

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	Perspectives on Health, Outdoor and Physical Education
<b>Unit ID:</b>	EDHPE1003
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	070199

## Description of the Unit:

Students will explore the integrated learning area of health, outdoor and physical education in terms of its past, present and future and the discourses and theoretical foundations which underpin the learning area. They will explore traditional area specific pedagogies and will participate in practical activities to gain an introduction to more contemporary approaches. Developing an understanding of the theoretical and philosophical foundations of health, outdoor, and physical education will form the foundational knowledge necessary for students to explore their own personal philosophy and values. This self-awareness will help students think more deeply about their potential career trajectory, by facilitating students in aligning their academic pursuits and extracurricular activities with their evolving career goals. Students will engage in industry visits to gain relevant experience in the health, outdoor and physical education sectors. Through these experiences students will be required to assess their current strengths and weaknesses, identifying transferable skills and areas for further development.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

No work experience

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of

supplementary assessment.

### Course Level:

Level of Unit in Course	AQF Level of Course					
	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.** Understand the discourses and perspectives which have shaped and justified health, outdoor and physical education.
- K2.** Recognise that educational outcomes are constrained by organisational structures which vary according to global, national and local context in the past and present and from this knowledge, predict the future.
- K3.** Understand traditional and contemporary Health, Outdoor, and Physical Education (HOPE) pedagogical approaches, including the role of HOPE in mental health and well-being.
- K4.** Identify the internal and external barriers that may arise when commencing work, and approaches to thrive in the workplace.
- K5.** Recognise workplace rights and responsibilities, including occupational health and safety, cross-cultural awareness, professionalism in the workplace, an ethical mindset and proficient workplace communication.

#### Skills:

- S1.** Demonstrate, and participate in, a range of experiential learning methods and activities.
- S2.** Demonstrate the ability to communicate in an effective and professional manner.
- S3.** Work collaboratively and interact respectfully with others to develop confidence in decision-making in complex workplace situations.
- S4.** Consider and reflect on career progression and professionalism from multiple ethical, sustainable, cross-cultural and local and global perspectives.

#### Application of knowledge and skills:

- A1.** Evaluate current skills in relation to potential career path and plan areas for future progression.
- A2.** Employ personal, organisational and strategic knowledge and concepts to desired area of work.

#### Unit Content:

Topics may include:

- Exploration of personal instructor disposition and educational philosophy and related values
- Health, outdoor and physical education influences and constraints from an historical, cultural, global, and local perspective
- Discourses which shape and justify the integrated learning area of health, outdoor and physical education
- Traditional health, outdoor and physical education curriculum and pedagogies and their inclusiveness
- Contemporary pedagogical models
- Professional identity
- Interpersonal, communication, and networking skills for the workplace

## FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> <li>Using effective verbal and non-verbal communication</li> <li>Listening for meaning and influencing via active listening</li> <li>Showing empathy for others</li> <li>Negotiating and demonstrating conflict resolution skills</li> <li>Working respectfully in cross-cultural and diverse teams.</li> </ul>	K4, K5, S1, S2, S3	AT1, AT2
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> <li>Creating a collegial environment</li> <li>Showing self-awareness and the ability to self-reflect</li> <li>Inspiring and convincing others</li> <li>Making informed decisions</li> <li>Displaying initiative</li> </ul>	K5, S2, S3, S4, A1, A2	AT1, AT2
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> <li>Reflecting critically</li> <li>Evaluating ideas, concepts and information</li> <li>Considering alternative perspectives to refine ideas</li> <li>Challenging conventional thinking to clarify concepts</li> <li>Forming creative solutions in problem solving.</li> </ul>	K1, K2, K3, K4, K5, S3, S4	AT2
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> <li>Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>Collating, managing, accessing and using digital data securely</li> <li>Receiving and responding to messages in a range of digital media</li> <li>Contributing actively to digital teams and working groups</li> <li>Participating in and benefiting from digital learning opportunities.</li> </ul>	K1, K5, S2, A1	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>• Committing to social responsibility as a professional and a citizen</li> <li>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	K1, K3, K5, S2, S4, A1	AT2

**Learning Task and Assessment:**

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, S1, S2, S4, A2	Reflective and critical journal entries: Students undertake critical reflection through journal entries linked to industry visits throughout the semester. Students report upon their observations and provide insights on their potential career pathway.	Written - Individual critical reflection pieces	40-60%
K1, K2, K3, K4, S2, S3, S4, A1, A2	Presentation outlining what students have learned about themselves, educational philosophies in health, outdoor and physical education and potential career trajectories.	Portfolio and presentation	40 - 60%

**Adopted Reference Style:**

APA

 Refer to the [library website](#) for more information

 Fed Cite - [referencing tool](#)