

## EDUC4014: PE Studies 7 - Sports Coaching

Callaghan

Semester 1 - 2023



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

## OVERVIEW

**Course Description** This course is designed to provide students with knowledge and skills related to sports coaching. Students will analyse the principles and practices of sports coaching and sports psychology in relation to individual and team sports in the community and school settings. This course also explores the roles and responsibilities, and sports coaching behaviours and practices, of coaches in various sports settings and roles. Students will then explore how these factors impact learning, development and success of players / athletes at various levels of sport. Students will also address the teaching of sports coaching within the secondary school curriculum.

### Contact Hours

#### Callaghan

#### Field Study \*

Face to Face Off Campus  
8 hour(s) per Term Full Term

#### Lecture

Face to Face On Campus  
1 hour(s) per Week for Full Term

#### Practical \*

Face to Face On Campus  
2 hour(s) per Week for 8 Weeks

Compulsory Requirement: There is a compulsory attendance requirement in this course.  
A minimum of 80% attendance is required to pass the course

\* This contact type has a compulsory requirement.

### Unit Weighting

10

### Workload

Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

# COURSE OUTLINE

---

# CONTACTS

<b>Course Coordinator</b>	<b>Callaghan</b> Brad Jones Bradley.Jones@newcastle.edu.au Consultation: arrange via email
<b>Teaching Staff</b>	Other teaching staff will be advised on the course Canvas site.
<b>School Office</b>	<b>School of Education</b> V Building Callaghan Education@newcastle.edu.au +61 2 4921 6428

# SYLLABUS

<b>Course Content</b>	Sports coaching in schools and community sport Sports coaching roles and responsibilities Coaching methods Coaching behaviours Coaching research and interventions Coaching individuals with varied abilities Coaching varied populations Sports coaching in the secondary school curriculum Psychology and sports performance Factors impacting coaching quality
<b>Course Learning Outcomes</b>	<b>On successful completion of this course, students will be able to:</b> <ol style="list-style-type: none"><li>1. demonstrate knowledge and understanding of sports coaching and its application to varied settings;</li><li>2. demonstrate knowledge and understanding of the impact sports coaching has on players / athletes / teams / students;</li><li>3. demonstrate sports coaching skills which are responsive to the characteristics of individuals and / or groups;</li><li>4. become familiar with recent research regarding sports coaching and sports psychology in team and individual sports.</li></ol>
<b>Course Materials</b>	<b>Other Resources:</b> <ul style="list-style-type: none"><li>- Electronic worksheets for each week's tutorial will be provided on Canvas</li><li>Recommended readings will be provided on Canvas</li></ul>

---

# COMPULSORY REQUIREMENTS

In order to pass this course, each student must complete ALL of the following compulsory requirements:

## **Contact Hour Requirements:**

- Field Study There is a compulsory attendance requirement in this course. Students must attend all field study components to pass the course
- Practical There is a compulsory attendance requirement in this course. A minimum of 80% attendance is required to pass the course

## **Course Assessment Requirements:**

-

## **Pre-Placement Requirements:**

-

# SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	28 Feb	Introduction to sports coaching:	Sports coaching in schools and community sport, sports coaching roles and responsibilities	
2	6 Mar	Approaches to sports coaching	Game- versus technique-centred approaches to training for improved performance	
3	13 Mar	Knowing your athletes: coaching athletes from varied populations	Case studies: cultural background, culture, sex/gender, personality, beliefs	
4	20 Mar	Planning in sports coaching; MASTER Coaching planning tool; Evaluating a coaching program	Analyse coaching performance using video review	
5	27 Mar	Sports coaching interventions	Analyse player performance including feedback for success	
6	27 Mar	Psychology and sports performance 1 – Anxiety and sports performance	Arousal control, self-talk, and pre-performance routines	Coaching Analysis Report Due: 11:59pm, Week 6
7	3 Apr	Psychology and sports performance 2 – Confidence, motivation, and sports performance	Assessing sports performance and motivation	
8	10 Apr	Psychology and sports performance 3 – Developing a mental skills training plan	Developing a mental skills training plan (MSTP)	
<b>Mid Term Break</b>				
<b>Mid Term Break</b>				
9	1 May	Developing assessment criteria for your team.	Field study week 1	
10	8 May	Coaching dialogue and game day	Field study week 2	
11	15 May	Developing your coaching philosophy	Field study week 3	
12	22 May	Coaching individuals with additional needs	Field study week 4	Plan / Program Assignment Due: 11:59pm, Week 12.
13	29 May			In class exam: 11:59pm, Friday Week 13
<b>Examination Period</b>				
<b>Examination Period</b>				Note: Schedule and topics may change due to unforeseen weather or facility access

