Tasmanian School of Business & Economics (TSBE) (School)

College of Business and Economics (College)

In Collaboration with

The Department of Education, Tasmania

And the

University Connect Program (University of Tasmania)

BMA114
SPORTS AND RECREATION MANAGEMENT

25 Credit points

2019

Unit Outline

Unit Coordinator
Michael Craw
CONTACT DETAILS

Unit coordinator

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WHAT IS THE UNIT ABOUT?

Unit description

This unit of study (BMA 114) investigates sports and recreation management utilising the following Topics and Themes. See Table 1 below.

Table 1.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme</td>
<td>Exploring the sport business</td>
<td>Impacts</td>
<td>Strategies and Operations</td>
<td>Investment</td>
</tr>
</tbody>
</table>

BMA 114 seeks to provide the student with an initial learning experience in the disciplines of sports and recreation. The class’s primary focus is on the sport and recreation industry, which includes: professional sport, amateur sport, for-profit sport participation, non-profit sport participation, sporting goods, and sport services.

It is the objective of the class to introduce students to the different managerial and administrative components of the sport and recreation industry at local, state, national and international levels.

In-class discussions and the unit’s assessment items will focus on assisting the student in establishing a conceptual understanding of and developing the skills necessary to function as a professional person in the sports or recreation market place. In addition, the student will be exposed to the different sports or recreation careers, the requirements for entrance into the various employment areas and the trends in the industry.

Intended Learning Outcomes

On completion of this unit, you will be able to:

1. To apply theories, concepts, practical principles and processes integral to improving sports management activities for community
2. To analyse sports data such as facts and figures and recommend solutions for sports management organisations to serve the community
3. To effectively communicate an argument supported by sports management (SM) academic literature (or other accepted literature in SM)
Graduate Quality Statement

Successful completion of this unit supports your development of course learning outcomes, which describe what a graduate of a course knows, understands and can do. Course learning outcomes are available from the Course Coordinator. Course learning outcomes are developed with reference to national discipline standards, Australian Qualifications Framework (AQF), any professional accreditation requirements and the University of Tasmania’s Graduate Statement.

The University of Tasmania experience unlocks the potential of individuals. Our graduates are equipped and inspired to shape and respond to the opportunities and challenges of the future as accomplished communicators, highly regarded professionals and culturally competent citizens in local, national, and global society. University of Tasmania graduates acquire subject and multidisciplinary knowledge and skills and develop critical and creative literacies and numeracies and skills of inquiry. They demonstrate the ability to apply this knowledge in changing circumstances. Our graduates recognise and critically evaluate issues of social responsibility, ethical conduct and sustainability, are entrepreneurial and creative, and are mindful of their own wellbeing and that of the community. Through respect for diversity and by working in collaborative ways, our graduates reflect the values of the University of Tasmania.

Alterations to the unit as a result of student feedback

N/A

Prior knowledge &/or skills

Must be at least 16 years of age (in 2019) and currently enrolled in year 11, 12 or 13.


**HOW WILL I BE ASSESSED?**

**Assessment schedule**

This class is structured into four wide-ranging topics (1 topic per school term). A series of linked assessments are offered each Term.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme</td>
<td>Exploring the sport business</td>
<td>Impacts</td>
<td>Strategies and Operations</td>
<td>Investment</td>
</tr>
<tr>
<td>Intended Learning Outcomes and Generic Attributes</td>
<td>Analyse and apply discipline knowledge to practice</td>
<td>Communicate ideas and information</td>
<td>Exhibit professional judgement to assess, evaluate and articulate</td>
<td>Use evidence to support arguments and conclusions</td>
</tr>
<tr>
<td>Suggested delivery time</td>
<td>TBC at first class of term</td>
<td>TBC at first class of term</td>
<td>TBC at first class of term</td>
<td>TBC at first class of term</td>
</tr>
<tr>
<td>Marks available</td>
<td>Teacher to advise</td>
<td>Teacher to advise</td>
<td>Depends on Assessment items chosen</td>
<td>Depends on Assessment items chosen</td>
</tr>
<tr>
<td>Assessment items</td>
<td>Quizzes, Glossary, Annotated Bibliography</td>
<td>Reflection on learning, Literature review, Case Study</td>
<td>Reflection on learning, Optional assignment, Research Essay</td>
<td>Reflection on learning, Capstone Assessment piece</td>
</tr>
</tbody>
</table>

Please note that there is no examination for BMA114.

**Assessment items for Term I**

These items begin to develop the necessary skills for completing the class successfully and offering you some time to work into the content of this class. Each item is worth the following marks:

<table>
<thead>
<tr>
<th>Assessment item</th>
<th>Marks available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>TBA by teacher at first class</td>
</tr>
<tr>
<td>Glossary of terms in sport and recreation management</td>
<td>TBA</td>
</tr>
<tr>
<td>Annotated bibliography</td>
<td>TBA</td>
</tr>
<tr>
<td>Other</td>
<td>As guided by teacher</td>
</tr>
<tr>
<td><strong>Total for Term I</strong></td>
<td><strong>TBA</strong></td>
</tr>
</tbody>
</table>
Assessment items for Term II have been set to guide your development in terms of researching and writing. At the same time, you will begin to reflect on your learning. Each assessment item is worth the following marks:

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Study</td>
<td>TBA by teacher at first class</td>
</tr>
<tr>
<td>Literature review</td>
<td>TBA</td>
</tr>
<tr>
<td>Reflection on learning</td>
<td>TBA</td>
</tr>
<tr>
<td>Other</td>
<td>As decided by teacher</td>
</tr>
<tr>
<td><strong>Total for Term 2</strong></td>
<td><strong>TBA</strong></td>
</tr>
</tbody>
</table>

Your assessment items must be handed in on-time unless an extension is negotiated with your teacher.

