

**SPORT SCIENCE & MANAGEMENT**  
**SS5205 RUGBY**

<b>Academic Year</b>	2024-25	<b>Semester</b>	1
<b>Course Coordinator</b>			
<b>Course Code</b>	SS5205		
<b>Course Title</b>	Rugby		
<b>Pre-requisites</b>	-		
<b>No of AUs</b>	3		
<b>Contact Hours</b>	39		

**Course Aims**

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

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

**Intended Learning Outcomes (ILO)**

By the end of this course, you should be able to:

1. discuss the principles of play and the playing charter.
2. demonstrate fundamental skills of tag and touch rugby in play.
3. analyse and interpret the effectiveness of players and/or teams during different phases of play using quantitative and/or qualitative techniques.
4. articulate World Rugby, Rugby Ready best practices.
5. apply the World Rugby Laws of the Game for match situations.

**Course Content**

The following topics will be covered:

1. Introduction to rugby and the variations of the game
2. Understand the principles of rugby and the World Rugby playing charter.
3. Fundamental techniques and skills of Tag and Touch Rugby

4. Playing concepts, principles of attack and defence in practice and game-related situations.
5. Know and understand Rugby Ready best practices of the game.

### NTU Competencies & Graduate Attributes

NTU Competencies	
Character	√
Competence	√
Cognitive agility	√

NTU Graduate Attributes	
Graduate Attributes	Level (i.e., basic, intermediate, advanced)
1. Adaptability	Intermediate
2. Building Inclusivity	Basic
3. Collaboration	Advanced
4. Decision Making	Basic
5. Critical Thinking	Basic

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

Component	ILO Tested	Weighting	Team/ Individual	Assessment Rubrics
1. Practical Assessment	2	60%	Individual	Appendix 1 (Skills and Gameplay)
2. Theory Assessment	1, 3, 4, 5	30%	Individual	Quiz
3. Participation	2, 3, 4, 5	10%	Individual	Appendix 2
Total		100%		

### Formative Feedback

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

### Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning outcomes?
Practical Classes	These will provide information for key learning concepts, theories and techniques and continuous opportunities to apply during gameplay. There will be time for verbal feedback from the course coordinator on the sessions covered.

Group Discussions	Allow time to discuss concepts related to specific situations and facilitate shared learning experiences and ideas.
Online Learning	Time will be provided for learning from online materials as a part of the flip teaching approach. These materials will support and test the understanding of key concepts covered in class and provide high-quality demonstrations of rugby techniques.

## Reading and References

### NIE Research and Publications

Nil

### Other Readings and References

1. Alexander, K., Medland, A., Thorpe, S., & Taggart, A. (1995). *Sport education manual*. Perth, Australia: Sport and Physical Activity Research Centre.
2. Biscombe, T., & Drewett, P.(1998). *Steps to success*. Champaign, IL: Human Kinetics.
3. Fronske, H. (2008). *Teaching cues for sport skills for secondary school students*. San Francisco Pearson Benjamin Cummings.
4. Greenwood, J. (1997). *Total rugby: Fifteen-man rugby for player and coach*. London: A&C Black.
5. *Johnson, P. (1997). Rugby union: technique, tactics, training*. Marlborough, England: Crowood Press.
6. Luger, D. (2004). *Complete conditioning for rugby*. Champaign, IL: Human Kinetics.
7. Launder, A. (2001). *Play Practice: The games approach to teaching and coaching sports*. Champaign, IL: Human Kinetics.
8. Williams, B. (1994). *Hard-core rugby: The physical techniques of the modern game*. Sydney: Harper Collins.

## Course Policies and Student Responsibilities

### (1) General

You are expected to complete all assigned pre-class readings and activities, attend all classes – lecture and laboratory – punctually, submit all scheduled assignments and take tests by due dates. You are not allowed to swap laboratory groups without express permission from the course coordinator. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for sessions they have missed. You are expected to participate in all discussions and class activities unless there is a valid medical reason not to do so.

