



Career Related Studies; International Sport Management

Background

The Career Related Studies (CRS), International Sport Management (ISM) has been developed by World Academy of Sport (WAoS) and Federation University. The CRS offer is made up of three courses selected and specifically designed from the first-year university degree programme. As such successfully completion of the CRS provides a direct pathway to a Bachelor of International Sport Management offered by Federation University and includes credits in the first year of the undergraduate programme.

The CRS is delivered online where Federation University provides teaching for each of the CRS courses and schools providing local support and guidance for students through CP Coordinators. CP Coordinators are provided professional development along with maintaining communication with university teachers/lecturers to ensure that students are progressing, learning and developing throughout the programme.

Structure

Each Course within the CRS has the following profile with the Australian Quality Framework (AQF).

Programme Level;	AQF Level 7, Introductory
Credit Points;	15.00
Hours (taught and study);	150
Length;	15 weeks (including midterm break as well as study and final assessment period)

Delivery

Teaching methodology;	All courses are delivered asynchronously with the option for students to join a one hour live class each week depending on local timetables.
Assessment Types;	Essays, Case Study responses, Creating Videos, Infographics, Interactive Oral Exams
Schedule;	Each Course is 15 weeks in total and delivered consecutively.

Courses & Assessment

The following courses are delivered as part of the CRS with outlines of each appended.

Course	Description	Assessment Details
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<p>Introduction to International Sport Management</p>	<p>This course provides a comprehensive introduction to the practical application of core sport management principles within the context of international and national sport sector including non-profit and professional sports organisations.</p>	<ul style="list-style-type: none"> • e-Poster • Report • Interactive oral Exam
<p>Sport Performance Management</p>	<p>This course is designed to introduce students to the disciplines and professions within sport science and their role in sport performance, athlete welfare and wellbeing. The coordination process to facilitate the deployment of the most appropriate sports sciences/ performance services at the most appropriate time will be considered throughout the course.</p>	<ul style="list-style-type: none"> • Essay • E-Poster • Quizzes
<p>Managing Sport Development</p>	<p>This course provides students with an introduction to theoretical knowledge in the area of sport development and a basic understanding of the effective practical ways to implement this knowledge through practical case studies across various countries and International Sport Federations.</p>	<ul style="list-style-type: none"> • Annotated bibliography • Essay • Video Presentation





Appendix 1; Course Outlines

- ISMAN1001 Introduction to International Sport Management
- ISMAN1003 Managing Sport Development
- ISMAN1006 Sports Performance Management



Course Outline (Higher Education)

School:	School of Science, Psychology and Sport
Course Title:	INTRODUCTION TO INTERNATIONAL SPORT MANAGEMENT
Course ID:	ISMAN1001
Credit Points:	15.00
Teaching Period Offered:	All teaching periods
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	080301

Description of the Course :

This course provides an introduction to the principles and practices of management and organisation of the international sport sector including non-profit and professional sport organisations. The course explores critical issues and concepts in international sport management including the structure and governance of global sport and how this differs across countries, regions and cultures throughout the world. The unique features of international, national and local sport are analysed.

Grade Scheme: Graded (HD, D, C, etc.)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Identify and discuss the unique features of sport and their influence on the management of international, national and local sport organisations.
- K2.** Identify and describe the structure, influences and responsibilities of the global sport industry.
- K3.** Define and explain the intercultural management of international sport in the context of nationalism, regionalisation, globalisation and internationalisation.

Skills:

- S1.** Research and synthesise information to interpret and analyse global issues and influences relating to international sport management.
- S2.** Assess and critique the different cultural and governance models of international and national sport.

Application of knowledge and skills:

- A1.** Apply the key concepts and principles of international sport management to different scenarios and issues to demonstrate an understanding and comprehension of international and national sport.

