

**COLLEGE OF  
SPORT AND  
EXERCISE SCIENCE  
HANDBOOK 2020**

## **DISCLAIMER**

The information contained in Victoria University's 2020 College of Sport and Exercise Science was current at 03 December 2019

In today's university environment, changes to courses occur far more frequently than in the past. For current information on Victoria University's courses, readers are advised to access the University's online courses database at [www.vu.edu.au/courses](http://www.vu.edu.au/courses)

If you have difficulty in accessing this material electronically, please phone (03)9919 6100 for assistance.

## **IMPORTANT INFORMATION**

The course details in this handbook (Plus details of all other Victoria University courses) can also be searched on the University's online courses database at [www.vu.edu.au/courses](http://www.vu.edu.au/courses)

This handbook can be downloaded as a pdf file from the Victoria University website at [www.vu.edu.au/courses/course-handbooks-and-guides](http://www.vu.edu.au/courses/course-handbooks-and-guides)

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# HOW TO USE THIS HANDBOOK

Victoria University's 2020 College of Sport and Exercise Science Handbook is designed to provide students with detailed information on course structures and unit details for undergraduate and postgraduate courses offered by the college in 2020.

The definition of fields used in course tables throughout this handbook include:

Credit Point – the number of credit points a unit contributes towards the total points needed to complete a course.

## PLEASE NOTE

This handbook provides a guide to courses available within Victoria University's College of Sport and Exercise Science in 2020.

Although all attempts have been made to make the information as accurate as possible, students should check with the college that the information is accurate when planning their courses.

NOTE: Prospective students are strongly advised to search the University's online courses database at [www.vu.edu.au/courses](http://www.vu.edu.au/courses) for the most up-to-date list of courses.

This handbook includes descriptions of courses that may later be altered or include courses that may not be offered due to unforeseen circumstances, such as insufficient enrolments or changes in teaching personnel. The fact that details of a course are included in this handbook can in no way be taken as creating an obligation on the part of the University to teach it in any given year or in the manner described. The University reserves the right to discontinue or vary courses at any time without notice.

## OTHER INFORMATION

Information about course fees, articulation and credit transfer, recognition of prior learning, admission and enrolment procedures, examinations, and services available to students can be accessed on the University's website or by contacting the University directly.

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# College of Sport and Exercise Science

Below are details of courses offered by the College of Sport and Exercise Science in 2020.

This information is also available online on the University's searchable courses database at [www.vu.edu.au/courses](http://www.vu.edu.au/courses)

NOTE: Courses available to international students are marked with the (I) symbol.

## Bachelor of Exercise Science (Sport Practice)

Course Code: ABHD

Campus: Footscray Park.

**About this course:** This undergraduate program will deliver a balance of units across the biological sciences, social sciences and humanities. The degree will be widely respected throughout the sports, fitness, exercise and human movement professions. This course will provide graduates with the foundation knowledge and skills for entry into professional careers in exercise and sport such as exercise and sport science, rehabilitation, community fitness and health, as well as research. The degree has two main components:

- a foundation program in first year where students take introductory level units in kinesiology, biomechanics, human physiology, exercise psychology and research methods;
- an advanced program in the second and third year consisting of a number of specified units.

**Course Objectives:** On successful completion of this course, students will be able to:

1. Provide exercise interventions for apparently healthy populations, including high performance and recreational athletes;
2. Integrate the biological and social scientific knowledge and professional skills that underpin professional practice in the fields of exercise and sport science;
3. Critically analyse and synthesise knowledge gathered from exercise and sport science research;
4. Exercise judgement to solve routine exercise science problems using social, ethical, economic, regulatory and global perspectives;
5. Operate as an independent and collaborative professional who can communicate knowledge and ideas clearly and coherently;
6. Critically apply exercise and sport science knowledge and skills to solve routine problems in sport practice settings;
7. Adapt legal and ethical frameworks in order to work effectively in socially and culturally diverse communities and contexts; and
8. Continue to develop a broad and coherent body of professional sport practice so as to undertake postgraduate studies and research in exercise rehabilitation and related fields.

**Careers:** Graduates of the Exercise Science (Sport Practice) course will find employment in: Clinical and Sports rehabilitation; Sports Science; Strength and Conditioning Coaching; Fitness/Skills Coaching; Personal Training; Health and Fitness Instructing; Lecturing; and Exercise and Sports Science Research.

**Course Duration:** 3 years

**Admission Requirements:** Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English.

**Admission Requirements International:** Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent). OR: Completion of an Australian Advanced Diploma or Diploma (or equivalent). PLUS: IELTS (or equivalent): Overall score or 6.0 (with no band less than 6.0 in Listening, Reading, Writing and Speaking). OR: Completion of a Foundation course or equivalent.

**Admission Requirements Mature Age:** Completion of an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent).

**Admission Requirements VET:** Completion of an Australian Advanced Diploma or Diploma (or equivalent).

**Admission Requirements Other:** Students will require a Working with Children Check and National Police Check to be eligible to undertake and participate in workplace visits, placements or projects. Use the following site links to obtain additional information: <http://www.workingwithchildren.vic.gov.au/> [http://www.police.vic.gov.au/content.asp?Document\\_ID=274](http://www.police.vic.gov.au/content.asp?Document_ID=274).

## COURSE STRUCTURE

To attain the Bachelor of Exercise Science (Sport Practice), students will be required to complete 288 credit points consisting of:

- 96 credit points of First Year Core units
- 192 credit points of Professional Core units

### First Year Core Units

AHE1101	Structural Kinesiology	12
AHE1105	Research Methods for Exercise Professionals	12
AHE1107	Human Growth and Lifespan Development	12
AHE1112	Resistance Training	12
AHE1202	Biomechanics	12
RBM1174	Human Physiology	12
SCL1002	Exercise Physiology	12
SCL1003	Exercise and Sport Psychology	12

### Professional Core Units

AHE2005	Nutrition and Diet for Exercise and Physical Education	12
AHE2006	Exercise Interventions for Healthy Populations	12
AHE2102	Sports Biomechanics	12
AHE2127	Motor Learning	12

AHE2129	Advanced Resistance Training	12
AHE2202	Functional Kinesiology	12
AHE3100	Advanced Exercise Physiology	12
AHE3101	Advanced Biomechanics	12
AHE3114	Sport Physiology	12
AHE3115	Clinical Exercise Practice 1	12
AHE3116	Social Dimensions of Sport and Exercise	12
AHE3125	Applied Exercise Psychology	12
AHE3126	Motor Control	12
AHE3200	Professional Ethics	12
SCL3001	Exercise, Health and Disease	12
SCL3101	Advanced Training and Conditioning	12

### Bachelor of Exercise Science (Clinical Practice)

**Course Code:** ABHE

**Campus:** Footscray Park.

**About this course:** This undergraduate program delivers a balance of units across the biological sciences, social sciences and humanities. The degree will be widely respected throughout the sports, fitness, and exercise rehabilitation professions. This course provides graduates with the foundation knowledge and skills for entry into professional careers in exercise and sport such as exercise and sport science, rehabilitation, community fitness and health, as well as research. The degree has two main components:

- a foundation program in first year where students take introductory level units in kinesiology, biomechanics, human physiology, exercise psychology and research methods.
- an advanced program in the second and third year consisting of a number of specified units.