# ASSESSMENTS

This course has 4 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Case study 1	11:59pm, Friday week 6	Individual	30%	1, 2, 3, 4
2	Plan / Program	11:59pm, Friday week 10	Group/Individual	40%	1, 2, 3, 4
3	Examination	In class, 11:59pm, Friday week 13	Individual	30%	1, 2, 3, 4

## Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

## Assessment 1 - Case study 1

### Assessment Type

Report

### Purpose

To: (i) develop and evaluate students' knowledge and understanding of the principles and practices of sports coaching, and (ii) to assess students' engagement with and interpretation of relevant sports coaching literature.

### Description

Students will view a video recording of a sports coaching session (provided on Canvas). Students will code the coaching interactions with the athletes using a template provided on Canvas. Students will then critically analyse the coded coaching session and prepare a report for the coach with areas of suggested improvement with reference to current sports coaching literature and relevant course content. In pairs, students will complete ONE written report outlining their evaluation of the coaching session and recommendations for improvement.

### Weighting

30%

### Length

2000 words

### Due Date

11:59pm, Friday week 6

### Submission Method

### Assessment Criteria

The assignment will be assessed based on the following (with full details provided on Canvas):

(1) The quality of the written report and application of relevant coaching literature and course content in providing a well-justified analysis of the coaching session. You should address each of the following (where applicable): (i) the content and structure of the session, (ii) apparent coaching style and philosophy of the coach, (iii) quality of feedback and the impact on athletes, (iv) interventions and appropriateness of feedback given, and (v) coaching approaches/methods/strategies used. In addition to a clear and well-articulated description of what was observed in the session, students must provide a critical analysis of the session, and recommendations for improvement using relevant coaching literature and course content as support.

(2) Academic quality and presentation, including quality and clarity of writing, grammar, spelling, punctuation, referencing, and professional presentation (e.g., use of white space, subheadings, consistency in formatting etc).

### Return Method

Online

### Feedback Provided

Online - .

## Assessment 2 - Plan / Program / Coach

### Assessment Type

Proposal / Plan / Delivery

### Purpose

The purpose of this assignment is for students to demonstrate the ability to work collaboratively with a partner / small group to develop, deliver, justify and evaluate a 4-week sequential sports unit for a specific sport. The students will use initiative and judgement in sports coaching.

---

<b>Description</b>	<p>Students will apply their knowledge and understanding of: i) coaching sport specific skills and strategies, ii) a range of suitable coaching strategies in sports sessions, and iii) current literature to justify and evaluate developed sport sessions. These skills are demonstrated through the planning, delivery and evaluation of effective sport training session in a school setting.</p> <p>Students use technical skills to design and research their allocated topic. This demonstrates teamwork and information literacy. Students will demonstrate responsibility and accountability for their own learning and professional practice in collaboration with others and for their conduct during the in-school teaching experience.</p> <p>a) Mark out of 15 for session planning document (GROUP MARKED) As a group, you will be required to prepare 4 sequential training session plans for delivery in a school setting.</p> <p>b) Mark out of 10 for coaching presentation (INDIVIDUAL MARKED) This component is marked individually whilst you and your group are undertaking the coaching of your planned training sessions in a school setting.</p> <p>c) Mark out of 15 for the coaching rationale and assessment (GROUP MARKED) As a group, prepare a justification of your specific activities using relevant coaching literature and course content as support and an evaluation of your group's session planning and delivery (1500 words).</p>
<b>Weighting</b>	40%
<b>Length</b>	2000 words (excluding information in tables)
<b>Due Date</b>	11:59pm, Friday week 11
<b>Submission Method</b>	Online Please submit online via Turnitin (including any appendices). Note appendices will likely increase your Turnitin match, but this will not be considered to reflect plagiarism as it is expected.
<b>Assessment Criteria</b>	A marking criteria will be provided on Canvas.  Students are assessed on their ability to work with as part of a group (Part A =15 marks and Part C=15marks) in researching and developing, justifying and evaluating their four skill sessions based on suitable literature.  Students will also be assessed on their individual ability (PART B = 25 marks) to conduct well-structured, safe and engaging training sessions targeting school sporting teams that implements a range of coaching strategies and communication (including feedback) skills.
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online - .

