

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	MOVING THE BODY IN HEALTH AND PHYSICAL EDUCATION
Unit ID:	EDHPE2002
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070199

Description of the Unit:

This unit examines movement skill analysis from a physiological, psychological, and sociocultural perspective and the possible implications for teaching. Students consider the ways health, well-being, fitness, and performance can be improved through the application of appropriate training principles and methods, with emphasis placed on how to structure a safe learning environment that supports inclusivity, co-operative participation, mutual respect, and engagement of diverse learners. Further, the unit provides students with the opportunity to develop and apply key pedagogical skills, strategies, and techniques for assessing learning/performance and profiling physical capacities through diagnostic, formative, and summative assessment approaches.

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

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 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	■	■	■	■	■	■
Intermediate	■	■	✓	■	■	■
Advanced	■	■	■	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Describe the metabolic, physiological and fitness component changes across the lifespan, and the role of exercise in modulating these changes
- K2.** Explain psychological strategies used to enhance performance and aid recovery
- K3.** Identify and describe social, cultural, and environmental enablers and barriers to movement.
- K4.** Identify the features of positive learning environments and the strategies teachers use to build motivation, support inclusivity, foster respect, and responsibility, and engage diverse learners in physical activity, sport, and exercise.
- K5.** Comprehend different purposes and strategies for assessing student learning/performance through diagnostic, formative, and summative assessment

Skills:

- S1.** Reflect on the physiological, psychological, and sociological aspects of participation in a variety of training sessions
- S2.** Design practical sessions that demonstrate the correct application of training principles and methods to enhance and/or maintain health, well-being, fitness, and performance.
- S3.** Investigate, evaluate, and critically analyse a range of performance enhancing practices from a physiological perspective.
- S4.** Select and use a range of assessment tools and practices, addressing fitness for purpose.
- S5.** Identify suitable evidence-based adjustments for teaching programs to improve student learning.

Application of knowledge and skills:

- A1.** Effectively prescribe exercises to enhance physical capacities such as cardiorespiratory fitness, range of motion, balance, and core stability.
- A2.** Monitor adaptations to training and track the progress of various parameters including workload (intensity/ volume), weight, sleep, nutrition, fluid, stress, and overtraining.
- A3.** Closely observe, describe, and analyse learning and teaching experiences and make connections to theoretical understandings and research.

Unit Content:

- Fitness components and training methods
- Key fitness principles for training including intensity, time, type, progression, specificity, individuality, diminishing returns, variety, maintenance, overtraining and detraining
- Assessment of fitness including purpose of fitness testing involving physiological, psychological and sociocultural perspectives; test aims and protocols; test reliability and validity; how results can be used to inform student learning and teaching practices.
- Psychological strategies used to enhance performance and aid recovery.
- Chronic adaptations of the cardiovascular, respiratory, and muscular systems to aerobic, anaerobic and resistance training.

- Evidence based teaching practices which enable learning and support inclusive student participation and engagement.

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K2, K3, K4, S1 - S5 A1 - A3	Develop, plan, and evaluate a teaching/physical activity program.	Written task	40-60%
K1 - K5 S3 - S5 A1 - A3	Review of material covered in both practical and online settings.	Test	40-60%

Adopted Reference Style:

APA

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

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