**Course Objectives:** On successful completion of this course, students will be able to:

1. Provide exercise interventions for apparently healthy populations, including high performance and recreational athletes, and the general population;
2. Integrate the biological and social scientific knowledge and professional skills that underpin professional practice in the fields of clinical exercise science;
3. Critically analyse and synthesise knowledge gathered from clinical exercise science research;
4. Exercise judgement to solve routine exercise science problems using social, ethical, economic, regulatory and global perspectives;
5. Operate as an independent and collaborative professional who can communicate knowledge and ideas clearly and coherently;
6. Critically apply clinical exercise science knowledge and skills to solve routine problems in clinical practice settings;
7. Adapt legal and ethical frameworks in order to work effectively in socially and culturally diverse communities and contexts; and
8. Continue to develop a broad and coherent body of professional clinical practice so as to undertake postgraduate studies and research in exercise rehabilitation and related fields.

**Careers:** Graduates of the Exercise Science (Clinical Practice) course will find employment in: Clinical and Sports Rehabilitation; Exercise Science; Strength and Conditioning Coaching; Fitness/Skills Coaching; Personal Training; Health and Fitness Instructing; Lecturing; and Exercise and Sports Science Research.

**Course Duration:** 3 years

**Admission Requirements:** Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English.

**Admission Requirements International:** Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent). OR: Completion of an Australian Advanced Diploma or Diploma (or equivalent). PLUS: IELTS (or equivalent): Overall score or 6.0 (with no band less than 6.0 in Listening, Reading, Writing and Speaking). OR: Completion of a Foundation course or equivalent.

**Admission Requirements Mature Age:** Five years (minimum) work/life experience in Training & Development, Human or Health Services or similar. OR: Applicants that completed an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent).

**Admission Requirements VET:** Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent).

**Admission Requirements Other:** Students will require a Working with Children Check and National Police Check to be eligible to undertake and participate in workplace visits, placements or projects. Use the following site links to obtain additional information: <http://www.workingwithchildren.vic.gov.au/>  
[http://www.police.vic.gov.au/content.asp?Document\\_ID=274](http://www.police.vic.gov.au/content.asp?Document_ID=274).

### COURSE STRUCTURE

To attain the Bachelor of Exercise Science (Clinical Practice), students will be required to complete 288 credit points consisting of:

- 96 credit points of First Year Core units
- 192 credit points of Professional Core units

#### First Year Core Units

AHE1101	Structural Kinesiology	12
AHE1105	Research Methods for Exercise Professionals	12
AHE1107	Human Growth and Lifespan Development	12
AHE1112	Resistance Training	12
AHE1202	Biomechanics	12
RBM1174	Human Physiology	12
SCL1002	Exercise Physiology	12

SCL1003	Exercise and Sport Psychology	12
Professional Core Units		
AHE2005	Nutrition and Diet for Exercise and Physical Education	12
AHE2006	Exercise Interventions for Healthy Populations	12
AHE2127	Motor Learning	12
AHE2129	Advanced Resistance Training	12
AHE2202	Functional Kinesiology	12
AHE3100	Advanced Exercise Physiology	12
AHE3101	Advanced Biomechanics	12
AHE3115	Clinical Exercise Practice 1	12
AHE3125	Applied Exercise Psychology	12
AHE3126	Motor Control	12
RBM2200	Functional Anatomy of the Head and Back	12
RBM2530	Pathophysiology 1	12
SCL3001	Exercise, Health and Disease	12
SCL3002	Sport and Exercise Science Capstone	12
SCL3003	Corrective Exercise Prescription and Injury Management	12
SCL3101	Advanced Training and Conditioning	12

## Bachelor of Sport Science (Exercise Science)

**Course Code:** ABHF

**Campus:** Footscray Park.

This course is for Continuing students only.

**About this course:** This undergraduate program delivers a balance of subjects across the biological sciences, social sciences and humanities. The degree will be widely respected throughout the sports, fitness, exercise and human movement professions. This course provides graduates with the foundation knowledge and skills for entry into professional careers in exercise and sport such as exercise and sport science, rehabilitation, community fitness and health, as well as research. The degree has two main components:

- a foundation program in first year where students take introductory level units in kinesiology, biomechanics, human physiology, exercise psychology and research methods.
- an advanced program in the second and third year consisting of a number of specified units and elective spaces.

**Course Objectives:** On successful completion of this course, students will be able to:  
 1. Integrate the biological and social scientific knowledge and professional skills that underpin professional practice in the fields of exercise and sport science; 2. Critically analyse and synthesise knowledge gathered from exercise and sport science

research; 3. Exercise judgement to solve routine exercise science problems using social, ethical, economic, regulatory and global perspectives; 4. Operate as an independent and collaborative professional who can communicate knowledge and ideas clearly and coherently; 5. Critically apply exercise and sport science knowledge and skills to solve routine problems; 6. Adapt legal and ethical frameworks in order to work effectively in socially and culturally diverse communities and contexts; 7. Continue to develop a broad and coherent body of professional practice so as to undertake postgraduate studies and research in exercise science and related fields; and 8. Through the informed use of elective minor streams, graduates can develop specialist knowledge and skills in physiology, biomechanics, motor learning and control, and resistance training and exercise interventions.

**Careers:** Graduates of the Exercise Science and Human Movement course can find employment in: Clinical and Sports Rehabilitation; Sports Science; Strength and Conditioning Coaching; Fitness/Skills Coaching; Personal Training; Health and Fitness Instructing; Lecturing; and Exercise and Sports Science Research.

**Course Duration:** 3 years

**Admission Requirements:** Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in any other English.

**Admission Requirements International:** Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent). OR Successful completion of an Australian Diploma or Advanced Diploma (or equivalent) PLUS IELTS (or equivalent): Overall score of 6 with no band less than 6.0

**Admission Requirements Mature Age:** Applicants with relevant work, education and/or community experience will be considered for admission to the course.

**Admission Requirements VET:** Successful completion of a cognate (similar discipline) Australian Diploma or Advanced Diploma (or equivalent) will be granted advanced standing of a maximum 96 credit points (Diploma) or 144 credit points (Advanced Diploma). OR Successful completion of a non-cognate (not similar) Australian (or equivalent) Diploma or Advanced Diploma will be granted advanced standing on a case by case basis.

**Admission Requirements Other:** Students will require a Working with Children Check and National Police Check to be eligible to undertake and participate in workplace visits, placements or projects. Use the following site links to obtain additional information: <http://www.workingwithchildren.vic.gov.au/> [http://www.police.vic.gov.au/content.asp?Document\\_ID=274](http://www.police.vic.gov.au/content.asp?Document_ID=274).