### (2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick, supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

### (3) Absence Due to Medical or Other Reasons

If you are sick and not able to complete a test or submit an assignment, you have to submit the original Medical Certificate (or another relevant document) to the Sport Science & Management (or Home School) administration to obtain official leave. Without this, the missed assessment component will not be counted towards the final grade. There are no make-ups allowed.

### (4) Attire and safety

You are strongly encouraged to wear proper sports shoes (preferably court shoes instead of running shoes that support your ankle and multi-direction change). No sandals or general going-out shoes are allowed. Wear comfortable sports apparel for lessons. Please remove jewellery such as necklaces, earrings, rings, etc. and trim your nails. Bring a set of dry clothes to change into after the class. Bring along a water bottle for hydration purposes.

## Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognise your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion, and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [NTU Student Academic Integrity Policy and Procedures link](#) in the Student Portal for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Special note: Generative AI tools will be allowed to the extent stipulated for each assignment in the assignment instructions, and any such use must be duly referenced or disclosed.

## Course Instructors

Instructor	Office Location	Phone	Email
TBA			

## Planned Weekly Schedule

Week	Topic	Course LO	Readings/ Activities
1	• Introduction to the game	1, 4	• Lecture • Practical
2	• Passing skills	1, 2	• Lecture • Practical

3	• Invasion	1, 2, 3	• Lecture • Practical
4	• Defending	1, 2, 3	• Lecture • Practical
5	• Tackling	1, 2	• Lecture • Practical
6	• Set pieces	1, 2, 3	• Lecture • Practical
7	• Game analysis	3	• Lecture • Practical
8	• World Rugby Playing Charter	1, 4	• Lecture • Practical
9	• Group Attacking	1, 2, 3	• Lecture • Practical
10	• Group Defending	1, 2, 3	• Lecture • Practical
11	• Refereeing	1, 3, 4, 5	• Practical
12	• Skills & Gameplay Assessment	2	
13	• Theory Assessment	1, 3, 4, 5	

### Appendix 1: Practical (Skills & Gameplay) Assessment (60%)

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
<b>Individual playing ability (max 30%)</b>	Clearly demonstrates all techniques to a high standard and able to apply them effectively during game situations.	Demonstrates most techniques to a good standard and often able to apply them effectively during game situations.	Able to demonstrate most techniques well but struggles to apply them effectively during game situations.	Unable to demonstrate most techniques well and often ineffective during game play.	Very poor technique and ineffective play during game situations.
<b>Communication and teamwork (max 20%)</b>	Consistently communicates clearly with teammates during play and makes a strong contribution to team play and success.	Most communication during play is clear and makes a regular effort and contribution to team play and success.	Communication with teammates during games is not always clear or consistent, and contribution to team play is intermittent.	Rarely communicates with teammates during play and makes selective contributions to team play.	Fails to communicate with teammates during play and makes little contribution to team play.
<b>Playing knowledge (max 10%)</b>	Demonstrates clear knowledge of game rules and situations as they occur and plays consistently to the rules.	Demonstrates good knowledge of game rules in most situations as they occur and typically plays to the rules.	Demonstrates some knowledge of game rules in some situations and mostly plays to the rules.	Selected knowledge of game rules, situations, and play is not always to the rules.	Unclear knowledge of game rules and situations as they occur and often makes mistakes with the game rules.

**Appendix 2: Participation (10%)**

<b>Criterion</b>	<b>8-10</b>	<b>6-7</b>	<b>3-5</b>	<b>0-2</b>
Pre-class readings and/or participation in activities during class	Completes all the required readings & online activities and/or actively participates in all activities during class.	Completes most of the required readings & online activities and/or actively participates in most of the activities during class.	Completes some of the required readings & online activities and/or actively participates in some of the activities during class.	Does not complete the required readings & online activities and/or does not participate in activities during class.