

SPX104 Professional Practice in Health, Sport and Exercise

School: School of Health - Sport and Exercise Science

2027 | 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

This course provides foundational knowledge for working in the Australian healthcare system. Taught through a research lens, you will explore evidence-based practices and learn how to establish appropriate referral pathways and to work in multidisciplinary healthcare teams. The course covers social determinants of health, biopsychosocial care and cultural sensitivity in healthcare practice and will develop your professional healthcare skills including an understanding of scope of practice and tips for effective communication, job seeking, professional accreditation and development skills.

1.2. How will this course be delivered?

| ACTIVITY | HOURS | BEGINNING WEEK | FREQUENCY |
|---|-------|--|-----------|
| BLENDED LEARNING | | | |
| Tutorial/Workshop 1 – This is a 2-hour workshop delivered face to face each week on campus. The first hour will be learning about the professional skills, the second hour will be for practice and application of each of the skills. | 2hrs | Week 1 | 9 times |
| Placement – Each student enrolled in this course will complete 6 hours (3 x 2 hours) of shadowing a UniSc student in the UniSC Health and Fitness Clinic. This will provide students with an understanding of some of the work they might do in their future chosen profession. Please check canvas for details about the start of your placement. | 2hrs | Throughout teaching period (refer to Format) | 3 times |
| Learning materials – A series of pre-recorded online lectures covering the course topics will be made available to students in the Learning Management System. Multiple recorded modules totalling up to one hour per week will be available and must be reviewed prior to the tutorial/workshop for each corresponding week. | 1hr | Week 1 | 12 times |

1.3. Course Topics

- Australian Healthcare System
- Communication and information gathering
- Scope of practice, professional conduct, legislation and ethical practice
- Social and cultural determinants of health and different types of care (e.g., biopsychosocial)
- Cultural awareness and sensitivity
- Health screening and assessment procedures including risk stratification and management
- Working and collaborating in multidisciplinary teams including referral pathways
- Clinical documentation and record keeping

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 | GRADUATE QUALITIES MAPPING | PROFESSIONAL STANDARD MAPPING * |
|---|--|--|
| On successful completion of this course, you should be able to... | Completing these tasks successfully will contribute to you becoming... | Exercise and Sports Science Australia |
| <p>1 Describe the structure and function of the Australian healthcare system, understand professional scope of practice and explain the principles of interprofessional collaboration, including appropriate referral pathways within multidisciplinary teams.</p> | <p>Knowledgeable Collaboration</p> | <p>1.2.1, 1.2.14, 1.2.6, 1.2.6, 1.2.7, 2.2.6, 2.2.7, 3.2.7, 4.2.6</p> |
| <p>2 Identify and explain the impact of social and cultural determinants of health and stigma on health outcomes and apply basic principles in assessments and interventions for cultural sensitivity and Indigenous health considerations in healthcare interactions using an evidence-based approach.</p> | <p>Ethical Information literacy</p> | <p>1.2.4, 1.2.8, 1.2.9, 2.2.2, 3.2.2, 4.2.1</p> |
| <p>3 Articulate the diverse career opportunities within the health professions, particularly in exercise science and exercise physiology, including their professional roles, responsibilities, and pathways for professional self-reflection, -care, -development and national accreditation.</p> | <p>Empowered Information literacy</p> | <p>1.2.1, 1.2.10, 1.2.11, 1.2.13, 1.2.14, 1.2.15, 1.2.2, 2.2.6</p> |
| <p>4 Screen, evaluate and interpret credible sources to identify and inform appropriate health screening and assessment procedures, including screening of relevant social determinants of health, goal setting, and obtaining informed consent in healthcare practice, face to face and via a telehealth service.</p> | <p>Knowledgeable Communication</p> | <p>1.2.1, 1.2.2, 1.2.3, 1.2.3, 1.2.4, 2.2.15, 2.2.16, 3.2.1, 3.2.2, 3.2.3, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.6</p> |