### COURSE STRUCTURE

To attain the Bachelor of Sport Science (Exercise Science), students will be required to complete 288 credit points (equivalent to 24 units) consisting of:

- 48 credit points (equivalent to 4 Units) of College Core studies
- 192 credit points (equivalent to 16 Units) of Professional Core studies
- 48 credit points (equivalent to 4 units) of Minor studies from the list below

### COLLEGE CORE

AHE1101	Structural Kinesiology	12
AHE1202	Biomechanics	12
SCL1002	Exercise Physiology	12
SCL1003	Exercise and Sport Psychology	12
PROFESSIONAL CORE		
AHE1105	Research Methods for Exercise Professionals	12
AHE1107	Human Growth and Lifespan Development	12
RBM1174	Human Physiology	12
AHE2005	Nutrition and Diet for Exercise and Physical Education	12
AHE2006	Exercise Interventions for Healthy Populations	12
AHE2102	Sports Biomechanics	12
AHE2127	Motor Learning	12
AHE2202	Functional Kinesiology	12
AHE3100	Advanced Exercise Physiology	12
AHE3101	Advanced Biomechanics	12
AHE3116	Social Dimensions of Sport and Exercise	12
AHE3126	Motor Control	12
AHE3114	Sport Physiology	12
AHE3120	Exercise Science Career Development	12
AHE3200	Professional Ethics	12
SCL3101	Advanced Training and Conditioning	12

#### Minors

SMIHEA	Health (Sport Science Minor)
SMIFIT	Fitness and Conditioning
HMHNU	Health and Nutrition
SMAAE	Applied Anatomy for Exercise
AMITEM	The Entrepreneurial Mindset

### Bachelor of Sport Science (Human Movement)

**Course Code:** ABHG

**Campus:** Footscray Park.

This course is for Continuing students only.

**About this course:** This undergraduate program will deliver a balance of units across the biological sciences, social sciences and humanities. The degree will be widely

respected throughout the sports, fitness, exercise and human movement professions. This course will provide graduates with the foundation knowledge and skills for entry into professional careers in exercise and sport such as exercise and sport science, rehabilitation, community fitness and health, sport policy, as well as research. The degree has two main components:

- a foundation program in first year where students take introductory level units in kinesiology, biomechanics, human physiology, exercise psychology and research methods.
- an advanced program in the second and third year consisting of a number of specified units and elective spaces.

In place of 48 credit point elective units, students may choose one of the two new Global Challenge capstone minors (Global Leadership or Global Indigenous). These two minors offer a unique opportunity to further appreciate global issues while developing important personal skills. Students may also elect to choose from a range of other minors including the SMFIT or SMIHEA minors.

**Course Objectives:** On successful completion of this course, students will be able to:

1. Integrate the biological and social scientific knowledge and professional skills that underpin professional practice in the fields of exercise and sport science;
2. Critically analyse and synthesise knowledge gathered from human movement research;
3. Exercise judgement to solve routine professional problems using social, ethical, economic, regulatory and global perspectives;
4. Operate as an independent and collaborative professional who can communicate knowledge and ideas clearly and coherently;
5. Critically apply sport science and human movement knowledge and skills to solve routine problems;
6. Adapt legal and ethical frameworks in order to work effectively in socially and culturally diverse communities and contexts; and
7. Continue to develop a broad and coherent body of professional practice so as to undertake postgraduate studies and research in sport and cultural studies.

**Careers:** Graduates of the Sport Science (Human Movement) course can find employment in: Sports Science; Strength and Conditioning Coaching; Fitness/Skills Coaching; Personal Training; Health and Fitness Instructing; Sport Organisation and Administration; Sport Policy and Governance; Lecturing; and Human Movement and Sports Science Research.

**Course Duration:** 3 years

**Admission Requirements:** Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in any other English.

**Admission Requirements International:** Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent). OR Successful completion of an Australian Diploma or Advanced Diploma (or equivalent) PLUS IELTS (or equivalent): Overall score of 6 with no band less than 6.0

**Admission Requirements Mature Age:** Applicants with relevant work, education and/or community experience will be considered for admission to the course.

**Admission Requirements VET:** Successful completion of a cognate (similar discipline) Australian Diploma or Advanced Diploma (or equivalent) will be granted advanced standing of a maximum 96 credit points (Diploma) or 144 credit points (Advanced Diploma). OR Successful completion of a non-cognate (not similar) Australian (or



equivalent) Diploma or Advanced Diploma will be granted advanced standing on a case by case basis.

**Admission Requirements Other:** Students will require a Working with Children Check and National Police Check to be eligible to undertake and participate in workplace visits, placements or projects. Use the following site links to obtain additional information: <http://www.workingwithchildren.vic.gov.au/>  
[http://www.police.vic.gov.au/content.asp?Document\\_ID=274](http://www.police.vic.gov.au/content.asp?Document_ID=274).

#### COURSE STRUCTURE

To attain the Bachelor of Sport Science (Human Movement), students will be required to complete 288 credit points consisting of:

- 96 credit points of College Core studies
- 96 credit points of Professional Core studies

Plus one of the following: Option A:

- 96 credit points of SMAPEP Physical Education Major studies

OR Option B:

- 96 credit points of Minor studies from the approved list

#### Core Units

AHE1101	Structural Kinesiology	12
AHE1105	Research Methods for Exercise Professionals	12
SCL1003	Exercise and Sport Psychology	12
AHE1107	Human Growth and Lifespan Development	12
AHE1202	Biomechanics	12
RBM1174	Human Physiology	12
SCL1002	Exercise Physiology	12
AHE3125	Applied Exercise Psychology	12

#### Professional Core Units

AHE2005	Nutrition and Diet for Exercise and Physical Education	12
AHE2127	Motor Learning	12
SPE3100	Psychosocial Aspects of Health and Physical Activity	12
SSM2002	Career Development and Employability 1	12
AHE3111	Sport and Social Analysis	12
AHE3116	Social Dimensions of Sport and Exercise	12
AHE3200	Professional Ethics	12
AHE3120	Exercise Science Career Development	12

#### Majors

SMAPEP	Physical Education
<b>Minors</b>	
SMIHEA	Health (Sport Science Minor)
SMISSC	Advanced Sport Science
SMIFIT	Fitness and Conditioning
SMISAC	Sport and Active Communities
HMIHNU	Health and Nutrition
SMIGAM	Games and Sports
SMIPEP	Physical Education (Primary)
SMISCO	Sport Coaching
AMITEM	The Entrepreneurial Mindset

#### Bachelor of Exercise Science and Human Movement/Bachelor of Psychological Studies

**Course Code:** ABHP

**Campus:** Footscray Park.

This course is for Continuing students only.

**About this course:** This course provides the foundation knowledge and skills for entry into professional careers in exercise and sport, health and rehabilitation, and biomedical sciences.

