UNIT OUTLINE

Read this document to learn essential details about your unit. It will also help you to get started with your studies.

BMA218
Planning and Running Sports and Recreation Events

Semester 2, 2015

THIS UNIT IS BEING OFFERED IN
HOBART

Taught by:
Dr Michael Craw

CRICOS Provider Code: 00586B
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Contact Details

Dr Michael Craw

Unit Coordinator and Lecturer

Campus: Hobart
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Phone: (03) 6226 8527
Consultation: By appointment
Unit Description

BMA218 investigates the planning and running of sports and recreation events (SRE). SRE focuses on the planning, implementation and management of an event. This management of an event will include aspects such as event planning; event promotion; event sponsorship; recruiting and managing volunteers; event risk management and event facilitation. The financial elements of sports event management will be investigated such as: the ability to plan; to develop and implement budgets and to produce a profit /loss statement. The ability to effectively integrate and satisfy the needs of external stakeholders, such as sponsors, media and community will be investigated.

This unit uses an experiential learning approach to its delivery, which is supported with accepted theory and practice in planning and running sports and recreation events. Learning outcomes are met with time spent in preparing for, and completing, assessment tasks, time spent in general study/event management delivery, evaluation and reflection.

Students will consider how and why events build community (i.e. investigating how the event promotes health and well-being, and how risks can be managed, identifying why sports and recreation events are an important element for building prosperous progressive communities).

Students are expected to work inclusively in all learning activities.

As an experiential unit, Classroom as Organisation learning approach will be used to develop competency.

Prior Knowledge &/or Skills OR Pre-Requisite Unit(s)

None.

Enrolment in the Unit

Unless there are exceptional circumstances, students should not enrol in this unit after the end of week two of semester, as the Tasmanian School of Business and Economics (TSBE) cannot guarantee that:

- any extra assistance will be provided by the teaching team in respect of work covered in the period prior to enrolment; and
- penalties will not be applied for late submission of any piece or pieces of assessment that were due during this period.

When does the unit commence?

The unit’s teaching schedule commences in the week beginning 13 July, 2015.
University of Tasmania Graduate Quality Statement

The units in your course, including this unit, have been designed to cumulatively develop the graduate qualities outlined in the University’s Graduate Quality Statement:

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. Graduates acquire subject and multidisciplinary knowledge and skills and develop critical and creative literacies and skills of inquiry. Our graduates recognise and critically evaluate issues of social responsibility, ethical conduct and sustainability.
<table>
<thead>
<tr>
<th>LEARNING OUTCOME 1</th>
<th>Intended Learning Outcomes</th>
<th>Assessment Methods</th>
<th>Graduate Attribute Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement sports recreation event methodology and apply this methodology in an event management activity:</td>
<td>Use sports and recreation event management theories and proven success practices for the purpose of developing and implementing event plans including things like sponsorship, event planning and risk management.</td>
<td>Consultant’s Plan The Event and Consultant’s Report In-class tests</td>
<td>Successful completion of this unit supports your development of course learning outcomes, which describe what a graduate of a course knows, understands and is able to do. Course learning outcomes are available from the Course Coordinator.</td>
</tr>
<tr>
<td></td>
<td>Apply relevant theory, principles and practices that measure the successful management of an event such as financial documents.</td>
<td>The Event and Consultant’s Report</td>
<td>Functional lifelong learning for professional and personal career aspirations particularly sports management. Communication: The ability to engage in persuasive, succinct written discussions to communicate and defend a position held. Oral communication in a succinct and logical manner. Written communication skills to create clear and detailed analyses and non-biased recommendations for front line managers, executives and CEOs.</td>
</tr>
<tr>
<td>LEARNING OUTCOME 2</td>
<td>Use strategic processes involved in event management operations and connect them to the facilitation of a sports and recreation event:</td>
<td>Identify the strategic goals of the event with the aim of outlining the strategic direction of the event meeting needs of external stakeholders; sponsors; media; community and fiscal goals.</td>
<td>Consultant’s Plan</td>
</tr>
<tr>
<td></td>
<td>Apply research knowledge and insight in the facilitation of an event linking them to community.</td>
<td>Consultant’s Plan In-class tests</td>
<td>Problem Solving: The ability to apply logical, critical and creative thinking to complex sports and recreation event management related problems. A critical grasp of theoretical frameworks and practices and the ability to integrate and apply those frameworks to problem resolution in a sports and recreation event management context.</td>
</tr>
<tr>
<td>LEARNING OUTCOME 3</td>
<td>Propose and justify integrated event strategies and recommendations to address identified problems or improve event practices:</td>
<td>Solve sport and recreation event problems utilising sports event theory and practices.</td>
<td>The Event and Consultant’s Report In-class tests</td>
</tr>
<tr>
<td></td>
<td>Reveal the practices used to best conduct an event that is linked to accepted event management success strategies.</td>
<td>Consultant’s Plan The Event and Consultant’s Report</td>
<td></td>
</tr>
<tr>
<td>LEARNING OUTCOME 4</td>
<td>Outline the processes involved in sports and recreation event planning and legal/ethical executions.</td>
<td>Write clearly, logically &amp; professionally using the lexicon/language of sports and recreation event management for the purpose of developing and implementing acceptable event plans.</td>
<td>Operation Plan Consultant’s Report The Event In-class tests</td>
</tr>
</tbody>
</table>
Learning Expectations and Teaching Strategies/Approach