| COURSE LEARNING OUTCOMES | GRADUATE QUALITIES MAPPING | PROFESSIONAL STANDARD MAPPING * |
|---|--|---|
| On successful completion of this course, you should be able to... | Completing these tasks successfully will contribute to you becoming... | Exercise and Sports Science Australia |
| <p>5 Develop an understanding of the importance of protocols for both the client, and healthcare professionals when completing safe, effective and culturally sensitive assessments including risk management and risk assessment concepts associated with the health and assessment of exercise science.</p> | <p>Ethical Problem solving</p> | <p>1.2.11, 1.2.12, 1.2.13, 1.2.8, 1.2.9, 3.2.1, 3.2.2, 3.2.3, 4.2.2, 4.2.3, 4.2.5</p> |
| <p>6 Demonstrate foundational professional conduct and effective communication skills, including verbal, non-verbal, and basic motivational interviewing techniques, while adhering to ethical principles, codes of conduct, and legal responsibilities such as informed consent and accurate record-keeping.</p> | <p>Empowered Communication</p> | <p>1.2.1, 1.2.2, 1.2.2, 1.2.3, 1.2.5, 1.2.5, 3.2.1, 3.2.2, 3.2.3</p> |

* Competencies by Professional Body

| CODE | COMPETENCY |
|--|---|
| EXERCISE AND SPORTS SCIENCE AUSTRALIA | |
| 1.2.1 | Ethical Practice: Practice within the AEP and individual scopes of practice, ESSA Code of Professional Conduct and Ethical Practice, and other legislation, regulations, and standards addressing privacy, confidentiality, data security, ongoing informed consent, professional boundaries, and record keeping. |
| 1.2.14 | Professional Advocacy: Advocate for equitable client access to AEP services, resources and other appropriate healthcare, and justify the integration of exercise physiology as a sustainable healthcare solution. |
| 1.2.6 | Communication and Collaboration: Practice collaboratively within multidisciplinary care teams, effectively seeking feedback through interactions to inform decision-making, delegation of tasks, and referrals to other professionals and services. |
| 1.2.7 | Communication and Collaboration: Collaborate with clients and relevant others in shared care planning and decision-making practices. |
| 1.2.4 | Practice inclusively, respecting diverse backgrounds, including Aboriginal and Torres Strait Islander peoples, gender and sexually diverse persons, persons of culturally and linguistically diverse backgrounds, and those living with a disability. |
| 1.2.8 | Inclusive Practice and Cultural Capabilities: Apply person-centred approaches that foster psychologically safe environments, including trauma-informed care, to ensure practices are inclusive and responsive to individual needs and experiences. |
| 1.2.9 | Inclusive Practice and Cultural Capabilities: Practice in a culturally respectful manner using a strengths-based approach, which integrates cultural awareness, responsiveness, and safety and creates an inclusive environment for diverse groups including Aboriginal and Torres Strait Islander communities |
| 1.2.10 | Practitioner Self-care, Development and Reflective Practice: Examine and reflect on personal and systemic influence including culture, values, beliefs, biases and privilege to inform professional practice. |
| 1.2.11 | Practitioner Self-care, Development and Reflective Practice: Develop reflective practices through self-reflection, seeking and engaging with feedback from supervisors, colleagues and clients, critically evaluating service delivery and outcomes, and engaging in ongoing learning. |
| 1.2.13 | Practitioner Self-care, Development and Reflective Practice: Engage in teaching, mentoring, and peer learning activities, and contribute to a positive workplace culture by modelling professional behaviours, problem solving and supporting continuous improvement. |
| 1.2.15 | Professional Advocacy: Evaluate national and state legal, regulatory, and industrial instruments associated with AEP practice, and apply this knowledge to advocate for equitable employment conditions. |
| 1.2.2 | Practice with integrity within the AES scope of practice and the ESSA Code of Professional Conduct and Ethical Practice, promote professional capabilities, and judge when to refer onwards. |

