

**SPORT SCIENCE & MANAGEMENT
SS3613 LEGAL ASPECTS IN SPORT**

Pre-requisites	None required
No of AUs	3
Contact Hours	Total hours: 39 Lecture: 24 Tutorial: 12 Field Trip: 3

Course Aims

This course introduces you to the legal principles involved in sport and application of those principles to a variety of managerial functions pertinent to sport settings. Using the law to make a sport organisation more competitive is also a prime focus of this course.

Intended Learning Outcomes (ILO)

By the end of the course, you should be able to:

1. Explain the general principles of law and how it relates to the sports and physical fitness settings Analyse legal cases, statutory measures, and administrative regulations.
2. Apply legal principles to specific issues encountered as managers in sport and physical fitness settings
3. Apply the law in ways to make sport organisations more competitive.
4. Explain the structure of International Sport, governance issues, and dispute resolutions.

Course Content

1. Basics of Law
2. Contractual Issues
3. Intellectual Property Protection
4. Legal Fault and Obligation
5. Negligence and Torts
6. Risk Management
7. Labour Regulations
8. Governance Issues in Olympic Sport
9. Governance Issues in Professional Sport
10. Doping in Sport and Ethics
11. Alternative Dispute Resolution and Court of Arbitration of Sport

Assessment (includes both continuous and summative assessment)

Component	Course ILO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/Individual	Assessment rubrics
1. Individual Assignment	1, 3, 4	A1, A2, B1, B2, B5, D1, E1	20%	Individual	Appendix 1
2. Group Project	1, 2, 3, 4	A1, A3, B1, B2, C1, C2, D1, E1	20%	Team	Appendix 2
3. Participation	1, 2, 3, 4	C1, E1	10%	Individual	Appendix 3
4. Examination	1, 2, 3, 4	A1, A2, B1	50%	Individual	
Total			100%		

Graduates of the SSM programme should show:

Competence	
A1: {Understanding}	process and interpret information, evidence and methodologies related to sport science or sport management
A2: {Self-discipline}	independently apply themselves to solve relevant problems
A3: {Modern Tool Usage}	use technology to communicate and provide feedback on sports activities, improve sports performance, monitor and increase physical activity, provide exercise prescription, solve problems for disadvantaged athletes/sportspeople, and commercialize and innovate sports products, events and services
Creativity	
B1: {Critical Thinking}	critically assess the applicability of sport science and sport management tools toward problems and in the workplace

B2: {Analytical Thinking}	critically analyse data from a multitude of sources
B3: {Interdisciplinary Thinking}	connect the subfields of sport science and sport management to tackle problems
B4: {Innovation}	be able to develop new applications or improve existing techniques
B5: {Entrepreneurship}	develop new ideas and plans for sport science, businesses and events
Communication	
C1: {Effective Communication}	present findings or ideas from sport science and sport management research logically and coherently at the appropriate level for the intended audience and in all forms of communication
C2: {Teamwork}	work in teams on projects that require sport science or sport management application, and communicate results via demonstration, verbally and in written form
Civic-Mindedness	
D1: {Professionalism}	act in a manner that respects the profession and meets the expectations of the sport science and sport management industry
D2: {Inclusiveness}	promote sport and physical activity in all individuals to bring people together and improve physical, social and psychological outcomes
Character	
E1: {Ethical behaviour}	act with integrity and in a socially responsible and ethical manner in line with societal and legal expectations in relation to collecting and analysing data of people and protecting personal data with appropriate computer security
E2: {Sportspersonship}	demonstrate appropriate safety, concern and good conduct in sport situations towards other individuals involved in the activity

Formative feedback

Feedback for learning will be verbal provided during each in-class discussion and tutorial session where you have the opportunity to reflect the depth and width of your thinking and learning. Generic verbal and written feedback will be provided to the class for the individual assignment, group project and examination.

Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Lectures	Lectures will provide information for key learning concepts and theories and support understanding of key concepts
Tutorial	Tutorials will: <ul style="list-style-type: none">- Give hands-on practical learning to support key theories and information provided in class- Provide tasks for you to utilise what they recently learned to solve specific problems.- Give space and time for small group activities and discussions to allow you to assimilate the content and for sharing learning Allow opportunity for verbal feedback from instructor to you on discussion results and theory application
Online Learning	Time will be given for learning from online materials as a part of flip teaching approach. These materials will support key concepts covered in lectures and tutorials.

Reading and References

REQUIRED TEXTBOOK

Sharp, L., Moorman, A., & Claussen, C. (2014). Sport law: A managerial approach (3rd ed.). New York: Routledge

SUGGESTED TEXTBOOKS

Spengler, J. O., Connaughton, D. P., & Pittman, A. T. (2006). Risk management in sport and recreation. Champaign, IL: Human Kinetics

Wong, G. M. (2010). Essentials of sports law (4th ed.). Santa Barbara, CA: Praeger

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all lecture and tutorial classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for sessions they have missed. You are expected to participate in all discussions and activities.

