

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Health and Wellbeing
<b>Unit Title:</b>	EXERCISE PRINCIPLES AND INSTRUCTION
<b>Unit ID:</b>	EXSCI1702
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	069903

## Description of the Unit:

This unit provides students with an introduction to theoretical knowledge in the area of exercise and sports science and a basic understanding of the effective practical ways to implement this knowledge through instruction. This unit has an emphasis on the training principles and instructional methods required to enhance various fitness components of healthy individuals. A focus of this unit is the integration and application of training principles through program creation and implementation. Students are required to create a training program addressing the goals of an individual that mirrors good current industry practice and standards. Students will also instruct peers in both individual and group settings.

**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 components of fitness and how they change throughout the lifespan.
- K2.** Describe the principles of exercise, how they relate to exercise training and their role in planning fitness programs.
- K3.** Discuss and critically evaluate the various fitness tests, including limitations and assumptions and factors influencing performance.
- K4.** Describe safe activity participation measures including physical activity readiness, contraindications of activity, criteria for termination of activity and when and where to refer clients for further professional advice.
- K5.** Outline the safety assessments required prior to and during exercise at the participant, equipment and facility level.
- K6.** Explain the different stages of an endurance and resistance exercise program, how they can be tailored to meet individual goals and implementation strategies for effective delivery at individual and group levels.
- K7.** Discuss how to manipulate program variables to achieve a desired training effect.
- K8.** Evaluate the benefits and risks of various types of equipment used in exercise training.

#### Skills:

- S1.** Measure intensity of performance, including the use of RPE, HR and workload calculation in individual and team based sports/physical activity.
- S2.** Administer basic field tests to measure components of physical fitness, compare results to norms and use results to design interventions for improvement.
- S3.** Following appropriate participation pre-screening, develop safe physical activity sessions designed to meet specific goals, taking into account various fitness levels and ages.
- S4.** Critically evaluate a fitness program.
- S5.** Develop efficient and effective organisational and instructional techniques.
- S6.** Design and instruct fitness related movement to achieve fundamental fitness improvements.
- S7.** Display professional presence and instructing skills whilst engaging participants.
- S8.** Instruct resistance training exercises including key technique points, appropriate demonstration & correction of faults, while engaging participants.

#### Application of knowledge and skills:

- A1.** Design & critique an exercise program for an apparently healthy/low-risk individual, incorporating appropriate training principles and including a variety of training methods.
- A2.** Produce a safe and effective learning environment by planning, delivering and reflecting on activity sessions incorporating warm up, relevant exercises and cool down.
- A3.** Monitor adaptations to training and track the progress of various parameters including workload (intensity/ volume), weight, sleep, nutrition, fluid, stress, and overtraining.

**Unit Content:**

This unit will focus on concepts such as:

- Fitness components and training methods;
- Key fitness principles for training;
- Fitness program writing and evaluation;
- Basic fitness testing and measurement;
- Exercise safety and correct movement patterns;
- Effective fitness activity instruction for groups and individuals;
- The role of physical activity in the pursuit, longevity and maintenance of a healthy lifestyle.

**Learning Task and Assessment:**

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K3, K4, K5, K8, S1- S8, A1, A2	Attendance and participation in practical sessions to complete formative assessments of practical skills.	90% attendance required to satisfy ongoing formative assessments.	Satisfactory/ Unsatisfactory
K2, K4, K5, S5-8, A2	Individual Instructional Task - Practical test examining competency in weight training.	Practical exam.	10-30%
K2, K4, S5-8, A1, A2	Group Instructional Task Plan and deliver a session based on the principles of fitness.	Practical session delivery.	10-30%
K1-K8	Review of material covered in both laboratory and lecture settings.	Online end of semester test	30-50%
K1, K2, K6, K7, S1- 4, A1, A3	Create a training program for a healthy individual.	Written report.	10-30%

**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](#)