Course Content:

Course content topics may include:

- Introduction to international sport management
- Historical background of globalised sport industry
- Definition of sport and unique features of sport
- Structure of global sport and how the current business model works.
- Governance in International sport
- Sources of funding for Global sport
- Intercultural management for sport organisations

- Global trends impacting sport management

- Field of play – different countries explored:
 - demographics

 - governance of sport

 - management of sport

 - major sport events

Values:

- V1.** Develop an understanding and appreciation for cultural differences and diversity within international and national sport management.
- V2.** Appreciate the complexities of the global nature and key concepts of management of international and national sport.

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the Higher Education Graduate Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		Learning Outcomes (KSA)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	S1, S2,	Not applicable	AT1, AT2, AT3	Not applicable
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	Not applicable	Not applicable	Not applicable	Not applicable

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		Learning Outcomes (KSA)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K3, S2	Not applicable	AT3	Not applicable
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K1, K2, K3, S1, S2	Not applicable	AT1, AT2, AT3	Not applicable
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	Not applicable	Not applicable	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, S1, A1	To demonstrate application of knowledge of the unique features of sport to practical applications.	E-poster	20-40%
K2, S1, S2, A1	To demonstrate knowledge of the structure, influences and responsibilities of the global sport industry through effective written communication to practical applications.	Written report	30-50%
K2, K3, S1, S2, A1	To demonstrate knowledge of the theoretical principles and their practical application of intercultural management of international sport.	Interactive oral	30-40%

Adopted Reference Style:

APA

Course Outline (Higher Education)

School: School of Science, Psychology and Sport

Course Title: MANAGING SPORT DEVELOPMENT

Course ID: ISMAN1003

Credit Points: 15.00

Teaching Period Offered: All teaching periods

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 092199

Description of the Course :

This course provides students with an introduction to the theory and practical application of the management of sport development. Sport development has become a significant part of the international sport landscape from two aspects: Development of Sport (from mass participation to high performance development pathways for professional participation and talent identification); and Sport for Development and Peace (the role that sport can play in contributing to social outcomes and overall community wellbeing). The course examines the different models of sport development and policies from international and national contexts, including the contribution that sport makes to the United Nations Sustainable Development Goals.

Grade Scheme: Graded (HD, D, C, etc.)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Articulate and explain the different models of sport development theory.
- K2.** Identify and explain sport development pathways, policies and practices in developing elite athletes for international and national sport organisations.
- K3.** Identify and discuss the role of international, national and community organisations in relation to sport for development.

Skills:

- S1.** Compare and contrast international and national models of sport development.
- S2.** Recognise and discuss the impact of social, cultural and health related outcomes of sport for development and peace.

Application of knowledge and skills:

- A1.** Critically evaluate sport development theories and practices.

Course Content:

Course content topics may cover:

- Defining sport development
- Sport development frameworks and theories
- Sport development policies leading to international success
- High performance development pathways:
 - talent identification and development programs
 - training facilities
 - coaching provision and coach development
 - national and international competitions
- Community sport development:
 - programming for community sport
- International sport for development and peace
 - UN sustainable development goals
- Sport and social change:
 - social inclusion
 - conflict resolution and peace building
- Evaluating sport development

Values:

- V1.** Appreciate the complexity and international differences of sport development for high performance and community sport sectors.

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the Higher Education Graduate Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		Learning Outcomes (KSA)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, S1, A1	N/A	AT1, AT2,	N/A
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	S2	N/A	AT3	N/A
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	S2	N/A	AT3	N/A
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K1, A1	N/A	AT2, AT3	N/A
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	N/A	N/A	N/A	N/A