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.*

These are some of the expectations we have of you as a student enrolled in this unit such as:

- To lead and be team player in a dynamic environment
- To participate in the event observing all rules and routines we establish
- To ask questions of everyone in the team.

NOTE: the aim is for the students to develop skills that support aptitude for planning and running a sport or recreation event.

Work, Health and Safety (OH&S)

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 policy at: www.utas.edu.au/work-health-safety.

Learning Resources

Prescribed Text

Supovitz, F 2012, *The sports event management and marketing playbook*, Wiley, USA.

Other Recommended Resources

*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.

*Sports, Business and Management* - An International Journal
*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


**Useful Websites**

- [http://www.aasmasia.com](http://www.aasmasia.com) Asian Association for Sports Management
- [http://www.easm.net](http://www.easm.net) European Association for Sports Management
- [http://www.smaanz.org](http://www.smaanz.org) Sports Management Association for Australia and New Zealand

**Other websites**

- The NCAA website [http://www.ncaa.org](http://www.ncaa.org)

**My Learning Online (MyLO)**

Access to the MyLO online learning environment unit is required for this unit. The unit has its own MyLO site.

To log in to MyLO and access this unit, go to: [http://www.utas.edu.au/learning-teaching-online](http://www.utas.edu.au/learning-teaching-online). To access the unit, select BMA218. **These instructions will help you to log in for the first time.**


**Technical requirements for MyLO**

For help and information about setting up your own computer and web browser for MyLO, see: [http://uconnect.utas.edu.au/](http://uconnect.utas.edu.au/)

While on campus, you can access the University network and MyLO via a laptop computer or other mobile device. See: [http://uconnect.utas.edu.au/uana.htm](http://uconnect.utas.edu.au/uana.htm)
MyLO can be accessed via Library computers and in computer labs on campus. See: 

For further technical information and help, contact the UTAS Service Desk on 6226 1818 or at 

**Learning to use MyLO**

When you login to MyLO, you will see a unit called *Getting Started with MyLO*. Enter the unit to 
learn more about MyLO and to practice using its features.

**MyLO Expectations**

1. Students are expected to maintain the highest standards of conduct across all modes of 
   communication, either with staff or with other students. Penalties may be imposed if the Unit 
   Coordinator believes that, in any instance or mode of communication, your language or 
   content is inappropriate or offensive. MyLO is a public forum. Due levels of respect, 
   professionalism and high ethical standards are expected of students at all times.

2. Submission of assessment tasks via MyLO presumes that students have read, understood and 
   abide by the requirements relating to academic conduct, and in particular, those requirements 
   relating to plagiarism. All work submitted electronically is presumed to be “signed-off” by the 
   student submitting as their own work. Any breach of this requirement will lead to student 
   misconduct processes.

3. MyLO is an Internet service for teaching and learning provided by the University. It is 
   expected that you check your units in MyLO for updates at least once a day.
Using MyLO for BMA218

**IMPORTANT!**: Before you are provided with access to your unit’s MyLO resources, you must complete the **Student Agreement** form. To do this:

1. Access the unit’s MyLO site.
2. Locate the **Begin Here** folder and click on it to open it. You can find the **Begin Here** folder by scrolling down until you see **Content Browser** OR by clicking on the **Content button**.

