COURSE OUTLINE

SPX100 Physical Activity and Health

School: School of Health - Sport and Exercise Science

2026 | Trimester 1

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 learn about the role of health professionals in promoting physical activity and reducing sedentary behaviour at a population level. You will be introduced to recommended physical activity guidelines across the lifespan, and explore diverse priority populations at risk of insufficient physical activity. You will become familiar with public health and sport science approaches to physical activity and sedentary behaviour, including methods of assessment, identifying factors of influence, evaluating strategies, and translating research into policy and practice.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Online materials	2hrs	Week 1	12 times
Tutorial/Workshop 1 – On campus tutorial	2hrs	Week 1	12 times

1.3. Course Topics

- Defining and measuring physical activity and sedentary behaviour at the population level.
- Physical activity and sedentary behaviour patterns in diverse and priority populations, and across the lifespan.
- Factors influencing and determinants of physical activity and sedentary behaviour.
- Physical activity guidelines, recommendations, policies, and agencies.
- Evidence-based health promotion strategies to promote physical activity and reduce sedentary behaviour.
- Populations at risk of insufficient physical activity or sedentary behaviour.

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

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 MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING * Exercise and Sports Science Australia
1 Describe the role of health and exercise scientists in the broad structure and success of the Australian health system.	Empowered	1.2.8
2 Explain the roles of sedentary behaviour and physical activity in the aetiology, prevention, and management of chronic conditions, mental health, and disability.	Knowledgeable	2.2.1, 2.2.5, 6.2.5, 12.2.1
3 Explore the roles of public policies, agencies and social determinants of health in promoting PA and reducing sedentary behaviour.	Engaged	2.2.2, 6.2.6, 7.2.1, 7.2.5, 12.2.2, 12.2.3, 13.2.1
4 Develop evidence-based health promotion strategies to increase PA and reduce sedentary behaviour in the general population and diverse priority communities, allowing consideration of social determinants of health.	Creative and critical thinker Problem solving	2.2.2, 2.2.5, 4.2.1, 4.2.10, 6.2.5, 7.2.1, 12.2.2, 12.2.4, 12.2.5, 12.2.6, 13.2.5, 13.2.6
5 Identify and assess populations at risk of insufficient physical activity.	Knowledgeable	3.2.2, 3.2.3, 6.2.5, 7.2.1, 12.2.5, 12.2.6, 13.2.6
6 Identify and use the common processes and equipment required to conduct accurate and safe PA assessments.	Empowered Applying technologies	3.2.1, 3.2.3, 3.2.8, 6.2.5, 6.2.6, 7.2.2, 7.2.5, 7.2.6, 12.2.6

* Competencies by Professional Body

CODE	COMPETENCY
EXERCISE AND SPORTS SCIENCE AUSTRALIA	
1.2.8	Describe the broad structure of the Australian health system and the roles of Exercise Scientists.
2.2.1	Integrate knowledge of anatomy, physiology, pathophysiology, and other determinants of health and function and apply these to inform safe and effective movement, physical activity, and exercise-based interventions for individuals and population groups throughout all stages of their life.
2.2.5	Evaluate research findings and apply exercise prescription principles to develop recommendations and interventions, including targeted exercise prescription for the purposes of optimising health status, function, recovery, independence, and participation.
2.2.2	Examine principles of biopsychosocial care, value-based care, person-centred care and social and cultural determinants of health and apply this to promote health and well-being for individual clients and population groups.
3.2.2	Formulate safe, effective, and culturally sensitive assessments to collect relevant information, social and cultural determinants of health, client history, and client needs, preferences, barriers, facilitators, and goals.
3.2.3	Formulate appropriate assessments and outcome measures relevant to treatment and client goals, and evaluate health status, function, capacity, and progress, to inform clinical reasoning and to monitor the delivery and outcomes of interventions.
3.2.1	Formulate appropriate screening processes to evaluate and stratify risk for participation in assessments and interventions, including consideration of appropriate service modalities for clients.
3.2.8	Choose and use relevant technology and equipment efficiently, effectively, and safely.
4.2.1	Formulate evidence-based exercise prescription, interventions, and recommendations that address health and treatment related client needs, preferences, goals, and abilities, assessment findings, and social and cultural determinants of health.