**Course Objectives:** On successful completion of this course, students will be able to:

1. Integrate the biological and social scientific knowledge and professional skills that underpin professional practice in the fields of exercise and sport science, and psychological studies;
2. Critically analyse and synthesise knowledge gathered from human movement research;
3. Exercise judgement to solve routine professional problems using social, ethical, economic, regulatory and global perspectives;
4. Operate as an independent and collaborative professional who can communicate knowledge and ideas clearly and coherently;
5. Critically apply psychological studies and human movement knowledge and skills to solve routine problems;
6. Adapt legal and ethical frameworks in order to work effectively in socially and culturally diverse communities and contexts;
7. Continue to develop a broad and coherent body of professional practice so as to undertake postgraduate studies and research in psychological studies or sport and cultural studies;
8. Prepare graduates for entry into studies which satisfy the academic requirements for professional accreditation with the Victorian Psychologists' Registration Board.

**Careers:** Graduates will have the skills to work in many different employment areas such as exercise and sport sciences, fitness, athlete counselling and coaching. They may also find employment in areas such as welfare, community services and human resources, or undertake further study to qualify as teachers or social workers. Graduates often continue with further study in psychology or undertake postgraduate study in related fields. The psychology specialisation is designed to provide

preparation for a fourth year of study in psychology for graduates wishing to achieve professional accreditation. With further postgraduate study, graduates may pursue a career as a registered psychologist.

**Course Duration:** 4 years

**Admission Requirements:** Units 3 and 4 - a study score of at least 25 in English (ESL) or 20 in any other English.

**Admission Requirements Mature Age:** Applicants with relevant work, education and/or community experience may be considered on the basis of equivalence.

**Admission Requirements VET:** VET applicants will be considered and pathways are available from a range of VET courses.

## COURSE STRUCTURE

Students must complete 32 units as per the course structure

### Year 1, Semester 1

AHE1101	Structural Kinesiology	12
SCL1003	Exercise and Sport Psychology	12
APP1012	Psychology 1A	12

### Arts Elective 1

### Year 1, Semester 2

SSM2103	Historical and Cultural Aspects of Australian Sport	12
AHE1202	Biomechanics	12
APP1013	Psychology 1B	12

### Arts Elective 2

### Year 2, Semester 1

APP2013	Psychology 2A	12
HPP2001	Developmental Psychology	12
RBM1174	Human Physiology	12
SPE3100	Psychosocial Aspects of Health and Physical Activity	12

### Year 2, Semester 2

SCL1002	Exercise Physiology	12
APP2014	Psychology 2B	12
AHE1105	Research Methods for Exercise Professionals	12

Elective 1 - Choice of Exercise Science and Human Movement elective or any unit offered in the University

### Year 3, Semester 1

AHE3116	Social Dimensions of Sport and Exercise	12
AHE2127	Motor Learning	12
APP3034	History, Theories and Practice of Psychology	12
APP3035	Research Methods in Psychology	12

### Year 3, Semester 2

SSM2002	Career Development and Employability 1	12
APP3037	Clinical Aspects of Psychology	12

Elective 2 - Choice of Exercise Science and Human Movement elective or any unit offered in the University

### Arts Elective 3

### Year 4, Semester 1

AHE3112 - Career and Professional Development 3

Elective 3 - Choice of Exercise Science and Human Movement elective or any unit offered in the University

### Arts Elective 4

### Psychology Elective 1

### Year 4, Semester 2

AHE3200	Professional Ethics	12
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### Arts Elective 5

### Arts Elective 6

### Psychology Elective 2

## PSYCHOLOGY ELECTIVES

APP3015	Counselling Theory and Practice	12
APP3016	Group Behaviour	12
APP3018	Organisations and Work	12
APP3019	Psychobiology	12
APP3020	Psychoanalysis	12
APP3027	Relationship and Family Wellbeing	12
APP3026	Cognitive Psychology	12

## HUMAN MOVEMENT ELECTIVES

AHE1107	Human Growth and Lifespan Development	12
AHE1112	Resistance Training	12

SPE1105	Aquatic and Athletic Movement Activities	12
AHE2005	Nutrition and Diet for Exercise and Physical Education	12
AHE2006	Exercise Interventions for Healthy Populations	12
SPE2000	Rhythmic and Expressive Movement	12
AHE2102	Sports Biomechanics	12
AHE2129	Advanced Resistance Training	12
AHE2202	Functional Kinesiology	12
AHE3100	Advanced Exercise Physiology	12
AHE3101	Advanced Biomechanics	12
AHE3114	Sport Physiology	12
SCL3101	Advanced Training and Conditioning	12

## Bachelor of Exercise Science and Human Movement/Bachelor of Sport and Recreation Management

**Course Code:** ABHR

**Campus:** Footscray Park.

This course is for Continuing students only.

**About this course:** The double degree in Exercise and Human Movement, and Sport and Recreation Management provides students with a sound knowledge and critical appreciation of the structure and practices of the Australian sport industry and the skills and understandings of human movement. The degree educates sport managers with particular strengths in exercise.

**Course Objectives:** On successful completion of this course, students will be able to:

1. Demonstrate a sound knowledge of the structure and practices of the Australian sports industry;
2. Demonstrate an understanding and appreciation of human movement as it is influenced by a variety of political, social, economic, cultural, biological and technological factors;
3. Apply a range of vocational skills to manage a variety of sport organisations and meet the needs of members, players, staff sponsors and other significant stakeholders;
4. Use interpersonal, communication and technical skills to gain employment in the fields of exercise science and human movement, such as sport science, sport psychology, sport coaching and the fitness industry;
5. Work independently, ethically and professionally in sporting clubs, state and national sporting bodies, leisure centres, sport stadiums and major events facilities, community service organisations and sport management consultancies;
6. Use initiative and in-depth discipline knowledge to adapt to the changing needs of industry, commerce and community;
7. Apply technical, communication and problem-solving skills to leadership roles that promote institutional and social change with social justice initiatives.
8. Integrate the biological and social scientific knowledge and professional skills that underpin professional practice in the fields of exercise and sport science;
9. Critically analyse and synthesise knowledge gathered from human movement and exercise science research;
10. Exercise judgement to solve routine professional problems using social, ethical, economic, regulatory and global perspectives;
11. Operate as an independent and collaborative professional who can communicate knowledge and ideas clearly and coherently;
12. Critically apply sport science and human

movement knowledge and skills to solve routine problems;

13. Adapt legal and ethical frameworks in order to work effectively in socially and culturally diverse communities and contexts;
14. Continue to develop a broad and coherent body of professional practice so as to undertake postgraduate studies and research in sport and exercise science or sport and cultural studies

**Careers:** Graduates from the double degree in exercise and human movement / sport and recreation management course will be prepared to undertake professional responsibilities in a variety of sport and recreation settings. Graduates will find work in as a manager, administrator or sport scientist in professional sport and recreation clubs, state and national sport and recreation agencies, leisure centres, stadiums and facilities, community service organisations, all levels of government sport and recreation services, commercial sport and recreation services, and sports management consultancies.