3. Once you have opened the **Begin Here** folder, click on the **Student Agreement** file.

4. Read the terms, then check the **I agree** box. You should now be able to access all available unit content on MyLO. You only need to do this once in each MyLO unit.

**Other important resources on MyLO**

For certain topics additional readings and materials will be provided in the Lectures/Learning Materials folder in MyLO. These may include academic journal articles, videos, news articles or online blog posts. Additional information regarding Assessment may also be available in MyLO, such as hints and tips for students.

**Student Feedback via eVALUate**

At the conclusion of each unit students will be asked to provide online responses to a number of matters relating to the learning and teaching within that unit. All students are asked to respond honestly to these questions, as all information received is used to enhance the delivery of future offerings.

**Changes to this Unit Based on Previous Student Feedback**

No changes.
Details of Teaching Arrangements

Lectures and Workshops

There will be a series of thirteen lecture/workshop sessions over the course of the semester. These sessions will be three hours in duration. Other sessions may be required and these ‘other sessions’ will be negotiated with students.

Learning Skills and Language Support (Other support details)

The Student Learning and Academic Development Team in the Student Centre works with all students, domestic and international, to develop academic skills, literacy and English language skills.

More information can be found on this website http://www.utas.edu.au/student-learning/

Communication, Consultation and Appointments

TO KEEP UP WITH ANNOUNCEMENTS REGARDING THIS UNIT
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 course’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 UTAS email (WebMail) on a regular basis – 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. BMA218);
- Questions;
- If your question is about an assessment task, please include the assessment task number or name.

Assessment

Assessment Schedule

Details of each assessment item are outlined below.

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Value (Marks)</th>
<th>Due Date</th>
<th>Length</th>
<th>Link to Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Item 1: In class Tests</td>
<td>30</td>
<td>See Study Schedule</td>
<td>Up to fifteen (15) four-option multiple choice questions and two (2) short answer question per test.</td>
<td>1, 2, 3 and 4</td>
</tr>
<tr>
<td>Assessment Item 2: Consultant’s Plan</td>
<td>40</td>
<td>TBA in first class meeting</td>
<td>TBA</td>
<td>1, 2, 3 and 4</td>
</tr>
<tr>
<td>Assessment Item 3: The Event and Consultants Report</td>
<td>30</td>
<td>TBA in first class meeting</td>
<td>Event Facilitation and post event report (with presentation).</td>
<td>1, 3 and 4</td>
</tr>
</tbody>
</table>

**Word count/page limit**: The word count/page limit includes such items as headings, in-text references, quotes and executive summaries. It does not include the cover page, the content page or reference page/s.

Assessment Overview

The aim of these assessment items is for you to develop the skills to competently serve as a sports and recreation management professional in today’s competitive and very dynamic sports and recreation administration environment.
Assessment Item 1 – Tests

**Task Description:** Students will participate in five (5) in-class tests.

**Task Length:** Up to 15 x multiple choice, four-option questions PLUS no more than two short answer questions (half a page per question) per test.

**Assessment Criteria:** Multiple choice - one (1) best answer. Short answer – advised in class.

**Due Date:** Test times and dates will be advised at the first class meeting.

**Links to Learning Outcomes:** 1, 2, 3 and 4.

**Value:** 30 marks.

**Task Detail:** Questions will come from the Lecture slides and in class discussion.

Students will have a designated amount of time complete each test.

Students get one (1) chance to complete each test on the day, date and time specified.

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Assessment Item 2 – Consultant Plan

**Task Description:** Write a Consultant plan in relation to the element of the event that you managed.

**Length:** Advised at the first class meeting.

**Assessment Criteria:** Rubric. See Appendix Section of this unit outline

**Due Date:** To be advised at the first class meeting.

**Links to Learning Outcomes:** 1, 2, 3 and 4.

**Value:** 40 marks

**Task Detail:** This assessment is designed to provide students with the opportunity to plan the elements of the event with which they were involved.

To assist in your learning in this unit, a series of key event management templates will be provided to students in class. These templates will form the basis of the Consultant’s Plan.