| CODE | COMPETENCY |
|--------|--|
| 1.2.3 | Ethical Practice: Integrate the ESSA Digital Practice Standards to ensure safe, ethical, and high-quality digital service delivery, inclusive of risk management, informed consent, safety procedures, quality assurance, and data protection. |
| 1.2.12 | Practitioner Self-care, Development and Reflective Practice: Evaluate and self-monitor the impact that practitioner stress, compassion fatigue, bereavement, and operating in high-risk work settings has on physical and mental health and identify appropriate steps to ensure safe and professional practice. |
| 1.2.5 | Communication and Collaboration: Differentiate and select verbal and non-verbal communication strategies that are contextually appropriate, culturally responsive, timely, accessible, and respectful of clients, population groups, and relevant others. |
| 2.2.6 | Examine the primary, secondary and tertiary health care environment and the roles of AEPs within established and emerging practice settings, considering multidisciplinary, interdisciplinary and transdisciplinary approaches. |
| 2.2.7 | Explain national, state, and compensable scheme frameworks across the health care, aged care, and disability sectors, and the requirements for AEPs working in these settings. |
| 2.2.2 | Examine approaches to care and their underlying principles to promote the health and wellbeing for individuals and population groups. |
| 2.2.15 | Research Methods and Data Analysis: Apply research methods and reports from a range of sources for a thorough understanding of research ethics and methodology in exercise science. |
| 2.2.16 | Research Methods and Data Analysis: Apply evidence-based practice that considers research evidence, emerging research, professional judgement, and client and service user preference. |
| 3.2.7 | Develop appropriate client support strategies to facilitate engagement with AEP services and consider client needs, preferences, health and digital literacy, and factors related to accessibility. |
| 3.2.2 | Formulate safe, inclusive and effective assessments and communication strategies to collect relevant information about social and cultural determinants of the client's health, history, needs, preferences, barriers, facilitators, and goals. |
| 3.2.1 | Apply appropriate screening processes, including infection control, to evaluate, stratify, and manage risk for participation in assessments and interventions with consideration for the full health spectrum. |
| 3.2.3 | Formulate appropriate assessments and outcome measures relevant to client presentations and referrals, which evaluate health status, fitness, function, and capacity to inform clinical reasoning and to monitor the progress and outcomes of interventions. |
| 4.2.6 | Communicate client progress and intervention outcomes to care teams and relevant others, including appropriate reporting to other health professionals in compliance with healthcare frameworks and compensable schemes. |
| 4.2.1 | Design and prescribe evidence-based exercise interventions and recommendations to address health and treatment related client needs, preferences, goals, abilities, assessment findings, and social and cultural determinants of health. |
| 4.2.2 | Apply informed consent procedures, gather relevant medical and activity history, and conduct a pre-exercise risk assessment to ensure safety and suitability for activity. |
| 4.2.3 | Design and apply appropriate, culturally sensitive, and evidence-based assessments, including screening and management of risk, and identification of socio-ecological determinants of health. |
| 4.2.4 | Analyse and interpret information and results from assessments, including the accuracy and limitations of the assessments. |
| 4.2.5 | Evaluate, document, report, and respond to evolving risk factors and adverse signs and symptoms throughout assessments and approaches. |

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

This course will provide resources and in-class opportunities (screening scenarios and case studies) to provide early feedback prior to the census date. All lecture / tutorial material and class resources will be provided on the learning management system prior to the start of the course with the expectation that students will familiarise themselves with the learning material each week prior to attending the scheduled tutorial. General feedback will be provided when appropriate regarding any mock assessments. Informal individual feedback from the course coordinator and class tutor can be also provided. Students must ask the course coordinator and class tutor for such feedback.

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 | 1a | Activity Participation | Individual | 10% | Two pages, double spaced, TNR 12-point font | Throughout teaching period (refer to Format) | Online Assignment Submission with plagiarism check |
| All | 1b | Activity Participation | Individual | 10% | One page, 12 TNR Font, double spaced | Throughout teaching period (refer to Format) | Online Assignment Submission with plagiarism check |
| All | 2 | Literature Review (or component) | Individual | 30% | One single PowerPoint poster slide. A template will be provided in class. | Throughout teaching period (refer to Format) | Online Assignment Submission with plagiarism check and in class |
| All | 3a | Practical / Laboratory Skills | Individual | 25% | 15 minutes | Throughout teaching period (refer to Format) | In Class |
| All | 3b | Practical / Laboratory Skills | Individual | 25% | 50 minutes | Refer to Format | In Class |

