling, punctuation, grammar, citation and references.
3. **A synopsis of the curriculum**

The overall objective of the module is to provide an exposition and appreciation of Sports Law, considering key elements of the legal and institutional framework. Sport in the UK (as elsewhere) is now subject to a very wide range set of systems of supervision involving the application of principles and institutional governance subject to a wide spectrum of legal sources, including public and private law, national and international law as well as *sui generis* dispute resolution systems such as the Court of Arbitration for Sport based in Switzerland. The module will develop student learning by focusing on a range of legal topics and issues, which constitute integral key components of Sports Law.

1. **Reading List** (Indicative list, current at time of publication. Reading lists will be published annually)
* Beloff et al, Sports Law (2nd ed, Hart, 2012)
* Blackshaw, International Sports Law: An Introductory Guide (Asser, 2017)
* Gardiner/O’Leary/Welch/Boyes/Naidoo, Sports Law (4th ed, Routledge, 2012)
* Gardiner/Parrish/Siekmann (eds), EU, Sport, Law and Policy: Regulation, Re-regulation and Representation (Asser, 2009)
* Grayson, Sport and the Law (3rd ed, Bloomsbury, 2000)
* James, Sports Law (3rd ed, Palgrave, 2017)
* Lewis /Taylor (eds), Sport: Law and Practice (3rd ed, Bloomsbury, 2014)
* Nafziger (ed), Transnational Law of Sports (Elgar, 2013)
* Siekmann/Soel (eds), Lex Sportiva: What is Sports Law (Asser, 2012)
1. **Learning and Teaching methods**
* Total study hours: 150
* Contact hours: 20
* Private study hours: 130
1. **Assessment methods.**

13.1 Main assessment methods

The module will be examined on the basis of 100% coursework:

 1. Short written assignment - 1,000 words (20%)

 2. Longer written assignment - 3,000 words (80%).

13.2 Reassessment methods

Like-for-like

1. **Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section 12) and methods of Assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| **Learning /teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Lectures | X | X | X | X | X |  | X | X |  |  |  |  |
| Seminars | X | X | X | X | X |  | X | X |  | X | X |  |
| Private Study | X | X | X | X | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Short written assignment (20%) | X | X | X | X | X | X | X | X | X | X | X | X |
| Longer written assignment (80%) | X | X | X | X | X | X | X | X | X | X | X | X |

1. The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

**a) Accessible resources and curriculum**

1. Preference will be given to electronic resources that meet minimum accessibility standards and support the use of assistive technologies.
2. Module outlines will be made accessible at least four weeks before the module starts.
3. Prioritised reading lists will be made available sufficiently in advance to accommodate the provision of alternative formats and support those with a slow reading speed.
4. Lecture/seminar slides/outlines will be made available in electronic format in advance to allow all students to prepare (particularly students with note taking difficulties).
5. In accordance with the KLS school-level statement on Lecture Capture, lectures will be recorded to assist note taking unless one or more of the lectures contains sensitive material. The module convenor will notify students in advance of any lectures that will not be recorded.

**b) Learning, teaching and assessment methods**

The inclusive practices in the guidance (Annex B Appendix A, section b (1) and (2)) have all been considered in order to support all students in their assessments on this module.

1. **Campus(es) or centre(s) where module will be delivered:**

Canterbury and Medway.

1. **Internationalisation**

The module contains a considerable range of international-related in addition to national aspects relevant to the study of Sports Law. Notably, Sports Law is subject to a substantial degree of regulation and adjudication derived from regional (notably EU) and international law as well international private and public institutions (e.g. International Sports Federations, CAS). In many respects, Sports Law is increasingly subject to transnational influences, notably in relation to regulation and management of the professional ‘elite’ sports sector.

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs(Q6&7 cover sheet) |
| 13/11/2020 | Minor | September 2021 | 13, 14 | No |
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