**Course Duration:** 4 years

**Admission Requirements:** Units 3 and 4 - a study score of at least 25 in English (ESL) or 20 in any other English.

**Admission Requirements Mature Age:** Applicants with relevant work, education and/or community experience may be considered on the basis of equivalence. Interview (some applicants only).

**Admission Requirements VET:** VET applicants will be considered and pathways are available from a range of VET courses.

### COURSE STRUCTURE

To attain the award of Bachelor of Exercise Science and Human Movement/ Bachelor of Sport and Recreation Management, students will be required to complete in total 384 credit points (equivalent to 32 units) consisting of

- 264 credit points (equivalent to 22 units) of Core units,
- 120 credit points (equivalent to 10 units) of Elective units. Students may select any undergraduate unit from across the university. A Recommended Elective Options list is provided below.

In place of 48 credit point elective units, students may choose one of the two new Global Challenge capstone minors (Global Leadership or Global Indigenous). These two minors offer a unique opportunity to further appreciate global issues while developing important personal skills.

#### Year 1, Semester 1

AHE1101	Structural Kinesiology	12
SSM1101	Introduction to Sport and Active Recreation	12

Plus students take one of the following two units

SSM2103	Historical and Cultural Aspects of Australian Sport	12
SSM1102	Foundations of Sport and Active Recreation	12

#### Year 1, Semester 2

SSM2205	Sociology of Sport and Active Recreation	12
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AHE1202	Biomechanics	12	SSM1202	Financial Management for Sport and Active Recreation	12
SCL1003	Exercise and Sport Psychology	12	SSM3003	Career Development and Employability 2	12
ACP1003 Copy: Targeting Audiences			plus Elective 10		
Year 2, Semester 1			Recommended Elective Options		
BMO1102	Management and Organisation Behaviour	12	Please check timetable for availability		
SSM2002	Career Development and Employability 1	12	BH01171	Introduction to Marketing	12
RBM1174	Human Physiology	12	SOL1001	Natural Environments 1	12
plus Elective 1			SOL1002	Safety in Natural Environments	12
Year 2, Semester 2			SSM1104	Community Building for Sport and Active Recreation	12
SCL1002	Exercise Physiology	12	SSM1203	Human Resources for Sport and Active Recreation	12
SSM2204	Sport Sponsorships and Partnerships	12	Minors		
AHS3503 - Legal Issues in Sport and Recreation			AMITEM	The Entrepreneurial Mindset	
plus Elective 2			<b>Bachelor of Sport Coaching</b>		
Year 3, Semester 1			<b>Course Code:</b> ABHS		
AHE2127	Motor Learning	12	<b>Campus:</b> Footscray Park.		
SSM3103	Sport Facility Management	12	This course is for Continuing students only.		
plus Elective 3			<b>About this course:</b> This course has two distinct streams: Coaching Science (CS) and Physical Education & Sport (PES). The course equips students with the required sport coaching skills to positively influence children and adults participating in community sport from the recreational to the elite level. Students will be educated to value the importance of knowledgeable, ethical, creative, adaptable and personable sport coaching. Students will develop the necessary skills and knowledge to coach in multi-skill, multi-sport and sport specific environments. Broadly, graduates should also understand their potential role in developing healthy and active people. The Physical Education and Sport stream comprises: 4 college core units, 8 sport coaching professional consequence units, 8 physical education and sport major sequence units and 4 second teaching method minor sequence units as required by the Victorian Institute of Teaching with scope to develop a second teaching method. Graduates from this three year PE and sport stream are required to complete an additional two year Master of Teaching before being eligible to teach in Victoria. The Coaching Science stream comprises; 4 college core units, 8 sport coaching professional core sequence units, 8 coaching science sequence units and a 4 unit minor. The Bachelor of Sport Coaching has been internationally benchmarked and represents a course that meets the needs of key sporting industry bodies.		
plus Elective 4			<b>Course Objectives:</b> On successful completion of this course, students will be able to:		
Year 3, Semester 2			1. Develop a systematic knowledge and understanding of contemporary sport coaching research, theories, technology and policies that guide coaching; 2. To be familiar with 'safe coaching' principles, including the importance of statutory legislation regulations and non-statutory guidelines (e.g., occupational health & safety, codes of conduct, legal & ethical practice and equitable coaching practice);		
AHE3111	Sport and Social Analysis	12	3. To conduct needs analyses to effectively tailor coaching programs, taking into account; environment, participant/team needs and wider programs, curricula and targets;		
SSM3000	Inclusion and Social Responsibility in Sport and Active Recreation	12	4. To understand the key concepts of the sport science disciplines as they apply to sport coaching and develop the capacity to integrate sport science		
plus Elective 5					
plus Elective 6					
Year 4, Semester 1					
SSM3101	Environmental Inquiry, Sustainability and Communities	12			
plus Elective 7					
plus Elective 8					
plus Elective 9					
Year 4, Semester 2					
AHE3200	Professional Ethics	12			

knowledge when coaching; 5. Develop reflective skills especially in relation to vocational competencies, career development, self-management, action and reflection, awareness of boundaries of knowledge and competence, career planning, life balance and professional development and the coach as a performer; 6. Develop the requisite skills advocated by the Victorian Institute of Teaching for Physical Education teachers (PE & Sport stream); 7. To be conversant with the relevant governing bodies and policies (local, state and national) that shape sport and sport coaching in Australia; and 8. Develop relevant written, oral presentation and interpersonal communication competencies relevant to being career ready.

**Careers:** Graduates of this course can expect to find employment in the following areas:

- Physical Education Teacher with Sport Coaching Specialisation (after completion of a Graduate Diploma of Teaching);
- Sport Coaches with State and National Sporting Organisations;
- Sport Development and Community Coaching Officer;
- Private Sport Coaching Consultant/Entrepreneur;
- Specialist Sport Coaches - Private Schools;
- Coaching Director;
- Personal Trainer (subject to completion of registration requirements);
- Coaching Special Groups (athletes with disability, inclusion of girls and women; ethnic minorities);
- Coaching Children in Primary and Community contexts;
- Professional or Semi Professional Sports Coach;
- High Performance Manager;
- Coaching within Governing Body Programs;
- Strength and Conditioning Coach.

**Course Duration:** 3 years

**Admission Requirements:** Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in any other English.

**Admission Requirements International:** Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent) OR Successful completion of an Australian Diploma or Advanced Diploma (or equivalent) PLUS IELTS (or equivalent): Overall score of 6 with no band less than 6.0

**Admission Requirements Mature Age:** Applicants with relevant work, education and/or community experience will be considered for admission to the course.

