COURSE OUTLINE

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	12 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	Week 2	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 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 structure and function of the Australian healthcare system, understand professional scope of practice and equitable employment opportunities, and explain the principles of interprofessional collaboration, including appropriate referral pathways within multidisciplinary teams.	Knowledgeable Collaboration	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
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.	Ethical Information literacy	1.2.4, 1.2.8, 1.2.9, 2.2.2, 3.2.2, 4.2.1
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.	Empowered Information literacy	1.2.1, 1.2.10, 1.2.11, 1.2.12, 1.2.13, 1.2.14, 1.2.15, 1.2.2, 2.2.6, 3.2.7
4 Understand scope of practice and 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, quality digital service and obtaining informed consent in healthcare practice, face to face and via a telehealth service.	Knowledgeable Communication	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, 3.2.7, 3.2.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.6

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
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.	Ethical Problem solving	1.2.11, 1.2.12, 1.2.13, 1.2.7, 1.2.8, 1.2.9, 3.2.1, 3.2.2, 3.2.3, 3.2.7, 3.2.8, 3.2.8, 4.2.2, 4.2.3, 4.2.5
6 Demonstrate foundational professional conduct, including seeking peer feedback to improve performance, 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.	Empowered Communication	1.2.1, 1.2.2, 1.2.2, 1.2.3, 1.2.5, 1.2.5, 2.2.6, 3.2.1, 3.2.2, 3.2.3

* 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	Practice collaboratively within intraprofessional, interprofessional, and multidisciplinary teams, incorporating diverse perspectives and expertise to effectively address whole-person health and human performance needs.
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.
1.2.12	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.
1.2.13	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.

CODE	COMPETENCY
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.
1.2.3	Practice in line with relevant legislation and regulations including Australian Privacy Legislation, confidentiality, data security, informed consent, record-keeping, note taking and documentation.
1.2.5	Select and apply contextually appropriate verbal and non-verbal communication strategies in a timely and respectful manner to engage effectively with clients, service users, colleagues, 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.
3.2.8	Distinguish when client needs are outside of scope or competence and take appropriate, timely action to effectively engage or refer to other professionals.
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	2a	Activity Participation	Individual	25%	15-30 minutes	Refer to Format	In Class
All	2b	Activity Participation	Individual	25%	30-60 minutes	Refer to Format	In Class
All	3	Examination - not Centrally Scheduled	Individual	30%	90 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:	No
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:	**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:	No
FORMAT:	Students must attend the School of Health Interprofessional Collaboration Event and gain an understanding of collaborative and multidisciplinary healthcare. Students are to write a one-page reflection using the following prompts. 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. Core Reflective Task Prompt "As an emerging exercise science professional, critically evaluate how your personal background, commitment to lifelong learning, self-care strategies, and peer leadership will shape your clinical practice and contribution to the profession." Guiding Sub-Questions (to structure the writing): • Self-Awareness & Bias: How do your culture, personal values, beliefs, and lived experiences (including privilege and unconscious bias) influence your interactions and rapport with clients from diverse backgrounds? • Reflective Practice & Feedback: What specific strategies will you use to engage in ongoing self-reflection, and how do you plan to actively seek, receive, and implement constructive feedback from supervisors, colleagues, and clients? • Wellbeing & Risk Management: How will you monitor and manage the impacts of practitioner stress, compassion fatigue, or high-risk work environments on your own physical and mental health to ensure patient safety? • Leadership & Workplace Culture: How do you intend to actively contribute to a positive, collaborative workplace culture through peer learning, mentoring, and modelling professional behaviours?
CRITERIA:	**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 2a: Initial Consult via Telehealth Practical Exam

GOAL:	Students will record themselves (via Microsoft Teams) successfully conducting an initial Consult with Pre-Exercise Screen and Screening for Social Determinants of Health via telehealth - Students will complete an initial healthcare consultation (including gaining informed consent, screening for social determinants of health, diversity, socioeconomic status, psychological and social factors etc). Students must reference ESSA Digital Practice Standards and appropriate ethical and safety procedures for delivery of this consult, including face to face and telehealth delivery.
PRODUCT:	Activity Participation
AUTHORSHIP STATEMENT:	Yes: A3 - Direct / V3 - Supervised
FORMAT:	In person during class time, delivered in a Telehealth format, recorded and submitted online for marking by another student. This aspect of the assessment will engage peer to peer learning practices, including giving and receiving feedback.
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 2b: Culturally sensitive assessments and risk stratification

