

Module Specification

Module Title: Contemporary Issues in Sport (online mode)	Module Code: UD7002 Level: 7 Credit: 30 ECTS credit: 15	Module Leaders: Jane Abbey
Pre-requisite: None	Pre-cursor: None	
Co-requisite: None	Excluded combinations: None	Suitable for incoming study abroad? Y
Location of delivery: Online		
Summary of module for applicants:		
<p>When working in the dynamic sports industry, it is essential to understand the wide variety of issues that are important to the business and management of sport, without neglecting the implications of our actions as managers on the wider sports population.</p> <p>This module offers an engaging, informative, yet challenging introduction to some of the most pressing contemporary issues in sport. The module aims to provide you with a critical awareness of contemporary issues in sport by examining a number of topics ranging from global issues such as corruption, gambling and commercialisation, to national issues of gender, sexuality, racism and women in sport. You will develop an understanding of these issues by being empowered to formulate personal opinion underpinned by theoretical evidence in the format of assessed seminar discussions. Listening skills, alongside verbal reasoning will also be developed in order to develop critical understanding of relatively complex themes that affect both the sports industry and society as a whole.</p>		
Main topics of study:		
<ul style="list-style-type: none"> • Commercialisation of sport • Ethical behaviours and values • Sport as a tool for integration • Corruption in sport • Gender – diversity in sport governance • Gambling and the sports betting industry • Women in sport • Social media challenges and management • Doping • Sexuality, homophobia and Coming Out in Sport • Racism • CSR of and through sport 		
This module will be able to demonstrate at least one of the following examples/ exposures		
<p>Live, applied project <input checked="" type="checkbox"/></p> <p>Company/engagement visits <input type="checkbox"/></p> <p>Company/industry sector endorsement/badging/sponsorship/award <input type="checkbox"/></p>		
Learning Outcomes for the module		
<p>Where a LO meets one of the UEL core competencies, please put a code next to the LO that links to the competence.</p> <ul style="list-style-type: none"> • <i>Digital Proficiency - Code = (DP)</i> • <i>Industry Connections - Code = (IC)</i> • <i>Emotional Intelligence Development - Code = (EID)</i> • <i>Social Intelligence Development - Code = (SID)</i> • <i>Physical Intelligence Development - Code = (PID)</i> • <i>Cultural Intelligence Development - Code = (CID)</i> • <i>Community Connections - Code = (CC)</i> 		

- UEL Give-Back - Code = (UGB)
- Cognitive Intelligence – Code = (COI)

At the end of the module students will be able to:

Knowledge

1. Critically analyse a range of contemporary issues in sport. (SID) (CID) (CC) (DP)

Thinking skills

2. Demonstrate a critical awareness of theoretical perspectives relevant to debating/discussing contemporary issues in sport. (COI) (DP) (EID)
3. Create awareness of contemporary issues to a wider population. (DP) (EID) (SID) (CID) (COI) (CC)

Subject-based practical skills

4. Critically review and understand how many of these contemporary issues are interrelated (DP) (COI) (EID)
5. Develop awareness of contemporary sports issues, problems and situations and consider the implications of them within a managerial context. (CC) (CID) (EID)

Skills for life and work (general skills)

6. Design, construct and facilitate discussion focused on key contemporary issues in sport. (CC) (COI) (CID) (EID)
7. Effectively develop the skills necessary to assess, analyse and debate contemporary issues in sport. (EID) (SID)

Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:

Knowledge is gained through a combination of lectures, seminars and workshops, and likely supplemented by guest speakers and field visits where feasible.

Thinking skills are enhanced through a range of interactive activities such as applied seminar activities, meetings and discussions with team members and engagement with guest speakers.

Subject-based practical skills are acquired through seminars and workshops which provide the opportunity to explore ideas in more depth and to apply ideas to real life situations through case studies and other activities by means of collaborative learning and discussion.

Skills for life and work are developed through the use of group and individual scenario exercises during sessions and in assessments.

On campus

Lectures are tutor-led and used to guide students through the key concepts. Seminars and workshops provide the opportunity to explore ideas in more depth and to apply ideas to real life situations through case studies and other activities by means of collaborative learning and discussion.

