



Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	HPE Curriculum Studies 3 (Senior Years)
Unit ID:	EDHPE3001
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 consolidate their knowledge of the integrated learning area of HPE and refine their pedagogical beliefs, professional values and identity. Working under the current curriculum framework students will continue to strengthen their knowledge and skill in planning, delivering and assessing various learning outcomes with a major focus on senior secondary schooling. 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:

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Learning Outcomes:

Knowledge:

- K1.** Develop a sound knowledge and understanding in pedagogic practices in senior Health and Human Development and Physical Education
- K2.** Interpret and critically analyse contemporary curriculum policies and guidelines relevant to teaching and assessing of senior Health and Human Development and Physical Education
- K3.** Develop a sound knowledge and understanding of a range of resources and tools, including ICT, and how they may be drawn upon to teach and assess senior Health and Human Development and Physical Education.
- K4.** Demonstrate critical, creative, reflective and practical understandings relating to teaching senior Health and Human Development and Physical Education.
- K5.** Identify how literacy and numeracy skills can be developed among students in Health and Human Development and Physical Education.

Skills:

- S1.** Develop a sequential unit plan to meet senior Health and Human Development and Physical Education curriculum guidelines for an area of study.
- S2.** Design engaging student-centred lessons that incorporate ICT, and caters for a range of abilities and learners.
- S3.** Make informed decisions on pedagogical and teaching approaches.
- S4.** Develop assessment criteria and grading procedures
- S5.** Apply literacy and numeracy teaching strategies in HPE teaching area.

Application of knowledge and skills:

- A1.** Deliver and critically reflect on a senior Health and Human Development and Physical Education learning activity and assessment task which meets curriculum guidelines.
- A2.** Deliver engaging student-centred curriculum that incorporates ICT, and caters for a range of abilities and learners.
- A3.** Apply assessment criteria to assess a senior Health and Human Development and Physical Education task.
- A4.** Display appropriate interpersonal and communication skills when working with colleagues and students.

Unit Content:

Topics may include:

- Current VCE Health and Human Development and Physical Education 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.
 - Moderation process for VCE.

- Pedagogical approaches in HPE
- Range of teaching approaches, strategies and resources in Health and Human Development and Physical Education
- Differing abilities, backgrounds and learning needs of Health and Human Development and Physical Education students and how to differentiate for a full range of student abilities.
- Teaching literacy and numeracy, in and through, Health and Human Development and Physical Education.
- Professional identity
- Becoming a reflective practitioner

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, interact 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. 	K1, K2, K3, K4, K5, S1, S2, S3, S4, S5 A1, A2, A3, A4	AT2, AT3
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 	K1, K2, K3, K4, K5, S1, S2, S3, S4, S5 A1, A2, A3, A4	AT2; AT3

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
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, K4, K5, S1, S2, S3, S4, S5 A1, A2, A3, A4	AT1; AT2; AT3
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 	K1, K2, K3, K4 S1, S2, S3, S4, S5 A1, A2, A3, A4	AT3
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 	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K4 APST 2.1, 3.3, 3.4	Review and critique contemporary teaching practices of the current senior HPE curriculum.	Assignment	20-40%
K1, K2, K3, K4, K5 S1, S2, S3, S4, A1, A2, A4 APST 1.5, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 3.4, 5.1	Design a sequential unit plan for one area of study from the senior HPE curriculum. Include and justify teaching materials/resources to be used and an assessment with marking criteria that adheres to the current curriculum framework.	Assignment	30-50%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4 S1, S2, S3, S4, S5 A1, A2, A3, A4 APS: 1.5, 2.1, 2.2, 2.3, 2.5, 2.6, 3.2, 3.3, 3.4, 4.2, 4.3, 4.5, 5.1	Deliver a learning activity from the senior HPE curriculum to your peers that caters to a range of abilities and needs. Collect student work/data, assess and report back on their learning. Prepare a reflection on all aspects of this task.	Peer Practical/Presentation	30-50%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)