### Assessment 3 – Examination

<b>Assessment Type</b>	In Term Test
<b>Purpose</b>	To assess students' knowledge and understanding of course content
<b>Description</b>	An in class test will be administered. The test will assess content knowledge from weeks 1-12 (inclusive). Students are required to attend the exam and complete the test INDIVIDUALLY and in person within the allotted timeframe.
<b>Weighting</b>	30%
<b>Length</b>	2 hours
<b>Due Date</b>	In class –11:59pm, Friday exam week 13
<b>Submission Method</b>	Paper
<b>Assessment Criteria</b>	Students are assessed on their knowledge and understanding of all content and material covered in lectures and tutorials.
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online - .

# ADDITIONAL INFORMATION

## Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

\*Skills are those identified for the purposes of assessment task(s).

## Attendance

Attendance/participation will be recorded in the following components:

- Practical (Method of recording: Roll marked)

## Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.
- Face to Face: Communication will be provided via face to face meetings or supervision.

## Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

## Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

## Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

## Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

- 
1. the assessment item is a major assessment item; or
  2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
  3. you are requesting a change of placement; or
  4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

**Important Policy  
Information**

The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, policies and procedures.

*This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.*

© 2024 The University of Newcastle, Australia





# **EDUC4014 2024 Assessment Outline**

## **1) Case Study 1 (30%)**

Students will view a video recording of a sports coaching session (provided on Canvas). Students will code the coaching interactions with the athletes using a template provided on Canvas. Students will then critically analyse the coded coaching session and prepare a report for the coach with areas of suggested improvement with reference to current sports coaching literature and relevant course content. In pairs, students will complete ONE written report outlining their evaluation of the coaching session and recommendations for improvement. (see marking criteria on Canvas for detailed outline):

## **2) Plan / Program / Coach (40%)**

Teaching in groups, you will be required to present a four (4) week sequence (4 x 30-60min TBC) relating to one of the course sports to a group (10-20) of school students at a local school. You and your group will be allocated a sport and will be required to prepare four (4) structured training sessions (approx. 30-60 minutes TBC by the school). The peer presentation mark will be based on (see marking criteria on Canvas for detailed outline):

### **(a) Mark out of 15 for session planning document (GROUP MARKED)**

Students will be required to prepare 4 x sequential training session plans using the template provided on Canvas that must cover at least the following information for each session):

- Detail of all small-sided games and activities used (text / diagrams)
- Modifications /adaptations/ extensions to activities
- Equipment required.
- Application of the MASTER Principles
- Coaching points and cues
- Detailed outline of a skill assessment for the allocated skill (including checklist / marking scale)

NB. Max. length 4 pages (plus any appendices)

### **(b) Mark out of 10 for teaching presentation (INDIVIDUALLY MARKED)**

These marks will be based on the structure of the session, transitional effectiveness, appropriateness of small-sided games and activities, quality of teaching, organisation and use of time, feedback and questioning and skill demonstration. Note that the assessment includes an individual mark for quality of teaching (i.e., delivery, knowledge, enthusiasm, voice projection, clarity, skill demonstration).

### **(c) Mark out of 15 for the teaching presentation rationale (GROUP MARKED)**

As a pair, prepare a justification of your specific activities and an evaluation of your groups' session planning and delivery (1000 words).

#### **NOTE:**

- All session handouts and rationales must be word processed (including diagrams / illustrations).
- The final handout and rationale will be submitted to your tutor by Friday 10am exactly one week after the final school visit. (10% value will be deducted for each day late for all assessment items).
- \*\*\* You will receive the same mark as your partner or group for the session handouts and rationale submission.

## **3) Exam (30%)**

An in class test will be administered. The test will assess content knowledge from weeks 1-12 (inclusive). Students are required to attend the exam and complete the test INDIVIDUALLY and in person within the allotted timeframe.

