

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Health and Wellbeing
<b>Unit Title:</b>	Inclusion Through Physical Activity
<b>Unit ID:</b>	EXSCI2176
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(EXSCI1702)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	092101

## Description of the Unit:

This unit is designed to introduce students to a range of impairments, and different linguistic, cultural, religious and socioeconomic population groups and to understand the factors that influence or provide a barrier to participation in physical activity. The unit is also designed to enable students to identify appropriate support agencies and to develop the capacity to liaise and work effectively with organisations working with people with varying needs through providing the opportunity to analyse, design and evaluate physical activity programs within a practical, community-based setting.

**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	■	■	■	■	■	■
Intermediate	■	■	✓	■	■	■
Advanced	■	■	■	■	■	■

### Learning Outcomes:

#### Knowledge:

- K1.** Display knowledge of causes, characteristics and management of specific impairments.
- K2.** Discuss the facilitators and barriers that influence participation in physical activity (PA) for people with varying needs.
- K3.** Describe the implications of legislation requirements for both education and community based PA programs, relevant to varying population groups.
- K4.** Describe the different sporting and recreational opportunities available for people with impairments, and from varying linguistic, cultural, religious and socioeconomic backgrounds.
- K5.** Critically appraise appropriate methods for measuring and evaluating skill and health related fitness in a specialist setting.
- K6.** Describe communication and behaviour management strategies appropriate to a specialist setting.

#### Skills:

- S1.** Critically evaluate activities designed for people with varying needs.
- S2.** Develop proficiency in incorporating a program that helps minimise barriers to equity and access.
- S3.** Demonstrate communication and behaviour management strategies appropriate to a specialist setting.
- S4.** Encourage and accept participation in a cooperative learning environment.

#### Application of knowledge and skills:

- A1.** Design, implement and evaluate an inclusive physical activity session, appropriate for an individual or a group with a specified impairment, or from a varying linguistic, cultural, religious or socioeconomic background.
- A2.** Communicate and work cooperatively and effectively within a multi-disciplinary team in an external organisation and work directly with people who have an impairment.

#### Unit Content:

This may include:

- Appropriate terminology, including impairment, disability, inclusion and integration.
- Behaviour management
- Working in the specialist setting
- May include, but not limited to, the following population groups: Appropriate terminology, including impairment, disability, inclusion and integration. Behaviour management Working in the specialist setting Emotional and behavioural disorders Intellectual disabilities & learning disabilities Sensory disabilities visual and hearing Motor & spinal cord impairments Wheelchair sport Les autre impairment Linguistically, culturally and religiously diverse Socioeconomic status
- Participation in physical activity: barriers to participation, access & equity; Disability Discrimination Act; attitudes and attitude changes; integration versus segregation; & classification in sport.
- Frameworks for assessment and planning of physical activity.

- Programs and services for people with varying needs.

**Learning Task and Assessment:**

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K4, K5, S2, S3, S4, A2	Attendance and active participation in tutorials to complete formative assessments of practical skills.	At least 90% attendance and participation in practical sessions required to satisfy ongoing formative assessments	S/U
K1, K2, K5, K6, S1, S2, S3, S4, A1, A2	Develop, manage and evaluate a physical activity program designed for a person with varying needs, in several parts. This may be conducted in groups.	Written report and presentation	30-50%
K3, K4, K6, S3	Reflective report based on experiences working with people with varying needs	Self-reflection report	20-40%
K1, K2, K3, K4, K5, K6	Review of course material including weekly readings.	Test	30-50%

**Adopted Reference Style:**

APA ()

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

Fed Cite - [referencing tool](#)