**Admission Requirements VET:** Successful completion of a cognate (similar discipline) Australian Diploma or Advanced Diploma (or equivalent) will be granted advanced standing of a maximum 96 credit points (Diploma) or 144 credit points (Advanced Diploma). OR Successful completion of a non-cognate (not similar) Australian (or equivalent) Diploma or Advanced Diploma will be granted advanced standing on a case by case basis.

**Admission Requirements Other:** Students will require a Working with Children Check and National Police Check to be eligible to undertake and participate in workplace visits, placements or projects. Use the following site links to obtain additional information: <http://www.workingwithchildren.vic.gov.au/>  
[http://www.police.vic.gov.au/content.asp?Document\\_ID=274](http://www.police.vic.gov.au/content.asp?Document_ID=274).

## COURSE STRUCTURE

To attain the Bachelor of Sport Coaching students will be required to complete 288 credit points (equivalent to 24 units) consisting of:

- 48 credit points (equivalent to 4 Units) of College Core studies
- 96 credit points (equivalent to 8 Units) of Professional Core studies
- 96 credit points (equivalent to 8 units) of Major studies from the list below
- 48 credit points (equivalent to 4 units) of Minor studies from the lists below

Minors not available for students completing the Physical Education and Sports Major are:-

- SMIGAM Games and Sports
- SMPEP Physical Education (Primary)

## COLLEGE CORE

AHE1101	Structural Kinesiology	12
AHE1202	Biomechanics	12
SCL1003	Exercise and Sport Psychology	12
SHE1001	Nutrition and Health for Physical Education	12

## PROFESSIONAL CORE

AHE1251	Coaching Active Communities	12
AHE2250	Sport Coaching Principles	12
AHE2251	Sport Coaching Environment, Planning and Delivery	12
SSC2003	Sport Coaching: Applied Conditioning	12
AHE3116	Social Dimensions of Sport and Exercise	12
AHE3200	Professional Ethics	12
SSC3002	Sport Coaching: Talent Identification & Development	12

SSC3003 Sport Coaching: Skill Acquisition, Expertise & Learning

## Majors

SMACOA	Coaching Science
SMAPES	Physical Education and Sport

## Minors

AMIDIG	Digital Media
AMILIT	Literary Studies
AMIMED	Media Studies

AMIPSY	Psychology
AMIHS	History
NMIMST	Mathematics/Statistics
SMHEA	Health (Sport Science Minor)
SMOUT	Outdoor Recreation Leadership
SMISAC	Sport and Active Communities
SMIGAM	Games and Sports
SMPEP	Physical Education (Primary)
NMIENV	Environmental Science
NMBIO	Biology
EMISWF	Student Welfare
NMICHE	Chemistry
AMITEM	The Entrepreneurial Mindset

## Bachelor of Sport and Recreation Management

**Course Code:**ABSR

**Campus:**Footscray Park.

This course is for Continuing students only.

**About this course:**The aim of the course is to produce competent sport and recreation professionals who have practical management and leadership skills. The course provides students with a sound knowledge and a critical appreciation of the structure and practices of the Australian sport and recreation industry, and a commitment to sport and recreation such that they can be employed in a variety of positions in various sectors of the sport and recreation industry. The course seeks to graduate students who will promote lifelong sport and recreation participation by all sections of the community. Students will choose one of three major streams of study in Sport Management, Recreation Management or Outdoor Recreation when they apply for the course.

**Course Objectives:**On successful completion of this course, students will be able to:

1. Demonstrate a critical understanding and appreciation of the nature, role and significance of sport and recreation for individuals and social groups in their differing social, political and economic contexts;
2. Employ a broad range of oral, written, self-reliance, teamwork and research skills to enable professional effectiveness in sport and recreation settings;
3. Demonstrate an in-depth knowledge of the functions of sport and recreation managers across a range of sport and recreation management roles;
4. Apply a breadth of management skills including planning, human resource management, marketing, financial control and performance evaluation to sport and recreation services;
5. Use a variety of leadership skills, including initiative, judgement, and problem-solving in sport and recreation delivery and facilitation;
6. Apply a practical understanding of the ongoing and project tasks and problems associated with leading and facilitating sport and recreation opportunities and managing sport and recreational organisations;
7. Demonstrate

an understanding of, and commitment to, the benefits of quality sport and recreation and to the professional standards required in the provision of sport and recreational services.

**Careers:**Graduates from the sport and recreation course will be prepared to undertake professional responsibilities in a variety of sport and recreation settings. Graduates will find work in professional sport and recreation clubs, state and national sport and recreation agencies, leisure centres, stadiums and facilities, community service organisations, outdoor recreation service providers, all levels of government sport and recreation services, commercial sport and recreation services, and sports management consultancies.

**Course Duration:**3 years

**Admission Requirements:**Units 3 and 4 - a study score of at least 25 in English (ESL) or 20 in any other English.

**Admission Requirements Mature Age:**Applicants with relevant work, education and/or community experience may be considered on the basis of equivalence.

**Admission Requirements VET:**VET applicants will be considered and pathways are available from a range of VET courses.

### COURSE STRUCTURE

Students must complete 288 credit points to graduate. In place of 48 credit point elective units, students may choose one of the two new Global Challenge capstone minors (Global Leadership or Global Indigenous). These two minors offer a unique opportunity to further appreciate global issues while developing important personal skills.

### SPORT MANAGEMENT STREAM

#### Year 1 Semester 1

BMO1102	Management and Organisation Behaviour	12
SSM1101	Introduction to Sport and Active Recreation	12
SSM1102	Foundations of Sport and Active Recreation	12
SSM1104	Community Building for Sport and Active Recreation	12

#### Year 1 Semester 2

ACP1003	Copy: Targeting Audiences	
BH01171	Introduction to Marketing	12
SSM1202	Financial Management for Sport and Active Recreation	12
SSM2205	Sociology of Sport and Active Recreation	12

#### Year 2 Semester 1

SSM2002	Career Development and Employability 1	12
SSM3104	Research and Evaluation in Sport	12