<b>HIGH DISTINCTION</b> 13.5 - 15 marks	<b>DISTINCTION</b> 11 - 13 marks	<b>CREDIT</b> 9 – 10.5 marks	<b>PASS</b> 7.5 – 8.5 marks	<b>FAIL</b> 0 - 7 marks	<b>Mark</b>
<b>1. Coding of training session (15 marks)</b>					
Clear and accurate coding of coaching video. Correct allocations of comments in template with few to no coding mistakes detailed. Time interventions correctly accounted for and accurate description of activity. Template completed with few to no errors.	Clear and accurate coding of coaching video. Correct allocations of comments in template with only several coding mistakes detailed. Time interventions correctly accounted for and accurate description of activity with minimal error. Template completed with some errors.	Good attempt to provide clear and accurate coding of coaching video. Correct allocations of comments in template with coding mistakes detailed. Time interventions correctly accounted for and accurate description of activity with some error. Template completed with errors.	Attempt to code coaching video. Some correct allocations of comments in template. Sometime interventions correctly accounted for and description of activity with errors. Template completed with errors.	No real attempt to code coaching video. Interventions and template are unclear and/or lacks sufficient detail.	
<b>2. Critical analysis report of coaching session (15 marks)</b>					
<b>5 marks</b>	<b>4 marks</b>	<b>3 marks</b>	<b>2 marks</b>	<b>1 mark</b>	
Assignment demonstrates a very high level of critical insight, informed by a clear understanding of course content and evidence from the sports coaching literature. Assignment demonstrates excellent understanding of the elements required to address from the coding sheets.	Assignment demonstrates a high level of critical insight, informed by an understanding of course content and evidence from the sports coaching literature. Assignment demonstrates a high quality understanding of the elements required to address from the coding sheets.	Assignment demonstrates some critical insight, informed by an understanding of course content and evidence from the sports coaching literature. Assignment demonstrates a good understanding of the elements required to address from the coding sheets.	Assignment demonstrates some critical insight, informed by an understanding of course content or evidence from the sports coaching literature. Assignment demonstrates a some understanding of the elements required to address from the coding sheets.	Assignment demonstrates little critical insight, showing a lack of understanding of course content or engagement with the sports coaching literature. Assignment demonstrates little understanding of the elements required to address from the coding sheets.	
Claims about the appropriateness of the coach's practice are well articulated and consistently supported by evidence.	Claims about the appropriateness of the coach's practice are well articulated and mostly supported by evidence.	Claims about the appropriateness of the coach's practice are generally well-articulated and sometimes supported by evidence.	Claims about the appropriateness of the coach's practice could be better articulated and more adequately supported.	Claims about the appropriateness of the coach's practice are usually poorly articulated and are not supported by evidence.	
Quality of writing is excellent, effective and accurate use of referencing, few to no grammatical/spelling errors, acceptable word count, formatting and presentation is excellent.	High quality of writing, effective and accurate use of referencing, few grammatical/spelling errors, acceptable word count, formatting and presentation is very good.	Writing generally good, mostly accurate referencing, some grammatical/spelling errors, word count may be above/below limits, formatting and presentation is good but has some areas for improvement.	Writing adequate but could be improved, referencing sometimes incorrect, grammatical and spelling errors, word count above/below limits, formatting/ presentation adequate but could be improved significantly.	Quality of writing is inadequate, no or improper use of academic referencing, numerous grammatical and spelling errors, word count may be far too high or low, formatting and presentation is poor with many mistakes.	