Your teacher may choose to fill out a rubric for each of your assessment items (see below for rubrics for all assessment items) which will provide you with feedback on your work.

Terms III and Term IV have the following assessment items.

You must complete a Reflection on Learning for both Terms.

You are required to submit one (1) option-based assignment in Term III.

You are required to submit two (2) assessment items for Term IV:

a) the Research Essay and  
b) one (1) option-based assignment.

In consultation with your teacher, you will choose which option to complete. Note: you cannot do the same type of assignment twice within a Term (e.g. two presentations or two essays)

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection on learning (Term III)</td>
<td>TBA</td>
</tr>
<tr>
<td>Reflection on learning (Term IV)</td>
<td>TBA</td>
</tr>
<tr>
<td>Optional assignment (Term III)</td>
<td>20 marks</td>
</tr>
<tr>
<td>Optional assignment (Term IV)</td>
<td>20 marks</td>
</tr>
<tr>
<td>Research essay (Term IV)</td>
<td>40 marks</td>
</tr>
<tr>
<td>Other</td>
<td>As decided by the teacher</td>
</tr>
<tr>
<td><strong>Total for Term III and Term IV</strong></td>
<td><strong>80 – 120 marks</strong></td>
</tr>
</tbody>
</table>
Marks for Terms I, II, III and IV will be added together and converted to an overall mark out of 80%.

It is likely that students will choose different assessment types and therefore the raw maximum mark possible for this section of the class may vary from student to student.

The final piece of assessment, the **Capstone Assessment piece**, is worth 20% and is to be completed and presented in Term IV.

**Capstone Assessment piece**

The Capstone Assessment piece is worth 20% of your final grade. The Capstone Assessment piece might include but not necessarily limited to the following items:

<table>
<thead>
<tr>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>One overall final reflection on your learning in this class</td>
</tr>
<tr>
<td>Research essay (reworked)</td>
</tr>
<tr>
<td>(from Term IV )</td>
</tr>
<tr>
<td>Any two pieces of assessment which you have re-written after feedback</td>
</tr>
<tr>
<td>Brief discussion of your Capstone Assessment piece with your teacher and UTAS staff</td>
</tr>
</tbody>
</table>

* Subject to change by teacher in negotiation with student.

Once your Capstone Assessment piece is assessed you will be given a mark out of the maximum marks possible. The mark will be converted to a mark out of 20% and added to your classwork mark to give a final mark out of 100% for the BMA114 Sport and Recreation Management class.

Students must use the College of Business & Economics Assignment Cover Sheet when submitting the Capstone assessment piece.

**Assessment details**

All assessment items are due as advised the classroom teacher.

Extensions are to be negotiated with the classroom teacher.

Please note: late penalties will be applied to work which is handed in late without a pre-arranged extension.

<table>
<thead>
<tr>
<th>TERM I</th>
<th>Trends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivery time</td>
<td>Term I</td>
</tr>
<tr>
<td>Intended learning</td>
<td>Analyse and apply discipline knowledge to practice</td>
</tr>
<tr>
<td>outcome</td>
<td></td>
</tr>
<tr>
<td>Themes</td>
<td>Exploring the sport business - Impact, connectedness and change</td>
</tr>
<tr>
<td>Readings</td>
<td>TBC</td>
</tr>
<tr>
<td>Content</td>
<td>Fundamental knowledge</td>
</tr>
<tr>
<td></td>
<td>• Major countries and regions that have strong sport and recreation management presence</td>
</tr>
<tr>
<td></td>
<td>• Key features of sport management</td>
</tr>
<tr>
<td></td>
<td>• History of sport management</td>
</tr>
<tr>
<td></td>
<td>• Basic introduction to sport and recreation organisations: E.g. Australian Sports Commission, International Olympic Council, National Collegiate Athletic Association. Simple data about the roles of these organisations</td>
</tr>
<tr>
<td>Key Terms</td>
<td>Community, economic significance, globalisation, modernity, development, diversity, ethnicity, gender, demographic transition, nation, state, region, society, social connectivity, urbanisation, rural/urban divide, third world, first world, wealth and resource inequity, new generation gaps</td>
</tr>
<tr>
<td>Work required</td>
<td>Assessment Items</td>
</tr>
<tr>
<td>Students must</td>
<td>Glossary exercise: students will be given a keynote lecture on glossary of terms as it relates to the theme noted above.</td>
</tr>
<tr>
<td>successfully complete these assessment items</td>
<td>Quizzes</td>
</tr>
<tr>
<td></td>
<td>Annotated Bibliography</td>
</tr>
<tr>
<td>Due dates:</td>
<td>To be confirmed by teacher</td>
</tr>
</tbody>
</table>
### TERM II

**Pathways**

<table>
<thead>
<tr>
<th>Delivery time</th>
<th>Term II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intended learning outcome</td>
<td>Communicate ideas and information</td>
</tr>
<tr>
<td>Themes</td>
<td>Impacts: the complexity of sport management</td>
</tr>
<tr>
<td>Readings</td>
<td>TBC</td>
</tr>
</tbody>
</table>
| Content | This Term will examine strategies and operations using examples from across all of sport. For example, Australian sport  
- Sport culture  
- Business matters  
- Accessibility to sport  
- Ethnicity  
- Sports role in schools |
| Key terms | Everybody’s game, participation, elitism, demographics |