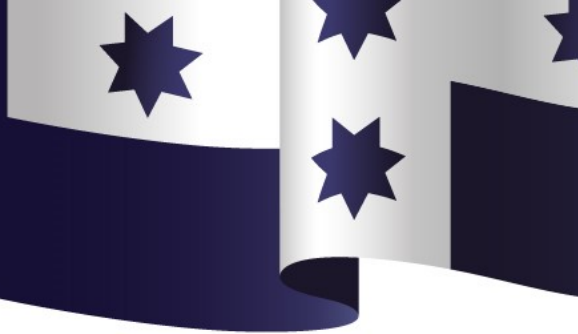
Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K3, S1, A1	Compare sport development theories and how they are applied in practice.	Annotated bibliography	20-40%
K1, K2, S1, A1	Compare and critique sport development pathways, policies and practices applied by international and national sport organisations.	Essay	30-50%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K3, S2, A1	Identify and discuss the impact of sport development and peace on social and cultural change at the international and national level of sport.	Video presentation	30-50%

Adopted Reference Style:

APA



Course Outline (Higher Education)

School:	School of Science, Psychology and Sport
Course Title:	SPORTS PERFORMANCE MANAGEMENT
Course ID:	ISMAN1006
Credit Points:	15.00
Teaching Period Offered:	All teaching periods
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	069903

Description of the Course :

This course is designed to introduce students to support services and practices required for high-performance sport. The course will identify the nature and contribution of sports science and services that can be provided to athletes and coaches in high-performance environments. The physical and psychological demands placed on elite athletes will be examined, including the development of holistic approaches to support athlete welfare and wellbeing throughout the athlete's career.

Grade Scheme: Graded (HD, D, C, etc.)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
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Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Advanced	■	■	■	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Identify and explore support services and practices required for the high-performance sport environment.
- K2.** Explain how sports science discipline and support services contribute to the sport performance, athlete welfare and wellbeing of elite athletes.
- K3.** Identify the key physical and psychological factors that influence athlete welfare and wellbeing.

Skills:

- S1.** Distinguish between how the different sports science discipline and support services relate to the management of high-performance sport environments.
- S2.** Assess and evaluate the factors that contribute to athlete welfare and wellbeing for high-performance athletes.

Application of knowledge and skills:

- A1.** Evaluate and critique the support services and practices applied in elite and high-performance sport.
- A2.** Recommend a holistic approach that demonstrates consideration of sports science discipline and support services for the high-performance sport environments.

Course Content:

Course content topics may include:

- Sports science and management of high-performance sport environments
- Holistic approaches to support high-performance athletes
- Monitoring athlete welfare and wellbeing:
 - athlete mental health
 - athlete development for life after sport
 - management of load and injuries
- Sports science discipline and support services:
 - anatomy and physiology (foundation & applied)
 - biomechanics (foundation & applied)
 - strength and conditioning
 - athlete recovery
 - performance analysis
 - ergogenic aids (supplements and drugs in high-performance sport)
 - sport psychology

Values:

- V1.** Appreciate the role of sports science discipline and support services as these relate to the management of high-performance sport.

Graduate Attributes

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		Learning Outcomes (KSA)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	S1, S2, A1, A2	N/A	AT1, AT2	N/A
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	N/A	N/A	N/A	N/A
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K2, K3, S2, A1	N/A	AT1	N/A
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	S1, S2, A1, A2	N/A	AT1, AT2	N/A
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	N/A	N/A	N/A	N/A

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K2, K3, S2, A2	Discuss key factors that influence the welfare and wellbeing of athletes in a high-performance sport environment.	Essay	30-50%
K1, K2, S1, A1	Review and compare the high-performance sport support services and practices used by different countries.	E-poster	20-40%
K1, K2, K3, S1,	Review of course content and confirm knowledge.	Quizzes	20-40%

Adopted Reference Style:

APA



Appendix 2; Assessment Descriptions

- ISMAN1001 Introduction to International Sport Management
- ISMAN1003 Managing Sport Development
- ISMAN1006 Sports Performance Management





ISMAN1001 Introduction to International Sport Management Assessment Descriptions

Assessment Task 1: ePoster

Learning outcomes assessed:	K1, K2, S1, A1
Due date:	Week 4
Task type:	Two-page e-Poster
Weight:	30%
Length:	800 words

Description of task

The purpose of this task is to demonstrate your knowledge of the unique features of sport and their influence on the management of sport organisations by developing an ePoster on a modified version of sport.