Online

Learning will predominantly occur through online content; however, each module will have several live sessions that will be focused on the clarification and expansion of key concepts. These sessions play a key role in providing a platform, fostering a community of learning between tutor and students. Dedicated support staff and academic tutors will be available through the Online Student Community and will address all queries in line with our student charter for online learning.

In addition, you are expected to undertake independent study to enable you to achieve the learning outcomes by completing core and recommended readings, take-home tasks, and relevant research and scholarly activities.

Assessment methods which enable students to demonstrate the learning outcomes for the module; please define as necessary:

Weighting:

Learning Outcomes demonstrated:

Component 1: Individual Assessed seminar discussions (x3)	60%	1, 2, 4, 6, 7
Component 2: Individual News/magazine article – 1500 words	40%	1, 3, 5
For online and blended learning		
Component 1: Individual Reflective essay on two contemporary themes – 3000 words	60%	1, 2, 4, 6, 7
Component 2: Individual News/magazine article – 1500 words	40%	1, 3, 5
Reading and resources for the module:		
Core		
Byers, T. (ed.) (2015) <i>Contemporary issues in sport management: a critical introduction</i> . London: Sage Publications.		
Lough, N. L. and Guerin, A. N. (eds.) (2019) <i>Routledge handbook of the business of women's sport</i> . Abingdon: Routledge.		
Recommended		
Cunningham, G. (2019) <i>Diversity and inclusion in sport organizations: a multilevel perspective</i> . 4th edn. London: Routledge.		
Elling, A., Hovden, J. and Knoppers, A. (eds.) (2018) <i>Gender diversity in European sport governance</i> . Abingdon: Routledge.		
Farrington, N., Hall, H., Kilvington, D., Price, J. and Saeed, A. (2016) <i>Sport, racism and social media</i> . Routledge research in sport, culture and society. London: Routledge.		
Horne, J., Tomlinson, A., Whannel, G. and Woodward, K. (2012) <i>Understanding sport: a socio-cultural analysis</i> . London: Routledge.		
Hylton, K. (2018) <i>Contesting 'race' and sport: shaming the colour line</i> . Abingdon: Routledge.		
Krane, V. (ed.) (2018) <i>Sex, gender and sexuality in sport: queer inquiries</i> . Abingdon: Routledge.		
Simon, R. L., Torres, C. R. and Hager, P. F. (2014) <i>Fair play: the ethics of sport</i> . 4 th edn. Abingdon: Routledge.		
Journals		
Journal of Sport and Social Issues		
Sport in Society: Cultures, Commerce, Media, Politics - Taylor & Francis		
Provide evidence of how this module will be able to demonstrate at least one of the following examples/ exposures		
Live, applied project		
On campus learning		
<ul style="list-style-type: none"> • Component 1: Individual Assessed seminar discussions (x3) • Component 2: Individual News/magazine article – 1500 words 		
For online and blended learning		
<ul style="list-style-type: none"> • Component 1: Individual Reflective essay on two contemporary themes – 3000 words 		

<ul style="list-style-type: none"> • Component 2: Individual News/magazine article – 1500 words <p>Company/engagement visits: n/a Company/industry sector endorsement/badging/sponsorship/award: n/a</p>	
Indicative learning and teaching time (10 hrs per credit):	Activity
1. Student/tutor interaction: 48 hours for on campus degrees 10 hours for online degrees	Lectures, seminars, tutorials, workshops, guest speakers, external visits
2. Student learning time: 252 hours for on campus degrees 290 hours online for online degrees	Seminar reading, assignment preparation, working in groups (in person or online), background reading
Total hours 300 hours	

For office use only. (Not required for Programme Handbook)

Assessment Pattern for Unistats KIS (Key Information Sets)	Weighting:
Coursework (<i>written assignment, dissertation, portfolio, project output</i>)	
Practical Exam (<i>oral assessment, presentation, practical skills assessment</i>)	
Written Exam	

HECoS Code:	
UEL Department:	