**Work required**

**Assessment Items**  
- Reflection on Learning  
- Literature review  
- Case Study

**Due dates:** To be confirmed by teacher

### TERM III

**Planning**

<table>
<thead>
<tr>
<th>Delivery time</th>
<th>Term III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intended learning outcome</td>
<td>Exhibit professional judgement to assess, evaluate and articulate</td>
</tr>
<tr>
<td>Themes</td>
<td>Strategies and operations</td>
</tr>
<tr>
<td>Readings</td>
<td>TBC</td>
</tr>
<tr>
<td>Content</td>
<td>This unit will explore an array of topics relating to sport pathways. Examples: The responsibilities of young people, how young people communicate, internet culture, changing demographics, employment.</td>
</tr>
<tr>
<td>Key Terms</td>
<td>New wealth, new talent, population shift, sports management integration.</td>
</tr>
<tr>
<td>Work required</td>
<td>Assessment Items</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td></td>
<td>Reflection on learning</td>
</tr>
<tr>
<td></td>
<td>Optional Assignment</td>
</tr>
<tr>
<td></td>
<td>Research Essay</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM IV</th>
<th>Communities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivery time</td>
<td>Term IV</td>
<td></td>
</tr>
<tr>
<td>Intended learning outcome</td>
<td>Use evidence to support arguments and conclusions</td>
<td></td>
</tr>
<tr>
<td>Themes</td>
<td>Investment in sport</td>
<td></td>
</tr>
<tr>
<td>Readings</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>Several aspects relating investment in sport will be explored in this Term, including: business models, technology, sports ability to adapt, products and services.</td>
<td></td>
</tr>
<tr>
<td>Work required</td>
<td>Assessment Items</td>
<td>Due dates: To be confirmed by teacher</td>
</tr>
<tr>
<td></td>
<td>Reflection on learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Capstone Assessment piece</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE: DETAILS OF ALL ASSESSMENT ITEMS CAN BE FOUND IN THE APPENDIX SECTION AT THE BACK OF THIS OUTLINE.**
How your final result is determined

To pass this unit, you need to demonstrate your attainment of each of the Intended Learning Outcomes.

Your grade will be determined in the following way:

**Percentage, Grades and ATAR**

In accordance with College of Business & Economics this class typically uses the following marking schedule:

<table>
<thead>
<tr>
<th>Percent</th>
<th>UTAS</th>
<th>Grade</th>
<th>ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>80% +</td>
<td>HD</td>
<td>High Distinction</td>
<td>21 – 26</td>
</tr>
<tr>
<td>70 – 79%</td>
<td>DN</td>
<td>Distinction</td>
<td>16 – 20.5</td>
</tr>
<tr>
<td>60 – 69%</td>
<td>CR</td>
<td>Credit</td>
<td>11 – 15.5</td>
</tr>
<tr>
<td>50 – 59%</td>
<td>PP</td>
<td>Pass</td>
<td>6 – 10.5</td>
</tr>
<tr>
<td>0 – 49%</td>
<td>NN</td>
<td>Not passing</td>
<td>0 – 5.5</td>
</tr>
</tbody>
</table>

**Submission of assignments**

The act of submitting your assignment will be taken as certification that it is your own work.

Assessment items must be submitted electronically through the relevant assignment drop box in CANVAS.

**All assessment items must be handed in by 2.00pm on the due date.** Where appropriate, unit coordinators may also request students submit a paper version of their Assessment items.

You must ensure that your name, student ID, unit code, tutorial time and tutor’s name (if applicable) are clearly marked on the first page. If this information is missing, the assignment will not be accepted and, therefore, will not be marked.

Where relevant, Unit Coordinators may also request you to submit a paper version of your assignment. You will be advised by the Unit Coordinator of the appropriate process relevant to your campus.

Please remember that you are responsible for lodging your assessment items on or before the due date and time. We suggest you keep a copy. Even in a perfect system, items sometimes go astray.
Requests for extensions

In this Policy:

1. (a) ‘day’ or ‘days’ includes all calendar days, including weekends and public holidays;
(b) ‘late’ means after the due date and time; and
(c) ‘assessment items’ includes all internal non-examination-based forms of assessment

2. This Policy applies to all students enrolled in TSBE Units at whatever Campus or geographical location.

3. Students are expected to submit assessment items on or before the due date and time specified in the relevant Unit Outline. The onus is on the student to prove the date and time of submission.

4. Students who have a medical condition or special circumstances may apply for an extension. Requests for extensions should, where possible, be made in writing to the Unit Coordinator on or before the due date. Students will need to provide independent supporting documentation to substantiate their claims.

Penalties*

Late submission of assessment items will incur a penalty of 10% of the total marks possible for that piece of assessment for each day the assessment item is late unless an extension had been granted on or before the relevant due date.

Assessment items submitted more than five (5) days late will not be accepted.

Academic staff do NOT have the discretion to waive a late penalty, subject to clause 4 above.

Review of results and appeals

Review of Assessment is available to all students once the University has released the final result for a unit. If you are dissatisfied with your final result, you may apply to have it reviewed. Applications for a review of assessment are due within 10 working days of the release of the final result in the unit. You will need to pay a $50 fee.

If you wish to have a piece of internal assessment reviewed as part of the review process, please state this clearly on the application form referred to above and include that assessment item with your application.

Please read and follow the directions provided by the University at:
Before starting your assignments, you are advised to familiarise yourself with the following electronic resources.

The first is the Harvard Referencing System Style Guide, which can be accessed from the UTAS library: http://utas.libguides.com/content.php?pid=27520&sid=199808. The Harvard style is the appropriate referencing style for this unit and the guide provides information on presentation of assignments, including referencing styles. In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others and maintain academic integrity. Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence. The second is the Tasmanian School of Business and Economics’ Writing Assignments: A Guide, which can be accessed at: http://www.utas.edu.au/business-and-economics/student-resources. This guide provides you with useful information about the structure and style of assignments in the TSBE.

In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others, and how to maintain academic integrity.

The University library provides information on presentation of assignments, including referencing styles and should be referred to when completing tasks in this unit.
Plagiarism

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author's words without putting them in quotation marks and citing the source, using an author's ideas without proper acknowledgment and citation, copying another student's work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines. You may also find the Academic Honesty site on MyLO of assistance.

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University.

