

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	HPE CURRICULUM STUDIES 2 (MIDDLE YEARS)
Unit ID:	EDHPE3000
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070301

Description of the Unit:

Students continue to explore current Health & Physical Education (HPE) curriculum in this unit. Students will expand their knowledge of the integrated learning area of HPE and continue to develop their pedagogical beliefs, professional values and identity. Working under the current curriculum framework students will continue to improve their knowledge and skill in planning, delivering and assessing various learning outcomes with a major focus on the Middle Years (9 and 10). Students will cater for a range of individual learner differences including cultural backgrounds, abilities and learning needs.

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

Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

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

CourseLevel:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	✓	■	■	■
Advanced	■	■	■	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Explore contemporary pedagogic practices in Middle Years HPE.
- K2.** Review and interpret contemporary curriculum policies and guidelines relevant to the teaching and assessing of Middle Years HPE.
- K3.** Compare and contrast a range of resources and tools, including ICT, and how they may be used to teach and assess Middle Years HPE.
- K4.** Justify the role of critical reflection as a component of the teaching/learning cycle.
- K5.** Explain how literacy and numeracy skills can be developed through HPE.

Skills:

- S1.** Develop a unit of study to meet Middle Years HPE curriculum guidelines.
- S2.** Design engaging HPE lessons, that incorporate ICT to expand curriculum opportunities for students, and meet the needs of learners across a range of abilities.
- S3.** Implement a range of teaching strategies based on contemporary pedagogical understandings of Middle Years HPE.
- S4.** Establish assessment and feedback opportunities, assessment criteria and grading procedures.
- S5.** Identify literacy and numeracy learning opportunities in HPE lessons.

Application of knowledge and skills:

- A1.** Deliver a curriculum based Middle Years HPE activity which is student-centred, includes assessment opportunities and meets the needs of learners across a range of abilities.
- A2.** Design Middle Years HPE curriculum that is inclusive, incorporates appropriate resources (including ICT), includes a variety of contemporary teaching strategies, provides numerous assessment opportunities, and addresses literacy and numeracy skills.
- A3.** Appraise, using critical reflection skills, developed assessment tasks and assessment criteria.
- A4.** Display appropriate interpersonal and communication skills when working with colleagues and students.

Unit Content:

Topics may include:

- Current years 9-10 HPE curriculum and planning strategies.
 - Planning sequential lessons informed by student learning, content requirements and effective teaching strategies.
- Assessment
 - Role in informing lesson planning and sequencing.
 - Nature of assessment, including formal and informal, diagnostic, formative and summative.
- Pedagogical approaches in HPE
- Range of teaching approaches, strategies and resources in HPE
- Differing abilities, backgrounds and learning needs of HPE students and how to differentiate for a full

range of student abilities.

- Teaching literacy and numeracy, in and through, HPE.
- Becoming a reflective practitioner

Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression.

One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3, K4, K5	AT1, AT2
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	S4, S5, A3	AT3
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	A4	AT3
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	A1, A2	AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	S1, S2, S3	AT1, AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, S1, S2, S3, S4, S5, A1, A2, A4. APST 1.5, 2.1, 2.2, 2.3, 2.5, 2.6, 3.2, 3.3, 3.4, 5.1	Plan a sequential unit of work that aligns with current Middle Years HPE curriculum. Deliver a learning activity from that unit that caters to a range of abilities and includes ICT and assessment opportunities. Critically reflect upon task.	Multimodal Task.	40-70%
K2, K4, S4, A3. APST 1.5, 2.1, 3.3, 3.4	Critically reflect upon developed assessment tasks and assessment criteria for HPE.	Written Task	30-60%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit No

Date:

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)