



**SPORT SCIENCE & MANAGEMENT  
SS5205 RUGBY**

<b>Academic Year</b>	2019/20	<b>Semester</b>	1
<b>Course Coordinator</b>			
<b>Course Code</b>	SS5205		
<b>Course Title</b>	Rugby		
<b>Pre-requisites</b>	None required		
<b>No of AUs</b>	3		
<b>Contact Hours</b>	39		

**Course Aims**

The aim of this course is to provide you with knowledge, understanding and playing competency in the various forms of rugby, using tag and touch rugby as forms to learn the fundamentals and skills involved. Game strategies will be learnt and applied in practice and match related sessions. Theory aspects will be learnt so as to fulfil the aspects of the how and why to the game of rugby.

Session practices will include techniques and strategic thinking to understand the principles of play. These theory and practical sessions will further aid you in developing the thought process and the application of these mini aspects put together. The Sport Education and Games Concept Approaches (GCA) will be adopted, employing the use of modified games to demonstrate the advantages of adjustments to the major game for effective learning.

**Intended Learning Outcomes (ILO)**

By the end of this course, you (as a student) would be able to:

1. Discuss the principles of play and the playing charter.
2. Demonstrate fundamental skills of tag and touch rugby in play.
3. Briefly coach playing concepts and strategies of attack and defence in practice and game situations.
4. Analyse and interpret effectiveness of players and/or teams during different phases of play using quantitative and/or qualitative techniques.
5. Articulate World Rugby, Rugby Ready best practices.
6. Apply the World Rugby Laws of the Game for match situations.
7. Demonstrate coaching of tag and touch rugby games.

**Course Content**

This course is designed to develop knowledge, understanding and proficiency in the following content areas;

1. Introduction to rugby and the variations of the game
2. Understand the principles of rugby and the World Rugby playing charter.
3. Fundamental techniques and skills of
  - a. Tag Rugby
  - b. Touch Rugby
4. Playing concepts, principles of attack and defence in practice and game related situations.
5. Know and understand Rugby Ready, best practices of the game.
6. Coach the basic skills of rugby and organise the game.

**Assessment (includes both continuous and summative assessment)**

Component	Course ILO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual	Assessment rubrics
1. Practice Assessment Game Play	2	A1, C1, C2, D1, D2, E2	45%	Individual	Appendix 1
2. Practice Assessment Rugby Coaching	1, 3, 4, 7	A1, A3, B4, C1, D1, D2, E2	15%	Individual	Appendix 2
3. Written Assessment World Rugby Ready Online Quiz	1, 5, 6	A1	10%	Individual	NA
4. Written Assessment Multiple Choice Quiz	1, 4-6	A1	20%	Individual	NA
5. Professional Qualities	2, 3, 6	D1, D2, E2	10%	Individual	Appendix 3
Total			100%		

Graduates of the SSM programme should show:

<b>Competence</b>	
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
<b>Creativity</b>	
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
<b>Communication</b>	
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
<b>Civic-Mindedness</b>	

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
<b>Character</b>	
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 during practical classes where you have the opportunity to apply learning related to key playing concepts. Generic verbal and written feedback will be provided to the class for the practice assessments and written assignments. As appropriate, individual developmental feedback will be provided on practice assessments related to play.

### Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Practical classes	These will provide information for key learning concepts, theories and techniques and continuous opportunities to apply during game play. There will be time for verbal feedback from the course coordinator on the sessions covered.
Group discussions	Allow time for discussion of concepts related to specific situations and to facilitate shared learning experiences and ideas.
Online learning	Time will be provided for learning from online materials as a part of a flip teaching approach. These materials will support and test the understanding of key concepts covered in class and provide high quality demonstrations of rugby techniques.

### Reading and References

- i. Alexander, K., Medland, A., Thorpe, S., & Taggart, A. (1995). *Sport education manual*. Perth, Australia: Sport and Physical Activity Research Centre.

- ii. Biscombe, T., & Drewett, P.(1998). *Steps to success*. Champaign, IL: Human Kinetics.
- iii. Fronske, H. (2008). *Teaching cues for sport skills for secondary school students*. San Francisco Pearson Benjamin Cummings.
- iv. Greenwood, J. (1997). *Total rugby: Fifteen-man rugby for player and coach*. London: A&C Black.
- v. *Johnson, P. (1997). Rugby union: technique, tactics, training*. Marlborough, England: Crowood Press.
- vi. Luger, D. (2004). *Complete conditioning for rugby*. Champaign, IL: Human Kinetics.
- vii. Launder, A. (2001). *Play Practice: The games approach to teaching and coaching sports*. Champaign, IL: Human Kinetics.
- viii. Williams, B. (1994). *Hard-core rugby: The physical techniques of the modern game*. Sydney: Harper Collins.