In developing the plan, students should consider the following:

- the event, its structure and its general operating strategy
- the customer base and their demands of people working in the event
- the culture and values of the event
• the capacity and desire to change and use innovation to achieve improved business outcomes
• external business environment impacts and challenges for the event
• managerial capacity to contribute to improved sport and recreation event (SRE) outcomes
• matters of compliance and legal obligations of the event to its people, and
• the balance between requirements to address issues and challenges faced in achieving a range of outcomes simultaneously (i.e. the ‘nice to haves’ vs the ‘have to haves’).

What were the pressing priorities?

Students who are able to effectively prioritise responses to issues, communicate a realistic approach to resolving a range of challenges and formulate effective, theory-based argument, will be rewarded.

Students identifying resolutions to issues with no theoretical support or don’t recognise, and respect, the event’s context, can expect to achieve lower level grades.

It is highly recommended that students take full advantage of in-class discussions to achieve a universal view of event strategy, principles and practices, and why and how they apply to its effective delivery.

Assessment Item 3 – The Event and the Consultant’s Report

Task Description: The culminating experience of this unit is running an event and reflecting on the experience gained from an event.

Students will conduct an event and report about it. Students will facilitate in the event, prepare a report and offer to the class-group a presentation of the experience, including its evaluation.

Length: Event facilitation activity – to be advised during the semester. Report - up to 10 Minutes per person.

Assessment Criteria: Rubric. See Appendix Section of this unit outline.

Due Date: To be advised during the semester.

Link to Learning Outcomes: 1, 2, 3, and 4.

Value: 30 marks (Event facilitation=15 marks, Presentation=10 marks, Assessors Report & Individual Evaluation=5 marks).
**Task Detail:**

Having facilitated and managed the event, and utilising material from your Consultant Plan, Observation Checklist and other supporting documents and templates, prepare and deliver a presentation of the event experience.

The event and presentation is performed according to the consultancy each student managed. **NOTE:** Consultancies will be identified according to the event framework determined at the beginning of semester.

Each consultant will speak about their experience and what was learned. Things that might be done differently next time should be revealed in the presentation of the consultant’s report.

The Presentation documents will be completed by each student as part of this assessment item and must be handed in to the Unit Coordinator immediately following the presentation. The Unit Coordinator (UC) will provide each student with an individual evaluation to complete and return to the UC. The UC will provide feedback to each consultant with an Assessors Report.

**How Your Final Result Is Determined**

In order to pass this unit you must achieve an overall score of at least 50 marks of the total available marks.

**Submission of Assessment Items**

**Lodging Assessment Items**

Assignments must be submitted electronically through the relevant assignment drop box in MyLO. **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 assignments.

All assignments must have a *TSBE Assignment Cover Sheet*, which is available as a blank template from the TSBE website: [http://www.utas.edu.au/business-and-economics/student-resources]. All assignments must include your name, student ID number, tutorial day/time, and your tutor’s name. **If this information is missing the assignment will not be accepted and, therefore, will not be marked.**

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 ‘perfect’ systems, items sometimes go astray.
Late Assessment and Extension Policy

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.
5. 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.
6. Assessment items submitted more than five (5) days late will not be accepted.
7. Academic staff do not have the discretion to waive a late penalty, subject to clause 4 above.

Academic Referencing and Style Guide

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 appropriate referencing style for this unit is: the Harvard style. For information on presentation of assignments, including referencing styles:
http://utas.libguides.com/content.php?pid=27520&sid=199808
Review of Assessment and Results

Review of Internal Assessment

It is expected that students will adhere to the following policy for a review of any piece of continuous/internal assessment. The term continuous/internal assessment includes any assessment task undertaken across the teaching phase of any unit (such as an assignment, a tutorial presentation, and online discussion, and the like), as well as any capstone assignment or take-home exam.

Within five (5) days of release of the assessment result a student may request a meeting with the assessor for the purpose of an informal review of the result (in accordance with Academic Assessment Rule No. 2 Clause 22 – www.utas.edu.au/university-council/university-governance/rules). During the meeting, the student should be prepared to discuss specifically the marks for the section(s) of the marking criteria they are disputing and why they consider their mark(s) is/are incorrect. The assessor will provide a response to the request for review within five (5) days of the meeting.

If the student is dissatisfied with the response they may request a formal review of assessment by the Head of School, with the request being lodged within five (5) days of the informal review being completed. A Review of Internal Assessment Form must be submitted with the formal review (http://www.studentcentre.utas.edu.au/examinations_and_results/forms_files/review_of_assessment.pdf).