The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author's permission is required before a work within the database can be viewed.

For further information on this statement and general referencing guidelines, see the Plagiarism and Academic Integrity page on the University web site or the Academic Honesty site on MyLO.

Academic misconduct

Academic misconduct includes cheating, plagiarism, allowing another student to copy work for an assignment or an examination, and any other conduct by which a student:

a. seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person are not entitled; or

b. improperly disadvantages any other student.

Students engaging in any form of academic misconduct may be dealt with under the Ordinance of Student Discipline, and this can include imposition of penalties that range from a deduction/cancellation of marks to exclusion from a unit or the University. Details of penalties that can be imposed are available in Ordinance 9: Student Discipline – Part 3 Academic Misconduct.
WHAT LEARNING OPPORTUNITIES ARE THERE?

MyLO & CANVAS

The BMA114 Sports and Recreation Management class will utilise two online learning managers (OLM) in 2019. The most used OLM will be CANVAS. CANVAS is managed by the Department of Education Tasmania. The other OLM is MyLO (My Learning Online). MyLO may be used from time to time to deliver class content to students. Students will need to have regular internet access to be able to access learning materials for this unit. Students can access online learning materials using their Student ID.

STUDENT ID (DOE)

The Department of Education Tasmania provides secure access to CANVAS for enrolled students.

STUDENT ID (UTAS)

Once enrolled in BMA114 the University of Tasmania will provide students with a Student Number, email address user name/password so they can access UTAS online materials.

UTAS ONLINE MATERIAL IN MY LEARNING ONLINE (MyLO)

It’s unlikely that a significant amount of access to the MyLO online learning environment is required for this unit. The unit will have its own MyLO site. Detailed advice regarding MyLO use will be advised in due course.

MyLO is the online learning environment at the University of Tasmania. This is the system that will host the online learning materials and activities for this unit.

Getting help with MyLO

It is important that you are able to access and use MyLO as part of your study in this unit. To find out more about the features and functions of MyLO, and to practice using them, visit the Getting Started in MyLO unit.

For access to information about MyLO and a range of step-by-step guides in pdf, word and video format, visit the MyLO Student Support page on the University website.

If something is not working as it should, contact the Service Desk (Service.Desk@utas.edu.au, phone 6226 1818), or Request IT Help Online.
Resources

Required readings
No prescribed text. (Readings provided throughout the year.)

Recommended readings
A recommended text is a resource that you can use to broaden your understanding of the topics covered in this class. You may also find a recommended text helpful when conducting research for assessment.


Chelladurai, P 2009, Managing organisations for sports and physical activity: a systems perspective, 3rd edn, Holcomb Hathaway, Scottsdale, AZ.

Covell, D, Walker, S, Siciliano, J & Hess, P 2002 Managing sports organisations: responsibility for performance, South-Western College Pub, Cincinnati, OH.


Hums, M & MacLean, J 2008, Governance and policy in sports organisations, 2nd edn, Holcomb Hathaway, Scottsdale, AZ.

Li., M, MacIntosh, E & Bravo, G 2011, International sports management, Human Kinetics, Champaign, IL.

Masteralexis, L, Barr, C & Hums, M 2011, Principles and practice of sports management, 4th edn, Jones & Bartlett Learning, Sudbury, MA.

Nagel, M & Southall, R 2010, Introduction to sports management: theory and practice, Kendall Hunt, Dubuque, IA.


Pedersen, P, Parks, J, Quarterman, J & Thibault, L 2011, Contemporary sports management, 4th edn, Human Kinetics, Champaign, IL.


Rosner, S & Shropshire, K 2011, The business of sports, Jones & Bartlett Learning, Sudbury, MA.
Reading Lists

In addition to the texts recommended above, students are also expected to be familiar with the key academic journals in the marketing discipline from which useful insights can be derived. In particular, students are encouraged to review regularly the relevant papers that are published in:

Journals and Periodicals

Apart from books, you will find it valuable to get into the practice of reading relevant articles. The following academic journals, magazines and newspapers are only a selection of what is available. Reading widely will be advantageous.

- The Sports Management Review - Sports Management Association of Australia & New Zealand
- European Sports Management Quarterly - European Association for Sports Management

- Academy of Management Review
- Applied Research in Coaching and Athletics
- European Journal of Sports Management
- International Journal of Sports Management
- International Journal of Sports Management and Marketing
- International Journal of Sports Marketing and Sponsorship
- Journal of Consumer Research
- Journal of Issues in Intercollegiate Athletics
- Journal of Leisure Research
- Journal of Management
- Journal of Management Education
- Journal of Organisational Behavior
- Journal of Sports Behavior
- Leisure Studies
- Sports Marketing Quarterly
Journal articles


Cunningham, G 2002, ‘Examining the relationship among Miles and Snow’s strategic types and measures of organisational effective in NCAA Division I athletic departments’, *International Review for the Sociology of Sports*, vol. 37, no. 2, pp.159-175.


doi:10.1016/j.smr.2014.07.001


Hassan, D, & Hamil, S 2010, ‘Models of football governance and management in international sports’, *Soccer & Society*, vol. 11, no. 4, pp.343-353.


**Useful Websites**

http://www.aasmasia.com Asian Association for Sports Management  
http://www.easm.net European Association for Sports Management  
http://www.smaanz.org Sports Management Association for Australia and New Zealand  
http://www.worldsportsmanagement.org World Sports Management Association

**Other websites**

ABC Grandstand http://www.abc.net.au/news/sports/  
All Down Under http://alldownunder.com/australian-sports/  
Sports Marketing Association http://www.sportsmarketingassociation.com/  
The Sports Networker http://www.sportsnetworker.com  
The NCAA website http://www.ncaa.org  
ESPN Sports Business http://www.espn.com

Reading Lists provide direct access to all material on unit reading lists in one place. This includes eReadings and items in Reserve. You can access the Reading List for this unit from the link in MyLO, or by going to the Reading Lists page on the University Library website.
Activities

Learning expectations

The University is committed to high standards of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers.

Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.

Details of teaching arrangements

<table>
<thead>
<tr>
<th>Teaching Pattern</th>
<th>150 hours spread over the four (4) school terms.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Staff</td>
<td>Ms Sharelle Preston, Ms Dominique Emmett, Ms Christine Gilmour, Mr Tomas Viney, Dr Michael Craw</td>
</tr>
<tr>
<td>Campuses</td>
<td>Don College, Newstead College. Students from other colleges should be in contact with either Don College or Newstead College for more information</td>
</tr>
<tr>
<td>Assessment</td>
<td>Term-based assessment items. See details of assessment items in the Appendix of this document</td>
</tr>
<tr>
<td>Prescribed Text</td>
<td>Readings provide throughout the year.</td>
</tr>
<tr>
<td>Class Weight</td>
<td>TCE: This class is a Pre-tertiary Level 3 with a similar weighting to others pre-tertiary subjects and can be counted towards your ATAR score. TCE value is 15 points.</td>
</tr>
<tr>
<td></td>
<td>UTAS: This class is weighted at 25% in the Bachelor of General Studies at Introductory level, University of Tasmania. This credit can be transferred to other University of Tasmania undergraduate degree programmes if the terms and conditions of the degree programme will accept such credit. Typically this class will count for up to (2) two elective credits.</td>
</tr>
<tr>
<td></td>
<td>The BMA 114 Sport and Recreation Management unit attracts a HECS scholarship for domestic students. Domestic is defined as Australian citizen or Permanent resident.</td>
</tr>
<tr>
<td></td>
<td>The Scholarship process is integrated into the enrolment process</td>
</tr>
</tbody>
</table>
Class details

OVERVIEW

BMA114 Sport and Recreation Management (TCE) is designed for year 11/12/13 college students undertaking the Tasmanian Certificate of Education (TCE) that are enrolled in a Tasmanian school or college. This class runs for the Department of Education Tasmania academic year 2019.

TQA LEVEL

As a TQA level 3 class student in BMA114 you are expected to acquire a combination of theoretical and/or technical and factual knowledge and skills and use judgment when varying procedures to deal with unusual or unexpected aspects that may arise. TQA level 3 is a study-standard that is suitable to prepare learners for further study at the tertiary level. BMA114 has a weight-value of 15 TCE points.

STATUS (University of Tasmania)

In undertaking BMA114, you will be enrolled as a University of Tasmania (UTAS) student.

As a UTAS student you will receive a University student card and you are eligible to use University facilities including the library. You will also receive a HECS (higher education contribution) scholarship if you are a domestic student (Australian citizen or permanent resident).

You will be taught throughout the year by your teacher and you will also have opportunities to engage with University of Tasmania College of Business & Economics teachers during the year.

ASSESSMENT

Your assessment items are administered by your college and externally assessed through the University of Tasmania.

There is no exam in BMA114.

A Capstone Assessment piece will be administered by your college and externally assessed through the University of Tasmania. You will have an opportunity to discuss your work in the form of an exit interview. The exit interview is held just prior to end of year Examinations period.
TCE VALUE
This class is weighted at 15 TCE points.
NOTE - Students that successfully complete this class: your grade and mark will be converted to an ATAR score.
This class cannot be retaken in a following year once a student receives a passing grade.

UNIVERSITY OF TASMANIA UNIT’S WEIGHTING
BMA114 has a 25% weighting.
The final mark for this class will be a student’s University of Tasmania final mark.
A passing mark will count for 25% of first year study at UTAS in the Bachelor of General Education which is a foundation qualification pathway for students wishing to study in the College of Business, College of Health & Sciences and the College of Arts, Law and Education (CALE).
This class does not count towards the University College’s Associate Degrees battery of subjects.

UTAS PATHWAYS
If you go on to enroll in another qualification at the University of Tasmania you will be eligible to apply for this 25% worth of credit to be counted in your academic qualification. See http://www.utas.edu.au/centre-for-university-pathways-and-partnerships/bgsfoundation for further details.

SUCCESSFUL COMPLETION
Successful completion of this class is defined as a final mark of 50% or higher.

FAIL
Fail is defined as a final score less than 50%.
If you fail BMA114, you will be withdrawn from the UTAS without academic or financial penalty. Only students that fail the unit may re take it in a following year.
NOTE: Please note the terms ‘unit’ and ‘class’ are used interchangeably. ‘Unit’ is a University of Tasmania term used to describe this class.

Specific attendance/performance requirements
N/A
Teaching and learning strategies

The University is committed to a high standard of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers. The University’s Code of Conduct for Teaching and Learning states:

Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.

During the first four weeks of this semester, your participation and engagement in this unit will be monitored. If you do not demonstrate evidence of having engaged actively with this unit by Week 4 of semester, your enrolment may be cancelled, or you may be withdrawn from the unit.

Work Health and Safety (WHS)

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University’s Work Health and Safety website and policy.

Communication

BMA114 students are referred to the CANVAS website regularly. Other online communications will be via email.

UTAS: TO KEEP UP WITH ANNOUNCEMENTS REGARDING THIS UNIT/Class

Check the MyLO News tool at least once every two days. The unit News will appear when you first enter our unit’s MyLO site. Alternatively, click on the News button (towards the top of the MyLO screen) at any time.

WHEN YOU HAVE A QUESTION

Other students may have the same question that you have. Please go to the Q&A Forum on our class’s MyLO site. Check the posts that are already there – someone may have answered your question already. Otherwise, add your question as a new topic. Students are encouraged to support each other using this forum – if you can answer someone’s question, please do. We will attempt to respond to questions within 48 business hours. If your question is related to a personal issue or your performance in the unit, please contact us by email instead.
WHEN YOU HAVE AN ISSUE THAT WILL IMPACT ON YOUR STUDIES OR SUBMISSION OF AN ASSESSMENT TASK

If you have a personal question related to your studies or your grades, please contact us by email.