CODE	COMPETENCY
4.2.10	Design and deliver evidence-based, exercise-based interventions and apply behavioural strategies that meet the needs and preferences of clients.
6.2.5	Apply evidence-based physical activity and exercise principles affecting growth, development, pregnancy, and ageing.
6.2.6	Illustrate the social determinants of health that affect growth and development.
7.2.1	Select and apply appropriate assessment procedures, including screening of appropriate social determinants of health, goal setting, obtaining informed consent and a relevant medical history, and performing a pre-exercise risk assessment and understand when onward referrals are warranted.
7.2.5	Describe the principles and rationale for the calibration of equipment in commonly used in assessments and recognise and recalibrate equipment when required.
7.2.2	Identify and use the common processes and equipment required to conduct accurate and safe health, physical activity and exercise assessments.
7.2.6	Select, develop and conduct appropriate protocols for safe, effective and culturally sensitive assessments including risk management and risk assessment concepts associated with the health and assessment of exercise science.
12.2.1	Explain the role of sedentary behaviour and physical activity in the aetiology, prevention and management of chronic conditions, mental health and disability.
12.2.2	Describe the potential impact of public policy on promoting physical activity and reducing sedentary behaviour in diverse populations.
12.2.3	Identify agencies involved in the promotion of physical activity and identify potential partners to assist with this promotion.
12.2.4	Apply and evaluate population-level recommendations and Australian guidelines for optimising physical activity and reducing sedentary behaviour across the lifespan.
12.2.5	Relate the benefits and risks of physical activity and apply evidence-based principles to recommend appropriate levels of physical activity for diverse populations.
12.2.6	Identify and assess populations at risk of insufficient physical activity or sedentary behaviour to inform development of appropriate recommendations and/or interventions.
13.2.1	Describe common social determinants of health factors that influence behaviour of health, physical activity and exercise.
13.2.5	Apply behavioural strategies according to the needs and preferences of the individuals and/or population and their progress towards achieving realistic goals.
13.2.6	Demonstrate the ability to communicate effectively and respond appropriately to assist clients from diverse populations to change their health and physical activity behaviours.

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

Students will work on formative tasks toward Tasks 1 and 3 in class time and receive formative feedback on these during class. Students will be provided with practice MCQs and/or short answer questions to work through formatively for the mid-trimester exam.

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	Oral and Written Piece	Group	30%	15 minutes presentation, 15 PowerPoint slides	Week 5	Online Assignment Submission with plagiarism check and in class
All	2	Examination - not Centrally Scheduled	Individual	30%	90 minutes	Week 8	Online Submission
All	3	Artefact - Professional	Individual	40%	1600 words	Week 12	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Oral Presentation- Monitoring and Measuring Physical Activity

GOAL:	To demonstrate understanding of the social determinants of health and how they may affect physical activity at a population level. Students will also develop an understanding of national physical activity recommendations and skills in identifying and assessing populations at risk of insufficient physical activity (including adjusting assessments based on cultural needs).
PRODUCT:	Oral and Written Piece
AUTHORSHIP STATEMENT:	
FORMAT:	In groups of 4 or 5, student will collect and analyse data about physical activity in a specified population, and present their findings in a 15 min oral presentation with Powerpoint slides.
CRITERIA:	

No.		Learning Outcome assessed
1	Explanation of the role of sedentary behaviour and physical activity in the aetiology, prevention and management of chronic conditions, mental health and disability	2
2	Relevance and appropriate use of evidence to identify issues in physical activity and sedentary behaviour	5 6
3	Effectiveness of communication	4

GENERIC SKILLS:	Communication, Problem solving, Applying technologies

All - Assessment Task 2: Mid-Trimester Examination

GOAL:	To demonstrate understanding of core knowledge related to course content.
PRODUCT:	Examination - not Centrally Scheduled
AUTHORSHIP STATEMENT:	
FORMAT:	Multiple choice questions.
CRITERIA:	**No.** — **Learning Outcome assessed** 1 Accurate identification and application of core knowledge — 1 2 3
GENERIC SKILLS:	Communication, Information literacy

All - Assessment Task 3: Health Promotion Project Portfolio

GOAL:	To demonstrate knowledge and skills in developing evidence based health promotion strategies to increase physical activity and reduce sedentary behaviours at a population level in a specified population group at risk of insufficient physical activity.
PRODUCT:	Artefact - Professional
AUTHORSHIP STATEMENT:	
FORMAT:	Written assignment.
CRITERIA:	**No.** — **Learning Outcome assessed** 1 Appropriateness of health promotion strategies to address determinants of physical activity and sedentary behaviour in a specified population — 3 5 2 Application of the Ottawa Charter for Health Promotion to develop strategies that support improvements in physical activity levels for a specific population — 4 5 3 Quality of written communication and adherence to genre — 3 4 4 Relevance and appropriate use of evidence to develop a portfolio of health promotion strategies — 2 4
GENERIC SKILLS:	Problem solving, Organisation, Information literacy