Review of Final Exam/Result

In units with an invigilated exam students may request a review of their final exam result. You may request to see your exam script after results have been released by completing the Access to Exam Script Form, which is available from the TSBE Office, or at the following link – http://www.utas.edu.au/business-and-economics/student-resources. Your unit coordinator will then contact you by email within five (5) working days of receipt of this form to go through your exam script.

Should you require a review of your final result a formal request must be made only after completing the review of exam script process list above. To comply with UTAS policy, this request must be made within ten (10) days from the release of the final results (in accordance with Academic Assessment Rule No. 2 Clause 22 – www.utas.edu.au/university-council/university-governance/rules). You will need to complete an Application for Review of Assessment Form, which can be accessed from www.studentcentre.utas.edu.au/examinations_and_results/forms_files/review_of_assessment.pdf. Note that if you have passed the unit you will be required to pay $50 for this review.

The TSBE reserves the right to refuse a student request to review final examination scripts should this process not be followed.
Further Support and Assistance

If you are experiencing difficulties with your studies or assessment items, have personal or life-planning issues, disability or illness which may affect your study, then you are advised to raise these with your lecturer or tutor in the first instance.
If you do not feel comfortable contacting one of these people, or you have had discussions with them and are not satisfied, then you are encouraged to contact:

DIRECTOR OF UNDERGRADUATE PROGRAMS
Name: Mr David Kronenberg
Phone: 03 6226 2280
Email: David.Kronenberg@utas.edu.au

Students are also encouraged to contact their Undergraduate Student Adviser who will be able to help in identifying the issues that need to be addressed, give general advice, assist by liaising with academic staff, as well as referring students to any relevant University-wide support services. Please refer to the Student Adviser listings at www.utas.edu.au/first-year/student-advisers for your advisers contact details.

There is also a range of University-wide support services available to students, including Student Centre Administration, Careers and Employment, Disability Services, International and Migrant Support, and Student Learning and Academic Support. Please refer to the Current Students website (available from www.utas.edu.au/students) for further information.

If you wish to pursue any matters further then a Student Advocate may be able to assist. Information about the advocates can be accessed from www.utas.edu.au/governance-legal/student-complaints.

The University also has formal policies, and you can find out details about these policies from the following link – www.utas.edu.au/governance-legal/student-complaints/how-to-resolve-a-student-complaint/self-help-checklist.
Academic Misconduct and Plagiarism

**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. 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 the Ordinance of Student Discipline – Part 3 Academic Misconduct, see www.utas.edu.au/universitycouncil/legislation.

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; or
- copying another student’s work.

It also means using one’s own work from previously submitted assessment items if repeating a unit.

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, and the academic integrity resources on the web at http://www.academicintegrity.utas.edu.au/ 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 www.utas.edu.au/plagiarism/ or follow the link under ‘Policy, Procedures and Feedback’ on the Current Students homepage.

**Study Schedule**

The Study Schedule will be circulated in the first week of class.
### Assessment Rubric for the Consultant’s Plan

