

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	PROFESSIONAL PROJECT IN SPORT, PHYSICAL AND OUTDOOR EDUCATION
Unit ID:	SHPOE4000
Credit Points:	15.00
Prerequisite(s):	SHPOE2100
Co-requisite(s):	Nil
Exclusion(s):	OEEDU4500
ASCED:	079999

Description of the Unit:

This unit fits within a sequence of co-operative-based units in the B. Sport, Physical and Outdoor Education, which involves 20 days of placement and focuses on students' preparation for the workforce. In this unit, students focus on the problems of practice that different parts of the Sport, Physical and Outdoor Education sector are facing. Through a capstone professional project supported by their workplace hosts, students will identify problems of practice that their workplace setting is facing, research possible solutions, and present recommendations for practice, to the issues of practice. In undertaking this unit, students analyse a range of both academic literature and grey literature, including professional standards, best practice guidelines, and other sources. Through this unit, students will gain project management, stakeholder engagement, and report writing skills that will help prepare them for various roles within the Sport, Physical and Outdoor Education sector.

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

Work Experience:

Student is undertaking work experience in industry where learning and performance is not directed by the provider, but support is received from the provider. Fees (provider may charge a student contribution amount or tuition fee).

Placement Component: Yes

Supplementary Assessment: No

Supplementary assessment is not available to students who gain a fail in this Unit.

Course Level:

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

Learning Outcomes:
Knowledge:

- K1.** Analyse a range of approaches to project management that can be used to critically examine problems of practice within the Sport, Physical and Outdoor Education sector.
- K2.** Propose and critique different models for stakeholder engagement that can be deployed when conducting professional projects.
- K3.** Locate, assess and examine a wide variety of literature, including journal articles, edited book chapters, research reports, industry standards, and other relevant documents, to help find solutions for problems of practice within the Sport, Physical and Outdoor Education sector.
- K4.** Evaluate professional language used when presenting reports to stakeholders within workplace settings.
- K5.** Assess and explain various ways of presenting recommendations to help address practice problems within the Sports, Physical and Outdoor Education sectors.

Skills:

- S1.** Evaluate a range of project management tools and select appropriate tools to assist within project management of a professional project.
- S2.** Analyse various mechanisms for stakeholder engagement, including surveys, interviews, focus groups, and select approaches relevant to a professional project.
- S3.** Assemble information from a wide variety of sources, and critique the validity of both academic and grey literature to help solve problems of practice.
- S4.** Analyse how formal written language can help convey recommendations to relevant stakeholders from the Sport, Physical and Outdoor Education sector.
- S5.** Develop a sequence of recommendations and consider their impact on the workplace.

Application of knowledge and skills:

- A1.** Actively participate in a range of workplace activities, identify problems of practice, and engage with relevant workplace stakeholders to scope a professional project.
- A2.** Create effective project plans based on consultation with workplace stakeholders, including developing realistic and achievable timelines and milestones. Plan to present initial findings and refine recommendations based on feedback.
- A3.** Compile a professional report based on literature (academic and grey) that addresses a problem of practice for a workplace in the Sport, Physical and Outdoor Education Sector.

Unit Content:
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. 	K2, K4, S2, S4, A1, A2.	AT1, 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, S1, A2.	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"> • 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 	K5, S5, A3.	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, S1, A2, A3.	AT2, AT3.

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 	NA	NA

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, S1, A1.	Active participation in 20 days of work placement including, identifying problems of practice through discussions with the workplace, and presentation of a final report including recommendations to the workplace. Students also evaluate performance assessments from placement.	Participation on placement and performance assessment	S/N
K1, K2, S1, S2, A2.	Students develop a project plan, in consultation with key stakeholders at their placement workplace, to examine a practice problem facing the workplace. They propose a timeline and project plan that includes meeting with and interviewing relevant organisational stakeholders, exploring a variety of literature (academic and grey), presenting preliminary findings, refining their findings, and presenting their final report to their workplace host.	Written Project Plan	30-40%
K3, K4, K5, S3, S4, S5, A3.	Students develop a written report based on a problem of practice they have identified at their placement. They consider the problem of practice based on meetings with key organisational stakeholders. Using academic and grey literature (including professional standards, best practice guidelines, and other sources), students present recommendations to improve workplace practice.	Written Report	60-70%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)