A NOTE ABOUT EMAIL CORRESPONDENCE

You are expected to check your Department of Education email on a regular basis. You will have a UTAS email (WebMail) account too and this should be checked often – at least three times per week. To access your WebMail account, login using your UTAS username and password at https://webmail.utas.edu.au/.

You are strongly advised not to forward your UTAS emails to an external email service (such as Gmail or Hotmail). In the past there have been significant issues where this has occurred, resulting in UTAS being blacklisted by these email providers for a period of up to one month. To keep informed, please use your UTAS email as often as possible.

*IMPORTANT* Please email me when you have a question or issue of a personal nature, for example, you have a family issue that is affecting your studies. For general questions about the unit, please add them to the Q&A forum on our unit’s MyLO site. This way, other students can also benefit from the answers.

I receive a lot of emails. Be realistic about how long it might take for me to respond. Allow me at least two (2) business days to reply. Staff are not required to respond to emails in which students do not directly identify themselves, emails which are threatening or offensive, or emails that come from external (non-UTAS) email accounts.

When you write an email, include the following information. This helps the teacher determine who you are and which unit you are talking about.

- Family name;
- Preferred name;
- Student ID;
- Unit code (i.e., BMA114)

Questions - If your question is about an assessment task, please include the assessment task number or
Concerns and complaints

The University is committed to providing an environment in which any concerns and complaints will be treated seriously, impartially and resolved as quickly as possible. We are also committed to ensuring that a student may lodge a complaint without fear of disadvantage. If you have a concern, information about who to contact for assistance is available on the ‘How to resolve a student complaint’ page.

Further information and assistance

If you are experiencing difficulties with your studies or assignments, have personal or life-planning issues, disability or illness which may affect your course of study, you are advised to raise these with the unit coordinator in the first instance.

There is a range of University-wide support services available to you including Student Learning Support, Student Advisers, Disability Services, and more which can be found on the Student Support and Development page of the University website.

Should you require assistance in accessing the Library, visit their website for more information.
BMA114 is taught across all four terms of the 2019 school year. Materials relevant to the class will be available to students from the first class meeting.

<table>
<thead>
<tr>
<th>2019</th>
<th>Start</th>
<th>Finish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Monday 4 February (teachers commence)</td>
<td>Easter break: Friday 12 April</td>
</tr>
<tr>
<td></td>
<td>Wednesday 6 February (students commence)</td>
<td>Friday 19 April-Tuesday 22 April</td>
</tr>
<tr>
<td>Term 2</td>
<td>Monday 29 April</td>
<td>Friday 5 July</td>
</tr>
<tr>
<td>Term 3</td>
<td>Monday 22 July</td>
<td>Friday 27 September</td>
</tr>
<tr>
<td>Term 4</td>
<td>Monday 14 October</td>
<td>Refer to individual college for student finish date.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Friday 13 December (teachers finish)</td>
</tr>
</tbody>
</table>
The Tasmanian School of Business and Economics (TSBE) is currently in the process of applying for business accreditation with the Association to Advance Collegiate Schools of Business (AACSB) – the lead program for accrediting business schools globally. AACSB seeks to connect educators, students, and business to achieve a common goal – to create the next generation of business leaders.

By joining AACSB and going through the accreditation process, TSBE is joining a global alliance committed to improve the quality of business education around the world, and to share the latest innovations in business education. Gaining Business Accreditation with AACSB is a multi-year process involving TSBE demonstrating our performance against the 15 accreditation standards.

Once complete, TSBE will join a select community of accredited business schools, with only 7% of all business schools globally having completed the AACSB process. This will further enhance the reputation of TSBE, and further enhance the global recognition of your qualifications. To find out more about AACSB click [here](#).
APPENDIX SECTION

Assessment items:

Term I:
- Annotated Bibliography
- Glossary
- Quizzes.

Compulsory Assessment items for balance of the class:
- Reflection on Learning (Term II, III, IV)
- Literature Review (Term II)
- Case Study (Term II)
- Research Essay (Term III)
- Optional Assignment (Term III)
- Capstone Assessment piece (Term IV).

Option-based Assessment items: Two to be chosen. One (1) for Term III and one (1) for Term IV:
- Report
- Oral Presentation
- Blog/journal
- Creative writing: a day in the life
- Other (Negotiated with Teacher).

Rubrics

Student work is usually assessed according to criteria which are described on a marking rubric.

Rubrics may be attached to each assignment. The Teacher will speak you about rubrics.

Please make sure that you read the description and instructions for each task carefully and that you examine a rubric before commencing your assignment.

The rubric will help you understand what the assessors are looking for when they examine your work.

Teacher comments will help you re-work your assessment items for the Capstone Assessment piece.
Term I

1. Annotated Bibliography

Description of task

A common assessment task at university is the research essay. It is therefore important that you develop research skills that enable you to critically assess what works are related to your topic of interest and which will be helpful to your research.

An annotated bibliography is one tool to assist you to compile a summary of the important works related to what you are studying.

An annotated bibliography is a list of research sources which provides a citation and a concise descriptive/evaluative paragraph for each of the sources.

This assessment task requires you to conduct research in a topic related to the Term you are undertaking (research topics will be available at the commencement of each Term). You will conduct research on the topic and identify which works are the most relevant. From those identified you will prepare an annotated bibliography made up of the eight most useful works (as assessed by you).