<table>
<thead>
<tr>
<th>Criteria</th>
<th>HD (High Distinction)</th>
<th>DN (Distinction)</th>
<th>CR (Credit)</th>
<th>PP (Pass)</th>
<th>NN (Fail)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identify and assess Sports Event (SE) issues and activities within the framework of the event:</strong></td>
<td>90% – 100%</td>
<td>80% - 79%</td>
<td>60% - 69%</td>
<td>50% - 59%</td>
<td>0% - 49%</td>
</tr>
<tr>
<td>Weight = 15%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All relevant SE issues identified and accurately assessed for relevance, impact and need for change.</td>
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<tr>
<td>Most relevant SE issues identified and accurately assessed for relevance, impact and need for change.</td>
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<tr>
<td>Most relevant SE issues identified and mostly accurate assessment of impact and need for change.</td>
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<tr>
<td>More than half the relevant SE issues identified and mostly accurate assessment of impact and need for change.</td>
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<tr>
<td>Around half the relevant SE issues identified and some assessment.</td>
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<tr>
<td>Some relevant SE issues identified and assessed.</td>
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<tr>
<td><strong>Apply relevant SE theory, principles and practices to analysis of issues within the framework of the event:</strong></td>
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<tr>
<td>Weight = 30%</td>
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<tr>
<td>An insightful analysis of all linked issues using a range of SE theories, principles and practices relevant to the framework of the case.</td>
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<tr>
<td>A relatively detailed critical analysis of most linked issues using a combination of SE theories, principles and practices relevant to the framework of the case.</td>
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<tr>
<td>An analysis of most linked issues using some SE theories, principles and practices relevant to the framework of the event</td>
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<tr>
<td>An analysis of at least half the linked issues using some SE theories, principles and practices.</td>
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<tr>
<td>Opinion and some linked SEM theory, principles or practices applied to some issues.</td>
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<tr>
<td><strong>Propose and justify integrated SE strategies and recommendations to address identified problems or improve SEM practices:</strong></td>
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<tr>
<td>Weight = 35%</td>
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</tr>
<tr>
<td>All problems are solved and SE practices improved through an astute and justified selection of effective strategies and recommendations linked to the features of the event.</td>
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</tr>
<tr>
<td>All problems are solved and SE practices improved through a justified selection of strategies and recommendations linked to the features of the event.</td>
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</tr>
<tr>
<td>Most problems are solved and some SE practices improved through a justified selection of strategies and recommendations linked to features of the event and demonstrating a reasonable integration of theory, principles and practice.</td>
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<tr>
<td>Most problems are solved through a justified selection of strategies and recommendations linked to features of the event.</td>
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<tr>
<td>At least half of the problems are solved through a selection of strategies linked to the features of the event.</td>
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<tr>
<td>Some strategies or recommendations are proposed.</td>
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<tr>
<td><strong>Write using academic language and structure:</strong></td>
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<tr>
<td>Weight = 15%</td>
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<tr>
<td>Logical report structure and a coherent, concise well developed argument in discipline specific academic language.</td>
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<tr>
<td>Well organised report with mostly logical argument, concise and coherent, and in discipline specific academic language.</td>
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</tr>
<tr>
<td>Well organised report with generally logical argument, concise and coherent, and mostly in discipline specific academic language.</td>
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<tr>
<td>Report shows generally organised and coherent argument generally using discipline specific academic language.</td>
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<tr>
<td>Report illustrates a partially organised argument and is sometimes coherent. Some discipline specific academic language.</td>
<td></td>
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<tr>
<td><strong>Adhere to referencing conventions and acknowledge sources:</strong></td>
<td></td>
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<tr>
<td>Weight = 5%</td>
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<tr>
<td>Acknowledged all sources. Accurate and consistent referencing</td>
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<tr>
<td>Acknowledged all sources. Mostly accurate referencing.</td>
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<tr>
<td>Acknowledged most sources. Reasonably accurate referencing.</td>
<td></td>
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</tr>
<tr>
<td>Acknowledged some sources. Some referencing conventions followed.</td>
<td></td>
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</tr>
</tbody>
</table>
## Assessment Rubric for the Consultant’s Report

