

1. OVERVIEW

Subject area	Sports Law
Degree	Bachelor's Degree in Physical Activity and Sport Sciences
School/Faculty	Faculty of Sport Sciences and Physiotherapy
Year	2nd
ECTS	6 ECTS
Type	Core
Language/s	Spanish and English
Delivery mode	On campus/Blended
Semester	S3-S4
Academic year	2024/25
Coordinating professor	Dr Nicolás de la Plata Caballero

2. INTRODUCTION

This is a second-year subject area on the Bachelor's Degree in Exercise and Sport Sciences. It is taught over the course of one semester and is worth 6 ECTS (62 hours).

Legal training has a strong classical nature, strengthened by its deep roots in society on a universal level. In this subject area, students learn about the specific and unique characteristics of sports law, giving them a specific overview of the current situation in sport and its legal framework.

The subject area takes an interdisciplinary approach to sports law, studying it from different perspectives. Students are offered a dynamic learning experience, focusing on all matters related to sports law. This is achieved through a combination of group work, role-play sessions, debates, discussion forums and the simulation of legal processes at national and international institutions.

As such, the aim is for students to develop an integrated overview of all dimensions of the sports sector, understanding its specific characteristics and the essential integration of the different branches of law that are applicable to it.

Key themes:

- General legislation with an indirect effect on the sports sector.
- Specific legislation with a direct effect on the sports sector.
- Public and private sports institutions on a national and international level.

- Creation of sports companies and relationships in sport-related work.
- Liability in the sports sector and public liability insurance.

3. SKILLS AND LEARNING OUTCOMES

Basic skills (CB, by the acronym in Spanish):

- ⇒ CB1: Students have shown their knowledge and understanding of a study area that builds on general secondary school education, and are usually at the level where, with the support of more advanced textbooks, they may also demonstrate awareness of the latest developments in their field of study.
- ⇒ CB2: Students can apply their knowledge to their work or vocation in a professional manner and possess the skills which are usually evident through the forming and defending of opinions and resolving problems within their study area.
- ⇒ CB3: Students have the ability to gather and interpret relevant data (usually within their study area) to form opinions which include reflecting on relevant social, scientific or ethical matters.
- ⇒ CB4: Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
- ⇒ CB5: Students have developed the learning skills necessary to undertake further study in a much more independent manner.

Cross-curricular skills (CT, by the acronym in Spanish):

- ⇒ CT4: Ability to analyse and summarise: Ability to break down complex problems into manageable blocks; evaluate other options and perspectives to find the ideal solution. Synthesising to reduce the complexity and better understand the situation and/or solve problems.
- ⇒ CT6: Oral or written communication: Ability to communicate and gather information, ideas, opinions and viewpoints to understand and be able to act, spoken through words or gestures or written through words and/or graphic elements.
- ⇒ CT7: Awareness of ethical values: Ability to think and act in line with universal principles based on the individual's value, contributing to his/her full development and involving commitment to certain social values.
- ⇒ CT10: Initiative and entrepreneurial spirit: Ability to undertake difficult or risky actions with resolve. Ability to anticipate problems, propose improvements and persevere to ensure they are implemented. Willingness to take on and carry out tasks.
- ⇒ CT17: Teamwork: Ability to integrate and collaborate actively with other people, departments and/or organisations to reach common goals.

Specific skills (CE, by the acronym in Spanish).

- ⇒ CE1: Ability to design, develop and assess teaching/learning processes related to physical activity and sport, considering the individual characteristics and contexts of the people involved and adhering to the necessary educational, technical and curricular principles.
- ⇒ CE2: Ability to transmit attitudes and values in professional practice in all areas of physical activity and sport, helping to create a better society.
- ⇒ CE5: Ability to identify inappropriate practices that pose a risk to health in order to prevent and correct them in different groups of people.
- ⇒ CE10: Ability to participate in the effective leadership and/or management of both private and public companies that provide any type of physical activity service (recreation, health, sport, education, etc.); identifying, defining and systematising the necessary processes to meet the company's objectives.
- ⇒ CE11: Ability to use your own judgement to act in society, using theoretical, academic and professional discourse in relation to exercise and sport sciences.

Learning outcomes (RA, by the acronym in Spanish):

- ⇒ RA 1: To understand key concepts related to general and specific sports legislation, sport-related government agencies and private institutions.
- ⇒ RA 2: To develop the ability to use different legal tools.
- ⇒ RA 3: To carry out projects that help students understand how to use key literature related to the field of sports law.
- ⇒ RA 4: To carry out projects that help students to write and summarise information related to the subject of sports law.

The following table shows how the skills developed in the subject area match up with the intended learning outcomes:

Skills	Learning outcomes
CB1, CB3, CB5, CT7, CE1, CE5, CE10, CE11	RA 1: To understand key concepts related to general and specific sports legislation, sport-related government agencies and private institutions.
CB2, CB4, CT10:	RA 2: To develop the ability to use different legal tools.
CB1, CB2, CB5, CT6, CT17, CE2, CE10	RA 3: To carry out projects that help students understand how to use key literature related to the field of sports law.
CB2, CB3, CB4, CT4, CT6, CT17, CE5, CE10, CE11	RA 4: To carry out projects that help students to write and summarise information related to the subject of sports law.