All - Assessment Task 1a: Exercise Science Research-Based Professional Practicum Appraisal and Recommendation

| GOAL: | Identify an evidence-based solution to a healthcare problem through application of the scientific research method to real-world professional practice. | | | | | | |
|------------------------------|--|---------------------------|--|---------------------------|---|---|-----|
| PRODUCT: | Activity Participation | | | | | | |
| AUTHORSHIP STATEMENT: | | | | | | | |
| FORMAT: | Students will complete a 6-hour shadowing practicum of a 4th year exercise physiology student on an exercise physiology placement at the UniSC Clinic. Students must identify a particular problem that a client encountered during the 6 hours of placement. (e.g., "A client was not adhering to the home exercise program written by the 4th year student"). Students then need to connect the problem to the existing research (e.g. interventions to address exercise non-adherence). Students will then write a brief two-page critical appraisal and evidence-based recommendation on how they would address the issue of the client's problem that presented during the shadowing placement. | | | | | | |
| CRITERIA: | <table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Identify and justify an evidence-based solution to a healthcare problem using the scientific research method in a real-world professional practice context.</td> <td>3 6</td> </tr> </tbody> </table> | No. | | Learning Outcome assessed | 1 | Identify and justify an evidence-based solution to a healthcare problem using the scientific research method in a real-world professional practice context. | 3 6 |
| No. | | Learning Outcome assessed | | | | | |
| 1 | Identify and justify an evidence-based solution to a healthcare problem using the scientific research method in a real-world professional practice context. | 3 6 | | | | | |
| GENERIC SKILLS: | Problem solving, Information literacy | | | | | | |

All - Assessment Task 1b: Interprofessional Collaboration Event Attendance

| GOAL: | To attend the School of Health Interprofessional Collaboration Event and gain an understanding of collaborative and multidisciplinary healthcare. | | | | | | |
|------------------------------|---|---------------------------|--|---------------------------|---|---|---|
| PRODUCT: | Activity Participation | | | | | | |
| AUTHORSHIP STATEMENT: | | | | | | | |
| FORMAT: | Students are to write a one-page reflection of their experience at the School of Health Interprofessional Collaboration Event held at the beginning of the Trimester. Students should write what they learned about collaborative practice within multidisciplinary care teams and how they might collaborate with other allied health professionals to inform client care. | | | | | | |
| CRITERIA: | <table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Explain the importance of interprofessional collaboration, including appropriate referral pathways within multi-disciplinary teams.</td> <td>1</td> </tr> </tbody> </table> | No. | | Learning Outcome assessed | 1 | Explain the importance of interprofessional collaboration, including appropriate referral pathways within multi-disciplinary teams. | 1 |
| No. | | Learning Outcome assessed | | | | | |
| 1 | Explain the importance of interprofessional collaboration, including appropriate referral pathways within multi-disciplinary teams. | 1 | | | | | |
| GENERIC SKILLS: | Communication, Collaboration | | | | | | |

All - Assessment Task 2: Literature Review Research Poster

| | | |
|------------------------------|---|---|
| GOAL: | Conduct a literature review to synthesise current evidence addressing a healthcare problem, including consideration of how the problem and potential solutions may vary across cultural contexts. | |
| PRODUCT: | Literature Review (or component) | |
| AUTHORSHIP STATEMENT: | | |
| FORMAT: | Online submission and in-person class PowerPoint presentation | |
| CRITERIA: | No. | Learning Outcome assessed |
| | 1 | Synthesise and critically evaluate current evidence to propose an evidence-based solution to a real-world healthcare problem, incorporating culturally sensitive considerations. 1 2 3 6 |
| GENERIC SKILLS: | Problem solving, Applying technologies | |

All - Assessment Task 3a: Initial Consult Practical Exam

| | | |
|------------------------------|--|---|
| GOAL: | Successfully conduct an initial Consult with Pre-Exercise Screen and Screening for Social Determinants of Health - Completing an initial healthcare consultation (including screening for social determinants of health, diversity, socioeconomic status, psychological and social factors etc). | |
| PRODUCT: | Practical / Laboratory Skills | |
| AUTHORSHIP STATEMENT: | | |
| FORMAT: | In person during class time, delivered in a face to face or Telehealth delivery format. | |
| CRITERIA: | No. | Learning Outcome assessed |
| | 1 | Initial Consult with Pre-Exercise Screen and Screening for Social Determinants of Health 4 5 6 |
| GENERIC SKILLS: | Communication, Problem solving | |