An annotated bibliography commonly includes information about:

1. The authority – who wrote the piece? What are their credentials?
2. The audience – Who is the intended audience?
3. The usefulness of the work – Is this work useful to your topic? How might it assist in your research?
4. Conclusions – What are the conclusions of the author? How have these been reached (eg. evaluative methods)?
5. Limitations of the work – Does the author have a particular bias? Other limitations?

Ultimately, a good annotated bibliography will demonstrate that you have critically assessed the content of the works, where they sit within a field of study as well as in relation to your research topic. Furthermore, it demonstrates that you have understood the works read.

Details of Assessment Criteria:

- Source selection 20%
- Credibility 20%
- Annotations 20%
- Evaluation 20%
- Conciseness and clarity of writing 10%
- Referencing and formatting 10%
2. Glossary of Terms

Glossary exercise: students will be given a keynote lecture on glossary of terms as it relates to the theme of Term 1. The keynote speaker will conduct an assessment activity as a way to drill down student understanding of terms in sport management.

Details of Assessment Criteria:

• Accuracy of definition
• Research effort and sophistication of analysis
• Conciseness and clarity of definitions

3. Quizzes

This task requires students to undertake quizzes made up of short definitions and multiple-choice questions. The quizzes will be conducted in Term 1.
Term II

1. Reflection on learning (total 800 words per reflection or quizzes)
   [Compulsory task for Terms: II, III, and IV]

**Description of task**

Understanding how we learn and what we already know is an important element of being a successful active learner. Reflection on learning is an essential skill for university students to develop. The Reflection on Learning required in Terms II, III, and IV require you to think about what you consider you know about the topic at the start of the Term. After completing the Term, you will compare your initial thoughts with what you know now after learning about the topic.

**This exercise is in two parts:**

a) **At the start of each Term: What do you think you know? (300 words)**

Write a brief statement addressing the following questions:
- What do you know about the topic of this Term?
- What questions do you have about the topic?
- What do you think you will learn in the Term?

b) **At the end of each Term: What have you learned and how does this compare to what you thought you knew? (500 words)**

Write a brief statement addressing the following questions:
- Describe some of the most interesting things you learned during this Term.
- Did anything surprise you?
- Re-read your initial statement from the start of the Term, and write a concluding paragraph comparing your initial statement with your final statement.

**Details of Assessment Criteria:**

- Evidence of reflection on learning 40%
- Clarity of Expression 20%
- Depth of understanding of issues 40%
2. Literature review

Description of task

A literature review, like the annotated bibliography, is a useful tool when compiling and clarifying your thoughts in relation to the works you have read on a topic. A literature review provides an overview of a field of study. It outlines what is already known about a topic, who the key writers are, the prevailing theories in relation to the topic, and the research gaps/questions being asked. You will write a literature review that includes up to 5 sources and is up to 750 words in length.

To be able to write a literature review, first you must conduct a thorough literature search to find relevant titles. Take note of those you consider most relevant and locate the texts. Read the texts, ensuring you take notes of the literature you are reading as well as the full citation of the text. Notes should include how the author approaches the topic, what they have to say about the topic, and how it relates to your research topic. Once you have read and compiled notes on a range of the texts that you consider key to your topic, then you are ready to write the literature review.

A literature review, like other academic writing, must have an introduction, body, and conclusion:

The **introduction** provides the topic of your research, the parameters of the topic you are covering (i.e. what is included/excluded) and the basis of your literature selection.

What you include in the **body** paragraphs will depend on the topic and depth of information you obtained. It might include a historical background, mainstream versus alternative theories/viewpoints, different approaches to the subject, definitions used, current studies/research, general conclusions being drawn.

The **conclusion** should provide a summary of the major agreements and disagreements in the literature, the general conclusions being drawn, and a summary of where your topic question sits in the literature.

**Please note that a literature review is different from an annotated bibliography.** An annotated bibliography deals with each text separately. In contrast a literature review synthesizes several texts in one or more paragraphs. Each paragraph is generally classified in themes, with each paragraph addressing the different aspects of the literature.

Details of Assessment Criteria:

- Introducing the idea: Problem statement
- Body: Flow of the review
- Coverage of content
- Conclusion: Synthesis of ideas
- Conciseness and clarity of writing
- Referencing and formatting
3. Case Study

Description of task
Case studies are about real life.
Case studies require you to apply theory to a real-life example.
The case study situation you will be based on real-world scenarios in sports management.
You will analyse the case study provided, identifying the issues involved, and offering solutions with reference to theories on the topic. To do this you will:

- Relate the case to what you have learned during class and through research.
- Present a background of the case and your observations of what is going on, as well as why, how, when and who is affected.
- Identify the issues and what the literature is saying about the topic. Do your observations of the case align with what the experts are saying?
- Offer solutions/a conclusion. Do you have any recommendations (these must be supported)?

The length of the case study should be up to 1000 words (excluding references).

Details of Assessment Criteria:
- Completeness
- Understanding of topic and issues
- Analysis, evaluation, and recommendations
- Research
- Conciseness and clarity of written expression
- Referencing and formatting
TERM III
Research Essay
A research essay must be completed across topics in Term III.

Description of task
Research essays are assessment items in which you go and find relevant sources of information such as books and journal articles in order to gather information which you then evaluate and use as evidence to back up your argument in essay format.

The assessment item requires you to submit one research essay which you have written.

Essays are one of the most important (and common) forms of assessment at university.

A competent essay:
- Uses a good range of sources including books and journal articles
- Clearly evaluates relevant evidence
- Clearly references the evidence used (so that the examiner can understand which information and arguments have been drawn on from others to form the essay argument)
- Answers the question
- Is structured in a logical manner and conforms to essay requirements

Each student will be required to write one essay of up to 1,500 words. Does not include referencing

Details of Assessment Criteria:
- Selection of issues/topics and development of argument
- Evidence of research and sophistication of analysis
- Structure of argument
- Conciseness and clarity of written expression
- Referencing and formatting

The major essay must be typed in a minimum font size 11 and at least 1.5-spaced, with generous margins for the examiner to write comments on.