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
ESSA ACCREDITED EXERCISE PHYSIOLOGIST PROFESSIONAL STANDARDS 2021				
All delivery modes	Artefact - Professional	Health Promotion Project Portfolio	2.2.1	Taught, Practiced, Assessed
			2.2.2	Taught, Practiced, Assessed
			2.2.5	Taught, Practiced, Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			3.2.1	Taught, Practiced, Assessed
			3.2.2	Taught, Practiced, Assessed
			3.2.3	Taught, Practiced, Assessed
			3.2.8	Taught, Practiced, Assessed
			4.2.1	Taught, Practiced, Assessed
	Examination - not Centrally Scheduled	Mid-Trimester Examination	2.2.1	Taught, Assessed
			2.2.2	Taught, Assessed
			2.2.5	Taught, Assessed
	Oral and Written Piece	Oral Presentation- Monitoring and Measuring Physical Activity	2.2.1	Taught, Practiced, Assessed
			2.2.2	Taught, Practiced, Assessed
			2.2.5	Taught, Practiced, Assessed
			3.2.1	Taught, Practiced, Assessed
			3.2.2	Taught, Practiced, Assessed
			3.2.3	Taught, Practiced, Assessed
			3.2.8	Taught, Practiced, Assessed
			4.2.1	Taught, Practiced, Assessed
ESSA ACCREDITED EXERCISE SCIENTIST PROFESSIONAL STANDARDS 2020				

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
All delivery modes	Artefact - Professional	Health Promotion Project Portfolio	1.2.8	Taught, Practiced, Assessed
			4.2.10	Taught, Practiced, Assessed
			6.2.5	Taught, Practiced, Assessed
			6.2.6	Taught, Practiced, Assessed
			7.2.1	Taught, Practiced, Assessed
			7.2.2	Taught, Practiced, Assessed
			7.2.5	Taught, Practiced, Assessed
			7.2.6	Taught, Practiced, Assessed
			12.2.1	Taught, Practiced, Assessed
			12.2.3	Taught, Practiced, Assessed
			12.2.4	Taught, Practiced, Assessed
			12.2.5	Taught, Practiced, Assessed
			12.2.6	Taught, Practiced, Assessed
			13.2.1	Taught, Practiced, Assessed
			13.2.5	Taught, Practiced, Assessed
			13.2.6	Taught, Practiced, Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
	Examination - not Centrally Scheduled	Mid-Trimester Examination	4.2.10	Taught, Practiced, Assessed
			6.2.5	Taught, Assessed
			6.2.6	Taught, Assessed
			7.2.1	Taught, Assessed
			12.2.1	Taught, Practiced, Assessed
			12.2.2	Taught, Assessed
			12.2.3	Taught, Assessed
			12.2.4	Taught, Assessed
			12.2.5	Taught, Assessed
			12.2.6	Taught, Assessed
			13.2.1	Taught, Assessed
			13.2.5	Taught, Assessed
			13.2.6	Taught, Assessed
	Oral and Written Piece	Oral Presentation- Monitoring and Measuring Physical Activity	1.2.8	Taught, Assessed
			4.2.10	Taught, Assessed
			6.2.5	Taught, Practiced, Assessed
			6.2.6	Taught, Assessed
			7.2.1	Taught, Practiced, Assessed
			7.2.2	Taught, Practiced, Assessed
			7.2.5	Taught, Practiced, Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			7.2.6	Taught, Practiced, Assessed
			12.2.1	Taught, Practiced, Assessed
			12.2.2	Taught, Practiced, Assessed
			12.2.3	Taught, Practiced, Assessed
			12.2.4	Taught, Practiced, Assessed
			12.2.5	Taught, Practiced, Assessed
			12.2.6	Taught, Practiced, Assessed
			13.2.1	Taught, Practiced, Assessed
			13.2.5	Taught, Practiced, Assessed
			13.2.6	Taught, Practiced, Assessed

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

You need regular access to the resource(s) below. Many texts are available as ebooks through the Library at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Recommended	Harold Kohl III, Tinker Murray, Deborah Salvo	2020	Foundations of Physical Activity and Public Health	2nd	Human Kinetics
Recommended	Bouchard, C, Blair, S.N. & Haskell, W.L	2012	Physical Activity and Health	2nd	Human Kinetics
Recommended	Dishman, R., Heath, G. & Lee	2013	Physical Activity Epidemiology	2nd	Human Kinetics

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