All - Assessment Task 3b: Culturally sensitive assessments and risk stratification

| | | |
|------------------------------|--|--|
| GOAL: | To select and conduct appropriate and culturally sensitive health and fitness assessments. | |
| PRODUCT: | Practical / Laboratory Skills | |
| AUTHORSHIP STATEMENT: | | |
| FORMAT: | In class practical exam. Students will be provided with a multi-cultural case study for which they need to select and conduct 3 appropriate and culturally sensitive assessments on another student. Students will be required to make assessment choices that are guided by the client risk stratification determined during Practical Exam 1 (initial consultation) alongside cultural and stressful considerations. Students will be assessed on their ability to perform culturally sensitive assessments and how appropriately they would care for themselves as a practitioner if a stressful situation were to occur. Please check canvas for the week your in-class exam will be held. | |
| CRITERIA: | No. | Learning Outcome assessed |
| | 1 | Select and perform culturally sensitive health and fitness assessments. 2 4 5 6 |
| GENERIC SKILLS: | Problem solving, Organisation | |

6.4. Assessment to competency mapping

| PROGRAMME DELIVERY MODE | ASSESSMENT TYPE | TITLE | COMPETENCY | TEACHING METHODS |
|--|----------------------------------|---|-----------------------------|-----------------------------|
| ESSA ACCREDITED EXERCISE PHYSIOLOGIST PROFESSIONAL STANDARDS 2025 | | | | |
| All delivery modes | Activity Participation | Exercise Science Research-Based Professional Practicum Appraisal and Recommendation | 1.2.10 | Taught, Practiced, Assessed |
| | | | 1.2.11 | Taught, Practiced, Assessed |
| | | Interprofessional Collaboration Event Attendance | 1.2.6 | Taught, Practiced, Assessed |
| | | | 1.2.7 | Taught, Practiced, Assessed |
| | | | 1.2.11 | Taught, Practiced, Assessed |
| | Literature Review (or component) | Literature Review Research Poster | 1.2.1 | Taught, Practiced, Assessed |
| | | | 1.2.7 | Taught, Practiced, Assessed |
| | | | 2.2.2 | Taught, Practiced, Assessed |
| | Practical / Laboratory Skills | Initial Consult Practical Exam | 1.2.1 | Taught, Practiced, Assessed |
| | | | 1.2.2 | Taught, Practiced, Assessed |
| | | | 1.2.3 | Taught, Practiced, Assessed |
| | | | 1.2.4 | Taught, Practiced, Assessed |
| | | | 1.2.5 | Taught, Practiced, Assessed |
| 1.2.8 | | | Taught, Practiced, Assessed | |
| 1.2.9 | | | Taught, Practiced, Assessed | |
| | | 1.2.12 | Taught, Practiced | |

| PROGRAMME DELIVERY MODE | ASSESSMENT TYPE | TITLE | COMPETENCY | TEACHING METHODS |
|---|------------------------|---|------------|-----------------------------|
| | | | 1.2.14 | Taught, Practiced |
| | | | 1.2.15 | Taught, Practiced |
| | | | 2.2.6 | Taught, Practiced |
| | | | 2.2.7 | Taught, Practiced |
| | | | 3.2.1 | Taught, Practiced, Assessed |
| | | | 3.2.2 | Taught, Practiced, Assessed |
| | | Culturally sensitive assessments and risk stratification | 1.2.12 | Taught, Practiced, Assessed |
| | | | 1.2.14 | Taught, Practiced |
| | | | 1.2.15 | Taught, Practiced |
| | | | 2.2.6 | Taught, Practiced |
| | | | 2.2.7 | Taught, Practiced |
| ESSA ACCREDITED EXERCISE SCIENTIST PROFESSIONAL STANDARDS FOR ACCREDITATION 2024 | | | | |
| All delivery modes | Activity Participation | Exercise Science Research-Based Professional Practicum Appraisal and Recommendation | 1.1 | Taught, Practiced, Assessed |
| | | | 1.2.1 | Taught, Practiced, Assessed |
| | | | 1.2.2 | Taught, Practiced, Assessed |
| | | | 1.2.5 | Taught, Practiced, Assessed |
| | | | 1.2.6 | Taught, Practiced, Assessed |
| | | | 2.2.15 | Taught, Practiced, Assessed |
| | | | 2.2.16 | Taught, Practiced, Assessed |

