

SPX312 Performance Enhancement

School: School of Health - Sport and Exercise Science

2026 | 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

Performance Enhancement is the culmination of the sport and exercise science program. As such, there is a specific focus on the application of sports science knowledge for enhancing elite sporting performance. Course content builds upon knowledge gained from a number of sport science disciplines with a multifaceted approach towards problem-solving for common issues in the training and preparation of high performance athletes. The design of this course is centred on you developing and demonstrating professional collaboration and communication skills - key qualities for your successful career in sport.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – A range of interactive sports performance activities with current technology.	1hr	Week 1	12 times
Laboratory 1 – Applied sports performance activities are relevant to the sports discipline.	2hrs	Week 1	12 times
Tutorial/Workshop 1 – A 2 hour workshop to discuss issues presented in the online material	2hrs	Week 1	12 times

1.3. Course Topics

Contemporary issues and enhancement of elite sports performance, Performance analysis, Performance enhancement for speed and agility, Applied skill acquisition, Applied sports recovery, Applied sports psychology, Recovery issues in high performance sport, High performance sports environments, Group work/Collaboration in multidisciplinary teams

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth 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
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Apply key theories and principles relating to performance enhancement in an elite sports setting	Empowered
2 Create and demonstrate realistic, effective and ethical session plans for different clients from elite sport settings	Empowered
3 Critically assess theoretical and empirical research to provide logical and justified practical recommendations	Creative and critical thinker
4 Effectively communicate information to a variety of audiences	Empowered
5 Collaborate in multidisciplinary groups to create specific outcomes relating to performance enhancement in elite sport	Empowered Engaged

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

SPX322 or SPX331

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

Feedback will be provided each week in the flipped classroom format, for example by week 2 you will have selected your sport and feedback will be provided on the format of performance analysis.

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	Written Piece	Group	20%	400 Words and 5-10 mins	Week 4	Online Submission
All	2	Oral and Written Piece	Group	50%	1000 Words - Video 3-5 mins	Week 11	In Class
All	3	Practical / Laboratory Skills	Group	30%	15 minutes	Refer to Format	In Class

All - Assessment Task 1: Performance Analysis Template

GOAL:	This assessment has been designed for you to work in a group to assess, analyse and identify relevant key performance indicators (KPIs) in sports performance.																
PRODUCT:	Written Piece																
AUTHORSHIP STATEMENT:																	
FORMAT:	<p>This is a paired activity</p> <p>This assessment involves the preparation of an organisational flowchart for mapping a KPI from a sport of your choice. The format of the flowchart will be discussed in the first few weeks of trimester.</p>																
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>ability to identify a relevant KPI for the sport in question</td> <td>1</td> </tr> <tr> <td>2</td> <td>ability to provide a logical and valid template for its analysis.</td> <td>1 2 3 4</td> </tr> <tr> <td>3</td> <td>clear and coherent presentation of ideas</td> <td>4</td> </tr> <tr> <td>4</td> <td>peer assessment of collaboration (10% of task mark)</td> <td>5</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	ability to identify a relevant KPI for the sport in question	1	2	ability to provide a logical and valid template for its analysis.	1 2 3 4	3	clear and coherent presentation of ideas	4	4	peer assessment of collaboration (10% of task mark)	5	
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3	clear and coherent presentation of ideas	4															
4	peer assessment of collaboration (10% of task mark)	5															
GENERIC SKILLS:																	

All - Assessment Task 2: Training Plan (A and B)

GOAL:	In your group you will develop an understanding of the interaction between different sports science disciplines as they relate to performance enhancement in elite sport through creating and demonstrating realistic, effective and ethical session plans for clients from an elite sport setting.																			
PRODUCT:	Oral and Written Piece																			
AUTHORSHIP STATEMENT:																				
FORMAT:	<p>This task is divided into two parts culminating in a final practical demonstration.</p> <p>Part A Training Plan – 30%</p> <p>This element entails researching and communicating a specific training plan for you selected sport/activity. You will include the multidisciplinary components that contribute to performance enhancement for your sport/activity.</p> <p>Part B Training Video – 20%</p> <p>Create a related training video 3 – 5 minutes in duration explaining and demonstration the techniques and training for the selected sport/activity.</p>																			
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>appropriate, effective and ethical training plan based on established theories and principles</td> <td>1</td> </tr> <tr> <td>2</td> <td>use appropriate terminology for audience</td> <td>1 4</td> </tr> <tr> <td>3</td> <td>communication of ideas in a clear and logical format</td> <td>4</td> </tr> <tr> <td>4</td> <td>collaboration (10% of task mark)</td> <td>5</td> </tr> <tr> <td>5</td> <td>presentation skills</td> <td>4 5</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	appropriate, effective and ethical training plan based on established theories and principles	1	2	use appropriate terminology for audience	1 4	3	communication of ideas in a clear and logical format	4	4	collaboration (10% of task mark)	5	5	presentation skills	4 5	
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4	collaboration (10% of task mark)	5																		
5	presentation skills	4 5																		
GENERIC SKILLS:																				

All - Assessment Task 3: Delivering Performance Enhancement session

GOAL:	In this culminating activity your group will demonstrate how to enact your training plan and demonstrate how to correct technique or skill. You will apply key theories and principles relating to performance enhancement in an elite sports setting. Through this realistic, effective and ethical session plan you will demonstrate effective communication and collaboration in elite sport.		
PRODUCT:	Practical / Laboratory Skills		
AUTHORSHIP STATEMENT:			
FORMAT:	Submit: (Week 11 and 12) 15 minutes in class 10-12 minutes presentation with 3-5 minutes questions		
CRITERIA:	No.		Learning Outcome assessed
	1	ability to provide practical solutions	1 2 3
	2	ability to effectively communicate information to a range of audiences (e.g., coaches, sport scientists)	4 5
	3	ability to use suitable and effective sports science strategies	1 2 3
	4	ability to justify responses using high-quality theoretical and empirical evidence	1 2 3
	5	collaboration (10% of task mark)	5
GENERIC SKILLS:			

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	Burkett, Brendan	2018	Applied Sport Mechanics 4th Edition	4th	Human Kinetics

8.2. Specific requirements

Many of the sessions will involve a practical component (e.g., aquatic testing and recovery, active recovery, speed training, major games (e.g., basketball), small-sided sporting games). You will need to ensure that you attend sessions in appropriate clothing and footwear.

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](#)