(2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

(3) Absence Due to Medical or Other Reasons

If you are sick and not able to complete a test or submit an assignment, you have to submit the original Medical Certificate (or another relevant document) to the Sport Science & Management (or Home School) administration to obtain official leave. Without this, the missed assessment component will not be counted towards the final grade. There are no make-ups allowed.

(4) Policy for Late Assignment

1. All assignments should be emailed prior the scheduled due date/time.
2. Any assignment not submitted on time will be considered late. For each day that an assignment is late, **20%** will be deducted from the overall point total for a given assignment.
3. The first **20%** deduction will be taken on the day an assignment is due. Deductions will be taken for each calendar day that an assignment is not turned in, and will continue until the assignment is submitted or the possible point total reaches zero.
4. Students that have an excused absence that is university or work related for the date an assignment is due are responsible for making the necessary arrangements with the instructor for submitting the assignment **prior to** their absence.
5. Excused absences that are emergent in nature must be documented upon a student's return to class in order to make arrangements for submitting an assignment after the due date.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Collaboration is encouraged for your work in the class and laboratories because peer-to-peer learning helps you understand the subject better and working in a team trains you to better communicate with others. Working together and exchanging ideas and experiences will help improve the quality of your assessed presentation. It is important to credit others for their contribution to your work which promotes ethical practices and academic integrity.

Course Instructors

Instructor	Office Location	Phone	Email

Planned Weekly Schedule

Week	Topic	Course LO	Readings/ Activities
1	Basics of Law	LO 1	Chapter 1
2	Contractual Issues	LO 1, 2	Chapter 4
3	Intellectual Property Protection	LO 1, 2	Chapter 19
4	Legal Fault and Obligation	LO 1, 2	Chapter 18
5	Negligence and Torts	LO 1, 2	Chapter 15
6	Risk Management	LO 2, 3	Chapter 16 & 17
7	Labour Regulations	LO 3, 4	Chapter 7 & 8
8	Mid-term		
9	Governance Issues in Olympic Sport	LO 3, 4	Chapter 12
10	Governance Issues in Professional Sport	LO 3, 4	Chapter 11
11	Doping in Sport and Ethics	LO 3, 4	Supplement Readings
12	Alternative Dispute Resolution and the Court of Arbitration of Sport	LO 2, 3, 4	Supplement Readings
13	State Courts Visiting	LO 2	

Appendix 1: Assessment Criteria for Individual Assignment: Developing a Risk Management Manual

The assessable components include the following:

Assessment Rubrics

Assessment Components	Level 1	Level 2	Level 3	Level 4
Risk Analysis (25%)	Provides a weak analysis of consequences and likelihood.	Provides a limited scope of analysis about consequences and likelihood.	Provides an acceptable analysis of consequence and likelihood.	Provides a thorough analysis of consequence and likelihood.
Risk Assessment (25%)	Provide a illogical process and no evidence to determinate if the risks are acceptable.	Provide a limited level of logical process and evidence to determinate if the risks are acceptable.	Provide a somewhat logical process and evidence to determinate if the risks are acceptable.	Provide a logical process and extensive evidence to determinate if the risks are acceptable.
Risk Treatment (50%)	Selection of treatment is unreasonable and lacks of explanation. Demonstrates a very little understanding of the theories.	Selection of treatment is weak in logic and explanation. Demonstrates a basic understanding of the theories.	Selection of treatment is somewhat reasonable and logical. Demonstrates a good understanding of the theories.	Selection of treatment is reasonable and logical. Demonstrates a very good understanding of the theories.
Total (100%)				

Appendix 2: Assessment Criteria for Group Project: An Analysis of Doping Cases

The assessable components include the following:

Assessment Rubrics

Assessment Components	Level 1	Level 2	Level 3	Level 4
Cases Description (30%)	Provides inadequate and partial description about the cases	Provides an acceptable, but limited description about the cases.	Provides a complete and relevant, description about the cases.	Provides and maintains a thorough, appropriate, and organized description about the cases.
Cases analysis (50%)	The analysis and integration of ideas lacks of clarity and logic. Demonstrate a superficial level of thinking.	The analysis and integration of ideas are acceptable. Exhibits rudimentary development of ideas.	The analysis and integration of ideas are somewhat logic and clear. Develops ideas but may be limited in depth.	The analysis and integration of ideas are logic and clear. Exhibits ideas that are developed in depth.
Case Presentation (20%)	Content is limited and not informative. The presentation is difficult to understand.	Presentation is not clear at times and the pace needs to be adjusted. Content provides acceptable level of information.	Presentation is mostly clear and the pace is mostly appropriate. Content is relatively informative.	Presentation is clear and the pace is appropriate. Content is informative.
Total (100%)				

Each group member's score may vary according to observations, the group feedback, and individual's contribution to the group's final product and one another's learning.

Appendix 3: Assessment Criteria for Class Participation

The assessable components include the following:

Assessment Rubrics

CLASS PARTICIPATION

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
Class Participation (10)	Participates actively in class, demonstrating a deep understanding of the content.	Participates actively in class, demonstrating a good understanding of the content.	There is some participation during class, demonstrating an adequate understanding of the content.	There is little participation in class.	There is an absence of any participation in class.