

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

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"/>	<input type="checkbox"/>
Intermediate	<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.** 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.

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 be 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"> • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams. 	K2, K4, A1, A2, A3	AT1
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"> • Creating a collegial environment • Showing self-awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative 	K5, S3, A3	AT1
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"> • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving. 	K1, K2, K3, K5, S4, S5	AT1, 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"> • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities. 	K5, S3, S5, A2	AT1

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"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life. 	K3, K4, K5, S5	AT1, AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K2, K3, K4, K5, S1, S2, S3, S4, S5, A1, A2, A3	Develop, plan, and evaluate a teaching/physical activity program.	Written task	40-60%
K1, K2, K3, K4, K5, S3, S4, S5, A1, A2, 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

Fed Cite - [referencing tool](#)