COURSE OUTLINE

HPE200 Movement and Physical Activity

School: School of Education and Tertiary Access

2027 | Trimester 2

UniSC Sunshine Coast
UniSC Moreton Bay

BLENDED LEARNING

Most of your course is on campus but you may be able to do some components of this course online.

Please go to unisc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

In this course, you will participate in a wide range of movement experiences and engage with the physical activity literature. You will develop knowledge and skills in how to best deliver safe, inclusive and developmentally appropriate physical activity experiences for young people (aged 5-18years). You will also critically examine physical, social, psychological and cultural influences that influence participation in physical activity and reflect on your own physical literacy development and teaching philosophy.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules and course readings.	2hrs	Week 1	9 times
Tutorial/Workshop 1 – The tutorial/workshop for this course is synchronous and involves on-campus engagement with content and application of learning materials. This course will also involve participation in a range of physical activities	2hrs	Week 1	10 times

1.3. Course Topics

- Lifelong engagement in physical activity
- Participation in movement and physical activity to reduce health risks and maintain health and wellbeing
- Fundamental movement skills and development of physical literacy
- Evidence based physical activity pedagogy and designing and delivering movement experiences for young people

2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES On successful completion of this course, you should be able to...		GRADUATE QUALITIES Completing these tasks successfully will contribute to you becoming...
1	Use evidence based physical activity pedagogy to design and deliver a safe, inclusive and developmentally appropriate movement experiences for young people.	Creative and critical thinker Information literacy
2	Design tools to assist in assessing movement competency	Creative and critical thinker Problem solving
3	Engage in specialised movement sequences and experiences to assist in critically examining and reflecting on movement specialisation and physical literacy development	Engaged Problem solving
4	Analyse physical, social, economic, cultural and psychological factors that shape individuals' participation and engagement in a broad range of physical activities	Ethical Information literacy
5	Evaluate physical literacy development across the lifespan by critically reflecting on existing physical activity literature, policy and curriculum frameworks and your own movement experiences and teaching philosophy.	Empowered Problem solving

5. Am I eligible to enrol in this course?

Refer to the UniSC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

5.5. Microcredential Information

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Formative feedback for Task 1 will be provided on the outline of skill development activity in week 3.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Creative Performance, and Written Piece	Group	50%	Part A: Written component (2 x activity cards (Max 1pg each); 1 x FMS assessment tool (Max 1pg) Part B: Practical presentation (Max 10mins)	Week 5	Online Assignment Submission with plagiarism check
All	2	Portfolio	Individual	50%	Digital project folio in video format submitted via Canvas (Max 9-12min)	Week 10	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Designing and delivering a skill development physical activity

GOAL:	To develop skills in designing and delivering movement experiences for young people and assessing their movement competency
PRODUCT:	Creative Performance, and Written Piece
FORMAT:	• Your group will be allocated a fundamental movement skill (FMS) in week 1 and will design a safe, inclusive and developmentally appropriate physical activity (closed practice drill) that supports progression of this skill for learners in year 7. • You will also design a skill development minor game where year 7 students would have to apply the FMS skill in a game context. Part A: Written component (2 x activity cards (Max 1pg each); 1 x FMS assessment tool (Max 1pg) • You group will create two activity (task) cards (one for the drill and one for the minor game). Each card is a max of one page and can include instructions, diagrams and pictures. • You are also required to create a one-page assessment tool that could be used to assess your allocated FMS skill competency (this can be any form of tool including a rubric, marking key or checklist). Part B: Practical component (10mins): • In your allocated tutorial, your group will then deliver the drill and applied activity to your peers (Max 10mins) • You will implement evidenced based strategies you have learnt to inform your approach to delivery protocols, groupings, equipment dispersal/collection, inclusive principles, modification of tasks and safety and risk considerations
CRITERIA:	**No.** / **Learning Outcome assessed** 1 — Utilisation of evidenced based physical activity pedagogy to inform the design and delivery of a safe, inclusive and developmentally appropriate movement experience for young people — 1 2 — Design of a tool that can be used to assess movement competency in young people — 2
GENERIC SKILLS:	Collaboration, Problem solving, Organisation

All - Assessment Task 2: Physical Literacy Project Folio

GOAL:	To broaden your understandings of physical activity and movement participation across the lifespan and assist in the development of your teaching philosophy.
PRODUCT:	Portfolio
FORMAT:	Throughout the trimester, you will participate in a wide range of movement experiences and will create a project folio (in video format max 9-12 minutes) that documents and reflects your experiences throughout the course. You will also reflect on your own physical literacy development and understanding of movement and physical activity more broadly. The Project folio must integrate mixed media, which may include embedded: • Photos, clips, explanatory voice recordings • annotated diagrams, figures, tables, checklists • written reflections and artifacts or other evidence The project folio should demonstrate reflection of professional growth during the course across the four domains of physical literacy (physical, psychological, social, and cognitive). In reflecting on each of the weeks throughout the course, you should include: • A reflection on your learning about physical activity and movement and personal development throughout the course • Considerations of new understandings in relation to factors that affect individuals participating in physical activity and how people develop physical literacy across the lifespan. • How your experiences throughout the course connect with aims of the Australian Curriculum for Health and Physical Education and domains of the Australian Physical Literacy Framework • Reflection on changes throughout the course to your personal teaching philosophy and approach to teaching movement and physical activity to meet contemporary needs of young people
CRITERIA:	

No.		**Learning Outcome assessed**
1	Engagement in weekly specialised movement sequences and reflection on experiences.	3
2	Analysis of physical, social, economic, cultural and psychological factors that shape individuals' participation and engagement in a broad range of physical activities.	4
3	Evaluation of physical literacy development across the lifespan with critical reflection of existing physical activity literature, policy and curriculum frameworks including your own movement experiences and teaching philosophy.	5

GENERIC SKILLS:	Communication, Organisation, Applying technologies, Information literacy

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training for students, and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:
(a) The final mark is in the percentage range 47% to 49.4%; and
(b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:
(a) One day: deduct 5%;
(b) Two days: deduct 10%;
(c) Three days: deduct 20%;
(d) Four days: deduct 40%;
(e) Five days: deduct 60%;
(f) Six days: deduct 80%;
(g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:
Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The Student Charter sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- UniSC Student Central
- UniSC Adelaide Student Central