When you open the subject area on the Virtual Campus, you'll find detailed information about the course activities, including the submission procedure and deadline for each activity.

4. CONTENTS

- Introduction to sports law. The need for sports law. System of legal sources.
- Specific sports law. Sports law, doping and violence
- General law applied to exercise and sport.
- Structure and organisation of public and private sports institutions.
- Civil liability and sports insurance.
- Basic legislation governing sports companies and their creation.
- Employment contracts and voluntary work in sport.

The content is organised into the following learning units.

1. Introduction to sports law. The need for sports law. System of legal sources. Sports laws.
2. Structure and organisation of public and private sports institutions.
3. Specific sports law: doping and violence. Professional football.
4. The Olympic movement and international sports law.
5. Liability and sports insurance.
6. Employment contracts and voluntary work in sport.
7. Basic legislation governing sports companies and their creation. Grants and public procurement.

5. TEACHING-LEARNING METHODS

The types of teaching-learning methods are as follows:

- a. Lectures
- b. Case studies
- c. Collaborative learning,
- d. Problem-based learning

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

On campus:

Learning activity (AF, by the acronym in Spanish)	Number of hours
Reports and written work	30
Independent working	15
Group activities (seminars, forums)	35
Debates and discussions	20
Oral presentations	10
Tutorials	8
Asynchronous lectures	12
Lectures	20
TOTAL	150 h

Blended learning:

Learning activity	Number of hours
Reports and written work	30
Oral presentation of work via online seminars	10
Online tutorials	8
Independent working	15
Synchronous online lectures	20
Asynchronous lectures	12
Debates and discussions through online seminars	20
Group work	35
TOTAL	150

7. ASSESSMENT

The assessment methods, plus their weighting in the final grade for the course, are as follows:

On campus:

Assessment system	Weighting
On-campus knowledge tests	50% (35–55%)
Participation in debates and forums	20% (20–30%)
Participation in classroom activities	30% (20–30%)

Blended learning:

Assessment system	Weighting
On-campus or online knowledge tests	50% (35–55%)
Participation in debates and forums	20% (20–30%)
Participation in classroom activities	30% (20–30%)

On the Virtual Campus, when you open the subject area, you will find details of your assessment activities, including the submission dates and assessment procedures for each activity.

7.1. Ordinary exam period

To pass the subject area in the ordinary exam period, you will need a final grade of at least 5.0 out of 10.0 (weighted average) for the subject area.

In any case, it is necessary that you achieve a grade of at least 4.0 in the knowledge tests, so that it can be averaged with the rest of the tasks.

7.2. Extraordinary exam period (resits)

To pass the subject area in the extraordinary exam period, you must:

- Achieve a minimum of 5 out of 10 in the final weighted average grade.
- Achieve a minimum grade of 5 in the knowledge tests.

Any activities with a grade that is lower than 5 must be re-submitted after receiving the corresponding corrections from the teacher. There will be a new knowledge test on all the units. In any case, it is necessary that you achieve a grade of at least 5.0 in the final exam, so that it can be averaged with the rest of the tasks.

8. TIMELINE

This section presents the timeline and submission dates for the assessable tasks in this subject area.

ON CAMPUS assessable tasks	Date
Role play: Administrative Court of Sport	Week 6
Infographic: violence at sports events	Week 8
Midterm objective test	Week 9
Legal prevention in the planning of extraordinary sports activities: biomechanics and effort test. Image, informed consent, insurance	Week 11
Midterm objective test	Week 14
Final project: creation of entities, grants, authorisation to use public land, human resources, volunteering	Week 16

BLENDED assessable tasks	Date
Role play: Administrative Court of Sport	Week 6
Infographic: violence at sports events	Week 8
Comparison of different bidding specifications	Week 13
Final project: creation of entities, grants, authorisation to use public land, human resources, volunteering, insurance	Week 14
FINAL objective test	Week 16

The timeline may be subject to change for logistical reasons related to the activities. Students will be informed of any changes in due time and course.

9. BIBLIOGRAPHY

The reference material for the subject area is as follows:

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- DE VICENTE, Rosario y MILLAN GARRIDO, Antonio, *Dopaje Deportivo y Código Municipal Antidopaje*, Ed. Reus, 2014
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10. DIVERSITY AWARENESS UNIT

From the Educational Guidance and Diversity Unit (ODI), we offer support to our students throughout their university life to help them achieve their academic goals. Other pillars of our work include the inclusion of students with specific educational support needs, universal accessibility in the different university campuses, and equal opportunities for all.

Through this unit, we provide the following services to students:

1. Accompaniment and monitoring by providing advice and personalized plans to students who need to improve their academic performance.
2. In terms of attention to diversity, we make non-significant curricular adjustments, such as in methodology and evaluation, for students with specific educational support needs, aiming to promote equal opportunities for all students.
3. We offer students various extracurricular educational resources to develop diverse competencies that will enrich their personal and professional development.
4. Vocational guidance by providing tools and advice to students with vocational doubts or who believe they have made a mistake in their degree choice.

Students in need of educational support can reach us at: orientacioneducativa@universidadeuropea.es

11. SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to complete our satisfaction surveys to identify strengths and areas for improvement for staff, degree courses and the learning process.

These surveys will be available in the survey area of your virtual campus or by email.

Your opinion is essential to improve the quality of the course.

Many thanks for taking part.