It must also be fully referenced and include a Harvard style guide referencing. The referencing style used by the College of Business & Economics is Harvard Style guide (guide references noted earlier).

Students are expected to use a wide range of sources for the major essay, especially books and academic journal articles. It is insufficient to provide only internet sources as references. If you are using internet sites, please exercise caution regarding the source of the sites. Please note that the quality of sources is more important than the quantity.

Students are, however, expected to use at least seven (7) sources, and these should include a variety of forms.
Term III Option-based assignment

One (1) option assignment to be chosen for Term III.

OPTIONS:

- Report
- Oral Presentation
- Blog/journal
- Creative writing: a day in the life
- Other (by negotiation with Teacher).

Report

Term III: Option-based assignment

Description of task

Another form of writing sometimes asked of students at university is report writing. The purpose of a written report may be to: inform, make recommendations and proposals, present findings of an investigation, or analyse and solve problems.

Reports differ from research essays in that you are able to use headings, sub-headings, numbered and bullet points to lead the reader through the document. It is, therefore, important to organise your information and write an outline before commencement of your writing.

The way you organise and layout your information is important. Organise the material you have collated into headings and sub-headings, and then decide upon a logical order. Overarching this order should be an overall plan that keeps you on message.

Other features that distinguish a report from a research essay are that a report presents information rather than an argument, uses concise paragraphs often utilising dot points for quick reading, and may include recommendations and/or appendices.

The way your report is presented is very important. A report may include the following (those marked with an asterisk (*) are essential):

- Title page*
- Table of contents*
- List of abbreviations and/or glossary
- Executive summary/abstract
- Introduction*
- Discussion*
- Conclusion*
- Recommendations
- Referencing*
- Appendices
Students will write a report on a topic provided by their college teacher. The length of the report should be up to **1000 words** (excluding references).

**Details of Assessment Criteria:**
- Introduction
- Discussion: presentation of information
- Supporting material
- Conclusion
- Organisation of report
- Conciseness and clarity of written expression
- Referencing and formatting

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**Oral Presentation**

**Term III: Option-based assignment**

**Description of task**

Students will deliver an oral presentation during class.

Interested students will be allocated a topic by the college teacher at the beginning of the relevant Term (either Term III or IV) as well as a time and date of their presentation. A minimum of 2 weeks will be provided between allocation of the topic and the date of presentation. The oral presentation must be accompanied by a visual presentation (e.g. PowerPoint slides).

Students should aim to present for **10 minutes**. Teachers will also allocate question time to allow the audience an opportunity to ask questions and clarify materials covered.

**Details of Assessment Criteria:**
- Oral communication skills
- Visual presentation
- Integration of oral presentation and visual material
- Content
- Research
- Overall organisation
Blog/journal
Term III: Option-based assignment

Description of task
Students will create an online blog in relation to a topic that is approved by their college teacher.

Over the class of a term, students are expected to write and post at least 4 blogs related to their topic as well as respond to audience comments over the period.

As part of this exercise, students should also utilise social media (e.g. Facebook) to market their blog in order to increase the blogs audience base.

Other students in the class are encouraged to read the blog and post comments.

Each blog should be up to 200 – 250 words in length.

Details of Assessment Criteria:
- Content and creativity
- Voice
- Organisation
- Timeliness
- Graphics and multimedia
- Referencing and formatting
- Conciseness and clarity of written expression
- Comments and contributions
Creative writing: a day in the life...
Term III: Option-based assignment

Description of task
In this exercise students will position themselves in ‘someone else’s shoes’. Empathy and understanding are skills and values that should be fostered through this class.

In this assignment you will have the chance to demonstrate your understanding by writing a creative piece of work. You will use what you have learned to write up to 750 words on a sports management person that is approved by your college teacher.

Imagine that you are the person you have been allocated. Describe what “your” life is like. What do you enjoy and what difficulties, problems and challenges do you face as a sports management person? What are the biggest concerns facing “you”?

Details of Assessment Criteria:
- Evidence of reflection on learning
- Clarity of expression
- Depth of understanding of issues

Other
By negotiation with Teacher.
TERM IV

Capstone Assessment piece description

Your Capstone Assessment piece gives you an opportunity to reflect on your overall learning in this class and also to re-work two pieces of assessment according to your teacher’s feedback. You will also talk about your work with your teachers and UTAS staff.

Your Capstone Assessment piece consists of:

1. Final Reflection on Learning (up to 800 words)

   Read over your three (3) reflections on Learning (Terms II, III, IV) and write a brief statement addressing the following questions:

   - What have you learned in this class and how does this compare to what you thought you knew at the start of the class?
   - Describe some of the most interesting things you learned during this Term.
   - Did anything surprise you?
   - Discuss how your thinking about sport and recreation management has changed as result of undertaking this class.

Assessment Criteria:
- Evidence of reflection on learning
- Clarity of Expression
- Depth of understanding of issues.

2. Research Essay (re-worked)

   Research essays are a core component of University study. Writing competent research essays is a skill which needs to be developed. Read the feedback given to you by your teacher and re-work your essay accordingly.

Details of Assessment Criteria:
- Addressed teacher feedback and concerns
- Conformed to requirements of the original task

This assessment task is linked to the class’s learning outcomes......

3. Two Assessment items (re-worked)

   Responding to feedback and improving your work is a crucial skill for both university and the workforce. Choose two assessment items and re-work these according to teacher feedback.
Details of Assessment Criteria:

• Addressed teacher feedback and concerns
• Conformed to requirements of the original task

This assessment task is linked to the class’s learning outcomes …..

4. Discussion of your Capstone Assessment piece with teacher and UTAS staff
Discuss the content of the CA as an expert of the topic using evidence based content to defend arguments.