You are to select a modified version of a sport that has increased organisational participation and economic success. You must choose a sport from the list provided on Moodle. After selecting the sport, research the following information, and use it to create a two-page e-Poster that presents the following information:

1. The history of the sport:
2. How has it evolved
3. What impact has it had on the sport globally
4. The influence on the structure and governance of the sport
5. A unique feature of sport which is evident within the modified sport?
6. Potential feature impacts

Assessment Task 2: International Sport Federation

Learning outcomes assessed:	K2, S1, S2, A1
Due date:	Week 11
Task type:	Individual written report
Weight:	40%
Length:	1250 words
Reference style:	APA 7 th Edition

Description of task

Using your chosen sport investigated in Assessment task 1, you are to write a report on how the associated International Sport Federation (ISF) manages the sport through a range of areas.

The purpose of this task is to demonstrate your knowledge of the structure, influences and responsibility of the global sport industry through effective written communication.

Within the report, you need to discuss how the ISF manages the sport through their:





- Governance structures
- Strategic planning
- Funding models
- Community participation and elite pathways
- Global trends impacting the sport
- Inclusive sport programs and organisational practices
- Make recommendations on how the international profile of the sport can be increased.

Assessment Task 3: Interactive Oral

Learning outcomes assessed:	K2, K3, S1, S 2 A1
Due date:	First week of Exams
Task type:	Interactive Oral (Individual online interview)
Weight:	30%
Length:	10 minute interactive oral plus reference list submission
Reference style:	APA 7th Edition

Description of task

The purpose of this interactive oral is to demonstrate your knowledge of the intercultural management of international sport whilst developing your verbal communication skills. The ability to respond to verbal questioning in a clear and professional manner represents an important basis for employability across many different sporting professions.

Assuming the role of a panelist at a live Q&A International Sport Management conference, you are asked to participate as an International Sport Manager in an interactive discussion with the panel chair (lecturer) about the inclusive sport programs and organisational practices for women in sport evident in the International Sport Federation (ISF) covered in assessment two. The inclusive sport management practice/programs may be in the form of competitions played; photos on the website; policies addressing inclusion; and/or special event days such as international women’s day.





ISMAN1003 Managing Sport Development Assessment Descriptions

Assessment Task 1: Annotated bibliography (20%)

Learning outcomes assessed:	K1, K3, S1, A1.
Due date:	Week 4
Task type:	Annotated bibliography
Weight:	20%
Length:	250 words per annotation, 750 words in total
Reference style:	APA 7 th edition

Description of task

To demonstrate your knowledge of different development sport models, you are to write an annotated bibliography that summarises three development sport models.

Your annotated bibliography must summarise how athletes develop in sport by reviewing **three** peer reviewed journal articles on the following developmental sport models: Long-Term Athlete Development (LTAD); Foundations – Talent – Elite – Mastery (FTEM); and Developmental Model of Sport Participation (DMSP)

- Your annotated bibliography must include (for each journal article):
- A citation of the journal article formatted in APA 7th edition style.
- A statement about the author’s purpose for writing the journal article.
- A short summary of the content/research.
- An evaluation of the benefits and negatives of the sport development model.
- A reflection of the usefulness of the journal article in relation to your future studies and knowledge within the industry.

Assessment Task 2: Essay (40%)

Learning outcomes assessed:	K1, K2, S1. A1.
Due date:	Week 8
Task type:	Essay
Weight:	40%
Length:	1600 words
Reference style:	APA 7 th edition

Description of task

To demonstrate your knowledge and understanding of sport development theories and practices, you are to write an essay comparing and critiquing sport development pathways, policies and practices in developing elite athletes applied by international or national sport organisations.

Within your essay, you must compare and critique at least two different types of athlete development models applied by international or national sport organisations. You need to discuss how effective the athlete development models are in developing elite athletes. You may





like to compare the principles and different stages of development for each of the athlete development models. You should also discuss the benefits and negatives for each of the athlete development models and the challenges faced by sport organisations in their quest to develop elite athletes.