plus Sport elective 1		SOL1002	Safety in Natural Environments	12
Plus Sport Elective 2		SOL2002	Bush Environments	12
Year 2 Semester 2		SSM1202	Financial Management for Sport and Active Recreation	12
AHS3503 - Legal Issues in Sport and Recreation		SSM2205	Sociology of Sport and Active Recreation	12
SSM1203	Human Resources for Sport and Active Recreation	12	Year 2 Semester 1	
SSM2204	Sport Sponsorships and Partnerships	12	SSM2002	Career Development and Employability 1
plus Sport elective 3		SSM3101	Environmental Inquiry, Sustainability and Communities	12
Year 3 Semester 1		plus Elective 1		
SSM3101	Environmental Inquiry, Sustainability and Communities	12	plus Elective 2	
SSM3103	Sport Facility Management	12	Year 2 Semester 2	
plus Sport elective 4		AHS3503 - Legal Issues in Sport and Recreation		
plus Sport elective 5		SOL3000	Leading Facilitating and Interpreting in Natural Environments	12
Year 3 Semester 2		SSM1203	Human Resources for Sport and Active Recreation	12
AHS2300 - Event Management in Sport and Recreation		plus Elective 3		
SSM2003	Ethics in Sport Management and Active Recreation	12	Year 3 Semester 1	
SSM3000	Inclusion and Social Responsibility in Sport and Active Recreation	12	SOL2008	Outdoor Environments Practicum Specialisation
SSM3003	Career Development and Employability 2	12	SOL3001	Programming and Logistics in Natural Environments
Elective Options for Sport Management Students		plus Elective 4		
Please check timetable for availability		plus Elective 5		
Recommended electives:		Year 3 Semester 2		
SOL1001	Natural Environments 1	12	AHS2300 - Event Management in Sport and Recreation	
SOL1002	Safety in Natural Environments	12	SSM3002	Outdoor and Environmental Philosophy
SOL2002	Bush Environments	12	SSM3003	Career Development and Employability 2
OUTDOOR RECREATION STREAM		plus Elective 6		
Year 1 Semester 1		Elective Options for Outdoor Recreation Stream		
BMO1102	Management and Organisation Behaviour	12	Please check timetable for availability	
SOL1001	Natural Environments 1	12	Recommended electives:	
SOL1003	Adventure Based Learning for Outdoor Environments	12	SOL2006	River Environments 2
SSM1101	Introduction to Sport and Active Recreation	12	SSM1104	Community Building for Sport and Active Recreation
Year 1 Semester 2		SSM3003	Career Development and Employability 2	12
		RECREATION MANAGEMENT STREAM		

Year 1 Semester 1

BMO1102	Management and Organisation Behaviour	12
SSM1101	Introduction to Sport and Active Recreation	12
SSM2103	Historical and Cultural Aspects of Australian Sport	12
SSM2104	Programming for Sport Development and Community Action	12

Year 1 Semester 2

BHO1171	Introduction to Marketing	12
SSM1202	Financial Management for Sport and Active Recreation	12
SSM2205	Sociology of Sport and Active Recreation	12
SSM3205	Sport Event Management	12

Year 2 Semester 1

SOL1001	Natural Environments 1	12
SSM2002	Career Development and Employability 1	12
SSM3104	Research and Evaluation in Sport	12

plus Sport elective 1

Year 2 Semester 2

AHS2305	Social Psychology of Recreation	
AHS3503	Legal Issues in Sport and Recreation	
SSM1203	Human Resources for Sport and Active Recreation	12

plus Sport elective 2

Year 3 Semester 1

SSM1104	Community Building for Sport and Active Recreation	12
SSM3101	Environmental Inquiry, Sustainability and Communities	12
SSM3103	Sport Facility Management	12

plus Sport elective 3

Year 3 Semester 2

AHS2300	Event Management in Sport and Recreation	
AHS3502	Recreation Planning and Policy	
SSM3003	Career Development and Employability 2	12

plus Sport elective 4

Elective Options for Recreation Management Students

Check timetable for availability

Recommended electives:

SOL1002	Safety in Natural Environments	12
SOL2002	Bush Environments	12
SSM2204	Sport Sponsorships and Partnerships	12

Minors

AMITEM The Entrepreneurial Mindset

### **Bachelor of Sport and Recreation Management/Bachelor of Business**

**Course Code:**ABSS

**Campus:**Footscray Park.

This course is for Continuing students only.

**About this course:**The double degree in Sport and Recreation Management and Business provides students with a sound knowledge and critical appreciation of the structure and practices of the Australian sport and recreation industry and the skills and understandings of business principles. The course offers students the opportunity to personalise their learning and gain valuable experience in the workplace and community.

**Course Objectives:**On successful completion of this course, students will be able to:

1. Demonstrate a sound knowledge of the structure and practices of the Australian sport and recreation industry;
2. Apply a range of vocational skills to manage and market a variety of sport and recreation organisations and meet the needs of members, players, staff, sponsors and other significant stakeholders;
3. Work independently, ethically and professionally in sporting clubs, state and national sporting and recreation agencies, leisure centres, sport stadiums and major events facilities, community service organisations and sport management consultancies;
4. Use initiative and in-depth discipline knowledge to adapt to the changing needs of the sport and recreation industry, commerce and community;
5. Apply technical, communication and problem-solving skills to leadership roles that promote institutional and social change with social justice initiatives;
6. Apply skills in business to a diversity of service delivery settings, especially the sport and recreation industry;
7. Demonstrate sound knowledge of the principles and practices of a business specialisation by providing a comprehensive overview of relevant issues, methodologies and techniques within the context of Australian and/or international business environments;
8. Employ a range of professional and academic skills to work in a variety of sport and recreation and/or commercial or business settings.

**Careers:**Graduates from the double degree in Sport and Recreation Management / Business will be prepared to undertake professional responsibilities for both sport and recreation agencies as well as general business operations. Graduates will find work as managers, administrators in professional sport and recreation clubs, state and national sport and recreation agencies, leisure centres, stadiums and facilities, community service organisations, all levels of government sport and recreation services, commercial sport and recreation services, sports management consultancies, as well as a wide range of occupations in professional settings including private corporations, professional service firms, the public service and community sector.

**Course Duration:** 4 years



**Admission Requirements:** Units 3 and 4 - a study score of at least 25 in English (ESL) or 20 in any other English.

**Admission Requirements Mature Age:** Applicants with relevant work, education and/or community experience may be considered on the basis of equivalence.

**Admission Requirements VET:** Applicants with relevant VET study may be considered.

#### COURSE STRUCTURE

To graduate, students must successfully complete:

- 14 core sport and recreation units
- 2 sport electives
- 9 core business units
- 7 units selected from one of the 13 business specialisations listed below

Business specialisations:

- Accounting
- Banking and Finance
- Event Management \*\*
- Financial Planning
- Human Resource Management
- International Business
- International Trade
- Management
- Marketing
- Music Industry
- Retail Commerce
- Small Business and Entrepreneurship
- Supply Chain and Logistics Management.

