



**SPORT SCIENCE & MANAGEMENT
SS9103 SQUASH**

Pre-requisites	Nil
No of AUs	3
Contact Hours	Total Hours: 27 Practical: 20 Assessment: 5 Video analysis: 2

Course Aims

The aim of this course is to introduce you to the key elements involved in playing the game of squash. The course will also provide ideas on developing skills through adequate physical and mental preparation. Analysis of video clips (IT) will be used to introduce elements of style or form and to explain the rules of the game. The rules may subsequently be modified to suit the class. Sport science knowledge will be enlisted to facilitate the learning of technical skills and game play. Game-specific assessment tools will be introduced.

Intended Learning Outcomes (ILO)

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

1. Play squash with technical skill and tactical awareness in recreational and competitive situations.
2. Recognise appropriate ideas that encourage fitness, practice, progression, group participation, and satisfaction.
3. Demonstrate an understanding of the basic rules in a written test, verbally when observing and actively during a sequence of play.
4. Demonstrate an ability to mark and referee (apply the rules as an official) in a game of squash.

Course Content

- Introductory phases – striking, forehand, backhand, movement on court – basic rules of the game
- Lead-up games – modified equipment – individual and pairs
- Individual skills – relating to striking activities – ballistic movements
- Skills development – drive, volley, boast, drop shot, lob (forehand/backhand)
- Skills development – hitting length, width
- Physical conditioning – agility, reach, speed, endurance
- Tactical elements – controlling T-position, hitting to corners, delay, deception
- Rules appreciation – lets and strokes
- Analysis of skills using video recordings
- Modified games – conditioned situations, half court

Assessment (includes both continuous and summative assessment)

Component	Course LO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual	Assessment rubrics
1. Practical skill assessment including game play	1, 3, 4	A1, A2, D1, E2	60%	Individual	Appendix 1
2. Written test on rules and tactics	3	A1, B2	30%	Individual	Appendix 2
3. Team work and general contribution to the class	2	C1, C2, D1	10%	Individual	Appendix 3
Total			100%		

Graduates of the SSM programme should show:

Competence	
A1: {Understanding}	process and interpret information, evidence and methodologies related to sport science or sport management
A2: {Self-discipline}	independently apply themselves to solve relevant problems
A3: {Modern Tool Usage}	use technology to communicate and provide feedback on sports activities, improve sports performance, monitor and increase physical activity, provide exercise prescription, solve problems for disadvantaged athletes/sportspeople, and commercialize and innovate sports products, events and services
Creativity	
B1: {Critical Thinking}	critically assess the applicability of sport science and sport management tools toward problems and in the workplace
B2: {Analysis}	critically analyse data from a multitude of sources
B3: {Interdisciplinary}	connect the subfields of sport science and sport management to tackle problems
B4: {Innovation}	be able to develop new applications or improve existing techniques
B5: {Entrepreneurship}	develop new ideas and plans for sport science, businesses and events
Communication	
C1: {Effective Communication}	present findings or ideas from sport science and sport management research logically and coherently at the appropriate level for the intended audience

C2: {Teamwork}	work in teams on projects that require sport science or sport management application, and communicate results via demonstration, verbally and in written form
Civic-Mindedness	
D1: {Professional}	act in a manner that respects the profession and meets the expectations of the sport science and sport management industry
D2: {Inclusion}	promote sport and physical activity in all individuals to bring people together and improve physical, social and psychological outcomes
Character	
E1: {Ethics}	act with integrity and in a socially responsible and ethical manner in line with societal and legal expectations in relation to collecting and analysing data of people and protecting personal data with appropriate computer security
E2: {Sportspersonship}	demonstrate appropriate safety, concern and good conduct in sport situations towards other individuals involved in the activity

Formative feedback

Feedback for learning will be in a verbal form. It will be provided during each class session and during individual practices. Group and individual level feedback on skills and play potential will be provided.