EDUC4014: Program/Plan/Coach	MARKING CRITERIA	STUDENT NAMES:		
<b>How well have you demonstrated that you have met the outcomes assessed in this assignment? Your assignment includes:</b>				
<input type="checkbox"/> All activities throughout your program are developmentally appropriate and are appropriate for achieving the training session outcomes (e.g., high in outcome specific active learning time).	<input type="checkbox"/> Most activities throughout your program are developmentally appropriate and are appropriate for achieving the training session outcomes (e.g., high in outcome specific active learning time).	<input type="checkbox"/> Some activities throughout your program are developmentally appropriate and are appropriate for achieving the training session outcomes (e.g., high in outcome specific active learning time).	<input type="checkbox"/> The majority or none of activities chosen are not developmentally appropriate or appropriate for achieving the training session outcomes.	<b>Activities</b>
<b>5</b>	<b>4</b>	<b>2.5-3.0</b>	<b>0-2.0</b>	<b>/5</b>
<input type="checkbox"/> All activities are delivered in an appropriate order for achieving appropriate content continuity and the training session outcomes.	<input type="checkbox"/> Most activities are delivered in an appropriate order for achieving appropriate content continuity and the training session outcomes.	<input type="checkbox"/> Some activities are delivered in an appropriate order for achieving appropriate content continuity and the training session outcomes.	<input type="checkbox"/> The majority or none of the activities are in an appropriate order for achieving content continuity and the training session outcomes.	
<input type="checkbox"/> Your instructional process (student movement, equipment, rules, and demonstrations) allows instructional time to be kept to a minimum for all activities, enabling high levels of on-task time.	<input type="checkbox"/> Your instructional process (student movement, equipment, rules, and demonstrations) extends instructional time for a few of your activities reducing levels of on-task time.	<input type="checkbox"/> Your instructional process (student movement, equipment, rules, and demonstrations) extends instructional time for several of your activities reducing levels of on-task time.	<input type="checkbox"/> Your instructional process (student movement, equipment, rules, and demonstrations) extends instructional time for most or all your activities reducing levels of on-task time significantly. <input type="checkbox"/>	
<b>5</b>	<b>4</b>	<b>2.5-3.0</b>	<b>0-2</b>	<b>/ 5</b>
<input type="checkbox"/> Demonstration, feedback, and other in-activity strategies for achievement of outcomes for the group <b>and</b> for individual students are used appropriately during each activity taught during the training sessions.	<input type="checkbox"/> Demonstration, feedback, and other in-activity strategies for achievement of outcomes for the group <b>or</b> for individual students are not or inappropriately performed during a few activities taught during the training sessions.	<input type="checkbox"/> Demonstration, feedback, and other in-activity strategies for achievement of outcomes for the group <b>or</b> for individual students are not or inappropriately performed during several activities taught during the training sessions.	<input type="checkbox"/> Demonstration, feedback, and other in-activity strategies for achievement of outcomes for the group <b>AND</b> for individual students are not or inappropriately performed during many (or all) activities taught during the training sessions.	
<input type="checkbox"/> Your group takes all opportunities (planned or naturally occurring) to promote learning within the training sessions.	<input type="checkbox"/> Your group misses a few opportunities (planned or naturally occurring) to promote learning within the training sessions.	<input type="checkbox"/> Your group misses several opportunities (planned or naturally occurring) to promote learning within the training sessions.	<input type="checkbox"/> Your group misses most or all opportunities (planned or naturally occurring) to promote learning within the training sessions. Your group organises activities but does not necessarily promote learning through these activities. <input type="checkbox"/>	<b>Teaching</b>
<b>9-10</b>	<b>7-8</b>	<b>5-6</b>	<b>0-4.5</b>	<b>/ 10</b>
<input type="checkbox"/> All members of your group are involved equally in the delivery and running of the class.	<input type="checkbox"/> Group involvement is uneven. One or more students to receive lower marks for organisation and teaching sections of assessment:	Name/s:  Organisation mark:  Delivery Mark:		<b>Delivery</b>
		<b>PEER COACH MARK</b>		<b>/ 20</b>
		<b>ASSESSMENT</b>		<b>/ 10% of total grade</b>