### **Course Policies and Student Responsibilities**

#### (1) General

You are expected to complete all assigned pre-class readings and activities, attend all classes punctually and submit all scheduled assignments and take 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 class activities unless there is a valid medical reason not to do so.

#### (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 class, 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) Attire and safety

You are expected to participate in all class activities. All of you are expected to wear any, attire/special shoes/equipment, requirements appropriate attire for rugby participation, obey safety rules, and take appropriate care of and return all equipment after use.

### **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
Malcolm David			Malcolm.retnam@nie.edu.sg

#### Planned Weekly Schedule

Week	Topic	Course LO	Readings/ Activities
1	Introduction to the game	LO1, LO2	
2	Passing skills	LO1, LO2	
3	Invasion	LO1, LO2	
4	Defending	LO1, LO2	
5	Tackling	LO1, LO2	
6	Set pieces	LO1, LO2, LO4	
7	Game analysis	LO4	
8	World Rugby Playing Charter	LO1, LO6, LO7	
9	Written Assessment – Rugby Quiz (Component 2a)	LO1, LO5	
10	Basic coaching (Component 1b)	LO-LO4	

11	Refereeing	LO-LO4	
12	Practice Assessment (Component 1)	LO2	
13	Written Assessment – MCQ (Component 2)	LO1-LO5	

**Appendix 1: Assessment Criteria for Practice Assessment 1: Game Play (45% Final Grade –marked out of 100%)**

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
<b>Individual playing ability (max 60)</b>	Clearly demonstrates all techniques to a high standard and able to apply them effectively during game situations.	Demonstrates most techniques to a good standard and often able to apply them effectively during game situations.	Able to demonstrate most techniques well but struggles to apply them effectively during game situations.	Unable to demonstrate most techniques well and often ineffective during game play.	Very poor technique and ineffective play during game situations.
<b>Communication and teamwork (max 20)</b>	Consistently communicates clearly with team mates during play and makes a strong contribution to team play and success.	Most communication during play is clear and makes a regular effort and contribution to team play and success.	Communication with team mates during games not always clear or consistent and contribution to team play intermittent.	Rarely communicates with team mates during play and makes selective contributions to team play.	Fails to communicate with team mates during play and makes little contribution to team play.
<b>Playing knowledge (max 20)</b>	Demonstrates clear knowledge of game rules and situations as they occur and plays consistently to the rules.	Demonstrates good knowledge of game rules in most situations as they occur and typically plays to the rules.	Demonstrates some knowledge of game rules in some situations and mostly plays to the rules.	Selected knowledge of game rules and situations and play is not always to the rules.	Unclear knowledge of game rules and situations as they occur and often makes mistakes with the game rules.

**Appendix 2: Assessment Criteria for Practice Assessment 2: Basic Coaching (15% Final Grade)**

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
<b>Coaching ability (max 10)</b>	Able to introduce accurate session aims, maximise players activity, accurate observation skills and deliver the technical content accurately.	Able to introduce very good session aims, maximise players activity, good observation skills and deliver a very good technical content.	Able to introduce an appropriate session aim, with at least 2 related activity of the topic.	Able to introduce the session aim with minimal related activities to the topic.	Unable to deliver the fundamentals of basic coaching.

**Appendix 3: Assessment Criteria for Professional Qualities (10% Final Grade)**

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
<b>Professional qualities (max 10)</b>	Actively engages and show effort in all class practical and theoretical activities including discussions. Shows clear evidence of sportspersonship behaviour and responsibility toward teammates during play.	Engages well in most class practical and theoretical activities including discussions. Typically shows sportspersonship in behaviours and responsibility toward teammates during play.	Intermittently engages in class practical and theoretical activities. Sportspersonship behaviour and responsibility toward teammates during play not always obvious.	Infrequently engages in class practical and theoretical activities including discussions. Sportspersonship behaviour and responsibility toward teammates during play not always obvious.	Rarely engages in class practical and theoretical activities including discussions. Little evidence of sportspersonship behaviour or responsibility toward teammates during play.