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Below expected level</th>
<th>At expected level</th>
<th>Above expected level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction of topic</strong></td>
<td>Topic introduced.</td>
<td>Topic introduced clearly, and purpose of talk was made clear.</td>
<td>Topic introduced clearly and in an interesting way. Purpose of talk was made clear. Outline of points was given.</td>
</tr>
<tr>
<td><strong>Development of topics</strong></td>
<td>Some understanding of topic shown. Some links and connections made between ideas. Points are usually developed with minimum detail. Information is usually relevant.</td>
<td>Good understanding of topic shown. Links and connections between ideas made clear. Information was relevant and expressed in own words. Points were developed with sufficient and appropriate details.</td>
<td>A very good understanding of the topic shown. Links and connections between ideas made clear. Information was relevant and well expressed in own words. Points were well-organised and developed with sufficient and appropriate details.</td>
</tr>
<tr>
<td><strong>Ability to engage and involve audience</strong></td>
<td>Some eye contact was made. Techniques used to engage audience were minimal, or mainly ineffective.</td>
<td>An interesting approach taken to topic. Speaker used techniques such as visual aids and props, anecdote, surprising facts, direct audience participation.</td>
<td>Speaker monitored audience and adapts presentation accordingly. An interesting or original approach taken to the topic. Speaker used techniques such as visual aids and props, anecdote, humour, surprising facts, direct audience participation.</td>
</tr>
<tr>
<td><strong>Suitability of presentation for purpose and audience</strong></td>
<td>Attempts were made to tailor the presentation content to the intended purpose of informing, interesting or persuading.</td>
<td>The presentation content and structure was tailored to the audience and to the intended purpose of informing, interesting or persuading.</td>
<td>The presentation content, structure and delivery were closely tailored to the audience and to the intended purpose of informing, interesting or persuading.</td>
</tr>
<tr>
<td><strong>Voice: clarity, pace, fluency</strong></td>
<td>Presenter occasionally spoke clearly and at a good pace.</td>
<td>Presenter usually spoke clearly to ensure audience comprehension. Delivery was usually fluent.</td>
<td>Presenter spoke clearly and at a good pace to ensure audience comprehension. Delivery was fluent and expressive.</td>
</tr>
<tr>
<td>Criteria</td>
<td>Below expected level</td>
<td>At expected level</td>
<td>Above expected level</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Vocabulary, sentence structure, grammar</td>
<td>The vocabulary of the presentation was mainly appropriate for the topic. The presentation content was occasionally grammatically correct.</td>
<td>The vocabulary of the presentation was appropriate for the topic. Sentence structures were usually correct. The presentation content was usually grammatically correct.</td>
<td>The vocabulary of the presentation was appropriate for the topic. A variety of phrases and sentence structures were used. The presentation content was grammatically correct.</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>Pronunciation occasionally correct, but often hesitant and inaccurate.</td>
<td>Pronunciation and intonation is usually correct.</td>
<td>Pronunciation and intonation is correct and confident.</td>
</tr>
<tr>
<td>Cultural conventions for oral presentation</td>
<td>Greetings and general presentation are not culturally inappropriate.</td>
<td>Greetings are culturally appropriate. Questions are answered appropriately.</td>
<td>Greetings are culturally appropriate. Gestures, stance and eye contact are appropriate. Questions are answered appropriately.</td>
</tr>
<tr>
<td>Use of visual aids</td>
<td>No visual aids were used; OR Visual aids were occasionally appropriate and related to the spoken message.</td>
<td>Visual aids supported the presentation effectively. They clarified and reinforced the spoken message.</td>
<td>Visual aids were carefully prepared and supported the presentation effectively. They clarified and reinforced the spoken message. The aids added impact and interest to the presentation.</td>
</tr>
<tr>
<td>Conclusion of topic</td>
<td>An attempt was made to conclude the presentation.</td>
<td>The presentation was summed up clearly.</td>
<td>The presentation was summed up clearly and effectively, with key points emphasised.</td>
</tr>
<tr>
<td>Answering questions from audience</td>
<td>Not all questions could be answered. Questions answered with difficulty, and little knowledge of the topic was demonstrated.</td>
<td>Most questions answered. Answers showed good knowledge and understanding of the topic. Language was mainly correct.</td>
<td>Questions answered with little difficulty. Very good knowledge of the topic was demonstrated. Language was correct and fluent.</td>
</tr>
</tbody>
</table>

Score /30

Comments
BMA218 Planning and Running Sports and Recreation Events

Self-Evaluation Sheet

Student’s Name: ……………………………………………………………………. Date: …………………………………………..

Please complete this evaluation in relation to the event activity you facilitated. This evaluation will be used as part of an assessment for BMA218

1. Please indicate how much you agree or disagree with the following statements

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I knew what to expect in the event</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I achieved the learning outcomes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I felt involved in the event activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I thought there was too much theory</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I found the activities were relevant to my learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I thought the event flowed logically</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I felt my questions were clearly answered</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>The trainer satisfactorily controlled the group</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>The event was a positive experience</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>The event was run with confidence</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>The delivery method was appropriate for the event</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>The environment supported my learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>There was not enough time to do the event</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>The event unit was useful for me professionally</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

2. Please complete the following sentences:

The most useful thing I learned was:

If I was teaching this class I would have:
### BMA218 Assessor’s Observation Checklist

**Name/s**

**Instructions**
During the running of the event I will be observing event facilitation and visiting with each consultant. I may also ask group members questions about the event in relation to theory and principles, aims and objectives.

<table>
<thead>
<tr>
<th>Task</th>
<th>The consultant demonstrated the following skills:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<tr>
<td>2</td>
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<td>8</td>
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</tbody>
</table>

**Assessor Comments:**

**Successful completion**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

**Assessor signature:**

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
</table>