GOAL:	To select, conduct and record appropriate and culturally sensitive health and fitness assessments via telehealth, and construct an appropriate client record, and SOAP note to summarise the outcomes of the consultation.
PRODUCT:	Activity Participation
AUTHORSHIP STATEMENT:	Yes: A3 - Direct / V3 - Supervised
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 via telehealth. 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. Students will also be assessed on how they convey the results of the assessments to the client, and their ability to undertake collaborative goal setting with the client. Students will be required to record their assessment via Microsoft Teams an submit it online for marking. 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

All - Assessment Task 3: Final Written Exam

GOAL:	The goal of the final examination is for students to demonstrate thorough knowledge of, and the ability to communicate and apply, all of the course theory and concepts.
PRODUCT:	Examination - not Centrally Scheduled
AUTHORSHIP STATEMENT:	No
FORMAT:	Students will complete an individual supervised 90-minute final examination during class time in week 12. The exam content will consist of multiple choice, short answer and case-based questions based on the learning outcomes, materials and activities, including course readings, covered throughout the entire trimester. Students should expect questions on the Australian healthcare environment and different approaches to care, including an understanding of the national and state legal, regulatory and industrial requirements of the exercise science and physiology professions. Multiple choice questions will be allocated one mark per question. The marks for short answer questions vary and will be noted clearly on the exam paper. Students are expected to attend class during week 12 and to be available to sit the final exam in person.
CRITERIA:	**No.** / **Learning Outcome assessed** 1 Apply foundational knowledge and principles of professional practice in health, sport and exercise to theoretical and case-based scenarios. — 1 2 3 4 5 6
GENERIC SKILLS:	Problem solving, Information literacy

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	1.2.1	Taught, Practiced, Assessed
			1.2.2	Taught, Practiced, Assessed
			1.2.5	Taught, Practiced, Assessed
			1.2.10	Taught, Practiced, Assessed
			1.2.11	Taught, Practiced, Assessed
			1.2.13	Taught, Practiced, Assessed
			1.2.14	Taught, Practiced, Assessed
			2.2.6	Taught, Practiced, Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
		Interprofessional Collaboration Event Attendance	1.2.6	Taught, Practiced, Assessed
			1.2.7	Taught, Practiced, Assessed
			1.2.10	Taught, Practiced, Assessed
			1.2.11	Taught, Practiced, Assessed
			1.2.12	Taught, Practiced, Assessed
			1.2.14	Taught, Practiced, Assessed
			1.2.15	Taught, Practiced, Assessed
			2.2.6	Taught, Practiced, Assessed
			4.2.6	Taught, Practiced, Assessed
		Initial Consult via Telehealth 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

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			1.2.11	Taught, Practiced, Assessed
			1.2.12	Taught, Practiced
			1.2.13	Taught, Practiced, Assessed
			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
			3.2.3	Taught, Practiced, Assessed
		Culturally sensitive assessments and risk stratification	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
			1.2.7	Taught, Practiced, Assessed
			1.2.8	Taught, Practiced, Assessed
			1.2.9	Taught, Practiced, Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			1.2.10	Taught, Practiced, Assessed
			1.2.12	Taught, Practiced, Assessed
			1.2.14	Taught, Practiced
			1.2.15	Taught, Practiced
			2.2.2	Taught, Practiced, Assessed
			2.2.6	Taught, Practiced
			2.2.7	Taught, Practiced
			3.2.1	Taught, Practiced, Assessed
			3.2.2	Taught, Practiced, Assessed
			3.2.3	Taught, Practiced, Assessed
	Examination - not Centrally Scheduled	Final Written Exam	1.2.1	Taught, Practiced, Assessed
			1.2.2	Taught, Practiced, Assessed
			1.2.8	Taught, Practiced, Assessed
			1.2.9	Taught, Practiced, Assessed
			1.2.12	Taught, Practiced, Assessed
			1.2.13	Taught, Practiced, Assessed
			1.2.14	Taught, Practiced, Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			1.2.15	Taught, Practiced, Assessed
			2.2.2	Taught, Practiced, Assessed
			2.2.6	Taught, Practiced, Assessed
			2.2.7	Taught, Practiced, Assessed
			3.2.1	Taught, Practiced, Assessed
			3.2.2	Taught, Practiced, Assessed
			3.2.3	Taught, Practiced, Assessed
			3.2.7	Taught, Practiced, Assessed
			3.2.8	Taught, Practiced, Assessed
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
		Initial Consult via Telehealth 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
			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

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			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'Bien-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:
(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