| PROGRAMME DELIVERY MODE | ASSESSMENT TYPE | TITLE | COMPETENCY | TEACHING METHODS |
|-------------------------|----------------------------------|--|------------|-----------------------------|
| | | Interprofessional Collaboration Event Attendance | 1.2.1 | Taught, Practiced, Assessed |
| | | | 1.2.6 | Taught, Practiced, Assessed |
| | Literature Review (or component) | Literature Review Research Poster | 1.2.1 | Taught, Practiced, Assessed |
| | | | 1.2.2 | Taught, Practiced, Assessed |
| | | | 1.2.4 | Taught, Assessed |
| | | | 1.2.5 | Taught, Practiced, Assessed |
| | | | 1.2.6 | Taught, Practiced, Assessed |
| | | | 2.2.15 | Taught, Practiced, Assessed |
| | | | 2.2.16 | Taught, Practiced, Assessed |
| | | | 2.2.17 | Taught, Practiced, Assessed |
| | | | 2.2.18 | Taught, Practiced, Assessed |
| | Practical / Laboratory Skills | Initial Consult Practical Exam | 1.1 | Taught, Practiced, Assessed |
| | | | 1.2.5 | Taught, Practiced, Assessed |
| | | | 4.1 | Taught, Practiced, Assessed |
| | | | 4.2.1 | Taught |
| | | | 4.2.2 | Taught, Practiced, Assessed |
| | | | 4.2.3 | Taught, Practiced, Assessed |

| PROGRAMME DELIVERY MODE | ASSESSMENT TYPE | TITLE | COMPETENCY | TEACHING METHODS |
|-------------------------|-----------------|--|------------|-----------------------------|
| | | | 4.2.4 | Taught, Practiced, Assessed |
| | | | 4.2.5 | Taught, Practiced, Assessed |
| | | Culturally sensitive assessments and risk stratification | 1.1 | Taught, Practiced, Assessed |
| | | | 1.2.2 | Taught, Practiced, Assessed |
| | | | 1.2.3 | Taught, Practiced, Assessed |
| | | | 1.2.4 | Taught, Practiced, Assessed |
| | | | 1.2.5 | Taught, Practiced, Assessed |
| | | | 1.2.6 | Taught, Practiced, Assessed |
| | | | 4.1 | Taught, Practiced, Assessed |
| | | | 4.2.1 | Taught, Practiced, Assessed |
| | | | 4.2.2 | Taught, Practiced, Assessed |
| | | | 4.2.3 | Taught, Practiced, Assessed |
| | | | 4.2.6 | Taught, Practiced, Assessed |
| | | | 4.2.7 | 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 |
|-----------|--|------|--|---------|---|
| Required | Kevin Norton, Lynda Norton, Belinda Durey, Paulo Pelicioni, Priscila de Sousa, Stephen Norton, Jade O'Brien-Smith, Donna Lu, Kate Drury, Belinda Parmenter, Kelly McLeod, Michelle Bonnette, Karly McAfee, Matthew Jones, Mitchell Gibbs | 2025 | Pre-Exercise Screening and Risk Factor Assessment: | 2nd | AUSActive and Sports Medicine Australia |

8.2. Specific requirements

This course includes an assessment of a professional competency task deemed necessary to meet the Exercise and Sports Science Australia (ESSA) Professional Standards. This course also provides placement hours deemed necessary to meet the ESSA practicum requirements. Therefore, your attendance at your placement site and participation in tutorials is mandatory. Feedback will be provided to you during each of your classes and will provide you with support and guidance to become competent in the ESSA Professional Standards addressed in this course. For any work that is missed you will need to demonstrate to your course provider that you have covered the required material. This will usually take the form of a detailed summary and reflection of the directed study activities and practical skills for the missed class or placement.

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:

- The final mark is in the percentage range 47% to 49.4%; and
- 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](#)