Learning and Teaching approach

Approach	How does this approach support students in achieving the learning outcomes?
Play and Performance	Practical sessions provide theoretical and hands-on appreciation of the game. Associated interaction provides immediate opportunities to clarify, review and test. You must understand the game and related game concepts. Safety concepts important.
Practice, observation and feedback	You have the opportunity to develop and test their own personal skills and to develop wider appreciation of the game through observation and engagement ability to articulate learning outcomes. Lecturer can provide ongoing feedback and supplementary information to refine outcomes during play and practice

Reading and References

1. Squash : skills, techniques, tactics
Hirst, Peter A., author. (2011)
2. Squash : steps to success
Yarrow, Philip, 2010

Course Policies and Student Responsibilities

1. General

- You are expected to attend all classes – practical sessions and IT sessions.
- You are expected to seek guidance and feedback from the lecturer. To follow up with course notes, course related announcements for sessions that have been missed.
- You are expected to provide classmates with feedback and encouragement on progress

2. Absenteeism

- Your participation and performance in practical activities make up a significant portion of the student teacher's course grade.
- Absence from class without a valid reason will affect the student teacher's overall course grade.
- Valid reasons include falling sick supported by a medical certificate and participation in NIE's and NTU's approved activities supported by an excuse letter from the relevant bodies.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of the work of 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 to recognize the responsibilities in understanding and applying the principles of academic integrity in all the work undertaken at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. The student needs to actively equip him or herself 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 [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Course Instructors

Instructor	Office Location	Phone	Email

Planned Weekly Schedule

Week	Topic	Course LO	Readings/ Activities
1	Introduction: The Game Ball control on the racket Forehand and backhand Basic rules: how to score Modified equipment: Rackets, sponge balls, The basic swing – ballistics	1, 2, 3, 4	Course notes Rules
2	Serving Rallying – hitting to length and width Racket head speed Biomechanical principles	1, 2, 3, 4	Course notes Rules
3	Rallying – recovering to the T-position T-position (central control) Technique and demonstration Taking ball early Forcing the opponent to run Calling for lets	1, 2, 3, 4	Course notes Rules
4	Kill shots 'Nick' shots Attacking principles Force opponent out of position	1, 2, 3, 4	Course notes Rules
5	Retrieving in defensive positions Using the walls Movement to T-position	1, 2, 3, 4	Course notes Rules
6	Disguise and delay Wrist and racket face adjustments Deception and uncertainty Change of direction	1, 2, 3, 4	Course notes Rules
7	Marking and refereeing Modified games – adapting the rules to optimize involvement	1, 2, 3, 4	Course notes Rules

8	Modified games – half court Rules and safety measures	1, 2, 3, 4	Course notes Rules
9	Modified games – doubles Safety emphasis	1, 2, 3, 4	Course notes Rules
10	Practical Assessment Full Game	1, 3	
11	Practical Assessment Written assessment – test	1, 3	
12	Course Review	1-4	Course notes Rules

Appendix 1 INDIVIDUAL SKILLS AND PLAY (WEIGHTING 60%)

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
Practical Assessment (60%)	Performs all of the hitting skills consistently and with confidence. Shows excellent form and tactical awareness in each task. Equally effective forehand and backhand	Performs most of the hitting skills consistently and with confidence. Shows good form and tactical awareness in each task. Slightly less effective on the backhand side.	Performs most of the hitting skills most of the time with confidence. Shows a sound level of form and tactical awareness in each task. Forehand and backhand limitations.	Performs some of the hitting skills some of the time with confidence. Shows less than satisfactory form and tactical awareness in most of the tasks.	Unable to perform even the basic skills in a consistent way. Poor form and poor tactical awareness.

Appendix 2 – WRITTEN ASSIGNMENT – Weighting 30%

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
Written Test (30%) Rules, tactics and theory	Demonstrates an excellent understanding of the material provided on rules and tactical awareness.	Demonstrates a good understanding of the material. Able to answer most of the questions clearly.	Demonstrates a basic understanding of the material. Able to answer some of the questions clearly but lacks depth of knowledge.	Demonstrates a weak understanding of the material. Has difficulty in answering questions.	Does not demonstrate any understanding of the material. Unable to answer even simple questions.

Appendix 3 – TEAM WORK AND GENERAL CONTRIBUTION TO CLASS – Weighting 10%

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
Class contribution (10%) Enthusiasm. Endeavour, and Team spirit	Excellent attitude towards challenges. Determined effort to improve. Good leadership skills, provides encouragement and guidance	Very good attitude towards challenges. Determined effort to improve in most areas. Good player who provides encouragement and guidance	Satisfactory attitude towards challenges. Usually keen to improve. Needs external encouragement.	Only moderate rate of endeavour. Lacking enthusiasm.	Poor attitude towards challenges, Does not work cohesively with classmates