Assessment Task 3: Video presentation (40%)

Learning outcomes assessed:	K1, K3, S2, A1.
Due date:	Week 12
Task type:	Video presentation
Weight:	40%
Length:	12 minutes duration
Reference style:	APA 7 th edition

Description of task

Through the format of a narrated video presentation you are required to identify and discuss the impact of sport for development and peace on social and cultural change at the international and/or national level of sport. Your narrated video presentation should address the following content:

1. Provide a brief overview of the “sport for development and peace” movement (2 mins)
2. Discuss the role of nongovernmental sport organisations (e.g. international and national federations & International Olympic Committee) in relation to sport for development and peace initiatives (3 mins)
3. Discuss the contribution sport for development and peace initiatives make to the United Nations Sustainable Development Goals (2 mins)
4. Describe and explain a sport for development and peace initiative of your choice: (5 mins)
 - a. Identify the purpose and aims of the initiative
 - b. Identify the key stakeholders of the initiative and explain their role including delivery resources and funding of the initiative
 - c. How is the initiative meeting the United Nations Sustainable Development Goal/s?
 - d. Discuss the impact of the initiative on social change within communities
 - e. Discuss how the initiative contributes to sport development theories.

Your video presentation is to use powerpoint with visual of yourself as the presenter.





ISMAN1006 Sports Performance Management Assessment Descriptions

Assessment Task 1: Athlete Welfare and Well-being Essay (30%)

Learning outcomes assessed:	K1, K2, K3, S2, A1
Due date:	Week 6
Task type:	Essay
Weight:	30%
Length:	1200-1400 words
Reference style:	APA 7 th edition

Description of task

Within this essay, students will need to introduce what athlete well-being and welfare is and explain the impact this could have on athlete or team environment. The students will provide an informative report (with references to support information) on monitoring athlete well-being and welfare and how this is completed in elite sport settings. Students should critique current practices and critically provide strategies they would use to monitor and maintain athlete well-being and welfare. Athlete well-being and welfare is quite a broad topic, hence, students are able to discuss numerous points. Suggests improvements for player welfare/ well-being management in the future.

Assessment Task 2: Sport Organisation ePoster (40%)

Learning outcomes assessed:	K1, K2, S1, S2, A1, A2.
Due date:	Week 11
Task type:	ePoster
Weight:	40%
Reference style:	APA 7 th edition

Description of task

Students are to research and use PowerPoint (or an equivalent program) to create an ePoster that reports on the support services and practices used in a specific elite sport environment. The sport environment can be a professional team, organisation or institute, but must be based at an elite level of competition. Within the ePoster, students should report some background information on the organisation and include information including the support services used, staff/ workforce involved with the organisation, the facilities, the specific practices used and explain the potential impact each of the following could have on athlete/ team performance. Students should critically evaluate the practices used within the organisation and provide suggestions that could improve the high-performance environment and enhance athlete/ team performance. Within the ePoster, students should also make brief comparisons to at least 3 other organisations/ team/ institutes in different countries and provide justification for these differences.

The ePoster should be visually appealing with pictures and weblinks used to support the information that is provided.





Assessment Task 3: 3 x Online Quizzes (30%)

Learning outcomes assessed:	K1, K2, K3, S1.
Due date:	Week 4, Week 8 & Week 12
Task type:	Online Quiz
Weight:	30%
Length:	3 x 1-hour online quizzes
Reference style:	N/A

Description of task

Throughout the semester, students will complete 3 online quizzes that are each worth 10% in weighting. The first quiz (week 4) will be focussed on content from weeks 1-4, the second (week 8) from weeks 5-8 and the final quiz (week 12) will be based off the content delivered from weeks 9-12. Students will have an hour to complete each online quiz. The quizzes will be made up of true and false, multiple choice and short answer questions.