<input type="checkbox"/> Session outline is word processed (including diagrams and pictures), is within the 4-page limit. It includes all of the relevant details for running the class (activity descriptions, diagrams, equipment, organisation, modifications / adaptations / extensions to skills and associated outcomes and indicators) <b>and</b> is in a clear, coherent structure that can be easily followed by someone who may have limited experience with the activities detailed.	<input type="checkbox"/> Session outline is word processed (not including diagrams and pictures), is within the 4-page limit. A few of the relevant details for running the sessions are not included (activity descriptions, diagrams, equipment, organisation, modifications / adaptations / extensions to skills and associated outcomes and indicators) <b>and</b> is in a clear, coherent structure that can be easily followed by someone who may have limited experience with the activities detailed.	<input type="checkbox"/> Session outline is word processed (but not the diagrams and pictures), is NOT within the 4-page limit. Several of the relevant details for running the sessions are not included (activity descriptions, diagrams, equipment, organisation, modifications / adaptations / extensions to skills and associated outcomes and indicators) <b>or</b> is not in a clear, coherent structure that can be easily followed by someone who may have limited experience with the activities detailed.	<input type="checkbox"/> Session outline is NOT word processed (including all diagrams and pictures) most of the relevant details for running the sessions are not included (activity descriptions, diagrams, equipment, organisation, modifications / adaptations / extensions to skills and associated outcomes and indicators) <b>or</b> is in a structure that may confuse someone who may have limited experience with the activities detailed.	<b>Planning</b>
<b>9-10</b>	<b>7-8</b>	<b>5-6</b>	<b>0-4</b>	<b>/ 10</b>
<input type="checkbox"/> A clear description of a suitable skill assessment activity athletes. The activity is organised in a manner to maintain active learning time and provide multiple opportunity for students to display achievement of skill performance outcomes.	<input type="checkbox"/> A clear description of a suitable skill assessment activity for athletes. The activity is organised in a manner that <b>may not</b> maintain active learning time and provide multiple opportunity for students to display achievement of skill performance outcomes.	<input type="checkbox"/> A clear description of a suitable skill assessment activity for athletes is not presented, <b>OR</b> the activity is organised in a manner that <b>significantly impacts</b> active learning time and provide limited opportunity for students to display achievement of skill performance outcomes.	<input type="checkbox"/> A clear description of a suitable skill assessment activity for athletes is not presented, <b>AND</b> the activity is organised in a manner that <b>significantly impacts</b> active learning time and provide limited opportunity for students to display achievement of skill performance outcomes.	<b>Session assessment</b>
<b>5</b>	<b>4</b>	<b>2.5-3.0</b>	<b>0-2</b>	<b>/ 5</b>
<input type="checkbox"/> The written <b>rationale</b> makes clear and substantiated links between 1) what you planned and 2) how you taught, in relation to the achievement of student physical learning. The rationale is appropriately referenced and uses more than 2 academic references. It is within the 1500-word limit.	<input type="checkbox"/> The written <b>rationale</b> makes clear and substantiated links between 1) what you planned and 2) how you taught, in relation to the achievement of student physical learning, with a few exceptions. The rationale is appropriately referenced and uses more than 2 academic references. It is within the 1500-word limit.	<input type="checkbox"/> The written <b>rationale</b> makes links between 1) what you planned and 2) how you taught, in relation to the achievement of student physical learning, with a few exceptions. The rationale is inappropriately referenced and / or uses 2 or less academic references. It is outside the 1500-word limit.	<input type="checkbox"/> The written rationale makes no clear and substantiated links between 1) what you planned and 2) how you taught, in relation to the achievement of student physical learning. The rationale is inappropriately referenced and / or uses 2 or less academic references. It is outside the 1500-word limit.	<b>Curriculum rationale</b>
<b>9-10</b>	<b>7-8</b>	<b>5-6</b>	<b>0-4</b>	<b>/ 10</b>
<input type="checkbox"/> The evaluation of your groups' delivery effectively utilises a full range of available feedback (peer, self, and staff) and student learning to establish appropriate recommendations for improvement in planning and teaching performance.	<input type="checkbox"/> The evaluation of your groups' delivery utilises feedback (peer, self, and staff) and student learning to establish mostly appropriate recommendations for improvement in planning and teaching performance.	<input type="checkbox"/> The evaluation of your groups' delivery only utilises some of the available feedback (peer, self, and staff) and student learning and/or provides recommendations of limited appropriateness for improvement in planning and teaching performance.	<input type="checkbox"/> The evaluation of your groups' delivery does not utilize the available feedback (peer, self, and staff) and student learning and/or does not provide recommendations for improvement in planning and teaching performance.	<b>Pedagogy evaluation</b>
<b>5</b>	<b>4</b>	<b>2.5-3.0</b>	<b>0-2</b>	<b>/ 5</b>
<b>PEER TEACH AND OUTLINE/RATIONALE TOTAL MARK</b>				<b>/ 30</b>