Year 1, Semester 1

SSM1101	Introduction to Sport and Active Recreation	12
SSM2103	Historical and Cultural Aspects of Australian Sport	12
BHO1171	Introduction to Marketing	12
BLO1105	Business Law	12

Year 1, Semester 2

ACP1003 Copy: Targeting Audiences

BCO1102	Information Systems for Business	12
BE01106	Business Statistics	12
BPD1100	Integrated Business Challenge	12

Year 2, Semester 1

SSM1103 Management Principles for Sport and Active Recreation

SSM2002	Career Development and Employability 1	12
BA01101	Accounting for Decision Making	12
BMO1102	Management and Organisation Behaviour	12

Year 2, Semester 2

SSM2204	Sport Sponsorships and Partnerships	12
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AHS3503 - Legal Issues in Sport and Recreation

BE01105	Economic Principles	12
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plus students take one of the following two units

SSM2003	Ethics in Sport Management and Active Recreation	12
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SSM2205	Sociology of Sport and Active Recreation	12
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Year 3, Semester 1

SSM3103	Sport Facility Management	12
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BPD2100	International Business Challenge	12
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Sport Elective 1

Business Specialisation Unit 1

Year 3, Semester 2

AHS2300 - Event Management in Sport and Recreation

Business Specialisation Unit 2

Business Specialisation Unit 3

plus students take one of the following two units

SSM2003	Ethics in Sport Management and Active Recreation	12
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SSM2205	Sociology of Sport and Active Recreation	12
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Year 4, Semester 1

SSM3101	Environmental Inquiry, Sustainability and Communities	12
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Sport Elective 2

Business Specialisation Unit 4

Business Specialisation Unit 5

Year 4, Semester 2

SSM3000	Inclusion and Social Responsibility in Sport and Active Recreation	12
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SSM3003	Career Development and Employability 2	12
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Business Specialisation Unit 6

Business Specialisation Unit 7

Recommended Sport Elective Options

Please check timetable for availability

SOL1001	Natural Environments 1	12
SOL1002	Safety in Natural Environments	12
SSM1104	Community Building for Sport and Active Recreation	12

Specialisations

BSPACT	Accounting
BSPEVT	Event Management
BSPMRK	Marketing
BSPHMR	Human Resource Management
BSPBKF	Banking and Finance
BSPITD	International Trade
BSPMUS	Music Industry
BSPSCL	Supply Chain and Logistics Management

## Master of Clinical Exercise Science and Rehabilitation

**Course Code:** AMEP

**Campus:** Footscray Park.

**About this course:** The Master of Clinical Exercise Science and Rehabilitation (AMEP) is accredited by the National University Course Accreditation Program (NUCAP) which is the accreditation body for Exercise and Sports Science Australia (ESSA). Graduates of the Masters program will be qualified to be ESSA accredited Clinical Exercise Physiologists (CEPs). They will also gain access to a Medicare Provider number and be able to work as a registered Allied Health professional (eg Clinical Exercise Physiologist) under the Australian government's Medicare health schemes.

**Course Objectives:** On successful completion of this course, students will be able to:

1. Apply knowledge and expertise to the application of exercise in the field of preventive medicine and rehabilitation;
2. Interpret and apply specific skills and competencies in the areas of cardiovascular, metabolic, respiratory, musculoskeletal and neurological rehabilitation, which will assist in gaining accreditation with Exercise and Sports Science Australia (ESSA);
3. Critically analyse, reflect on and implement skills for clinical practice;
4. Refine and adapt evaluation skills and tools to self-assess;
5. Design and conduct active research.

**Careers:** On successful completion of AMEP, students will gain accreditation as Exercise Physiologists with Exercise and Sports Science Australia (ESSA) and will be eligible to gain a provider number and work under the compensable health care schemes such as Medicare.

**Course Duration:** 1.5 years

**Admission Requirements:** Completion of an Australian Bachelor degree (or equivalent) in the same discipline.

**Admission Requirements International:** Completion of an Australian Bachelor degree (or equivalent) in the same discipline PLUS IELTS (or equivalent): Overall score of 6.5 (with no band less than 6.0 in Listening, Reading, Writing and Speaking)

**Admission Requirements Other:** A prerequisite for admission to AMEP is Exercise and Sport Science Australia (ESSA) accreditation as an Exercise Scientist (AES), or eligibility for Exercise Scientist accreditation. To check whether your prior study would meet current ESSA Exercise Science standards, please consult the ESSA website ([https://www.essa.org.au/Public/APPLY\\_NOW/Accreditation/Exercise\\_Science\\_Accreditation.aspx](https://www.essa.org.au/Public/APPLY_NOW/Accreditation/Exercise_Science_Accreditation.aspx)). Complete a Graduate Entry Assessment (GEA) ([https://www.essa.org.au/Public/APPLY\\_NOW/Graduate\\_Entry\\_Assessment.aspx](https://www.essa.org.au/Public/APPLY_NOW/Graduate_Entry_Assessment.aspx)) and include the information that you receive back from ESSA in your application for the AMEP. Typically a GEA is completed by students coming from a non ESSA accredited qualification. If you are not sure if your degree is ESSA accredited or not, you should check with your university, or here at the ESSA website. A Clinical Placement fee applies in all situations where the student is enrolled in a unit with a clinical placement component and/or has been provided with a clinical placement opportunity and fails to meet minimum standards for external placement, this can include late cancellations, failure to attend, student and professional misconduct, failure to provide mandatory documentation, regardless if the student discontinues prior to the enrolled Census Date. For placement fee details relevant to your course refer to <https://www.vu.edu.au/current-students/your-course/fees/additional-fees-charges>.

## COURSE STRUCTURE

To attain the Master of Clinical Exercise Science and Rehabilitation, students will be required to complete 144 credit points consisting of:

- 96 credit points core units
- 48 credit points either the minor thesis or research coursework units

### Core Units

SCL6101	Case Management for Clinical Exercise	12
SCL6102	Exercise Assessments and Interventions for Metabolic and Respiratory Conditions	12
SCL6103	Exercise Assessments and Interventions for Cardiovascular Conditions	12
SCL6104	Clinical Exercise Practice	12
SCL6201	Psychology for Rehabilitation	12
SCL6202	Exercise Assessments and Interventions for Musculoskeletal Conditions	12
SCL6203	Exercise Assessments and Interventions for Neurological Conditions	12

SCL6204 Occupational Health and Exercise Rehabilitation 12

Students select one of the following TWO options:

#### THESIS OPTION

Full-time students enrol in the following unit for one semester:

AHE5901 Minor Thesis (Full-Time) 48

OR

Part-time students enrol in the following unit for two semesters:

AHE5902 Minor Thesis (Part-Time) 24

#### RESEARCH COURSEWORK OPTION

SFS7010 Applied Sports Statistics 12

Students select three of the following units:

HMG7100 Foundations of Public Health 12

HMG7200 Public Health in Practice 12

HMG7220 Culture and Society in Public Health 12

SFS7011 Enhancing Muscular Performance 12

SMG7240 Behavioural Aspects of Active Living 12

### Bachelor of Fitness

**Course Code:**SBF1

**Campus:**Footscray Park.

**About this course:**The Bachelor of Fitness provides knowledge and skills in the field of fitness through discipline specific studies in health, exercise science, and management. Designed by professionals and academics with industry experience to offer flexibility and professional development at a degree level for professionals looking for the next step in their fitness career. The course is a response to industry needs for Bachelor level study specifically in fitness and will provide you high level skills and knowledge to be successful as a leader in this field. Students complete studies in areas including exercise science, health, marketing, management, nutrition, ethics, personal training, resistance training, group fitness (e.g., exercise to music, bootcamp, aqua aerobics, mind and body, cycle, boxing, circuit), fitness training systems (e.g., functional fitness, plyometric, and cross training), and fitness training for all populations. The Bachelor of Fitness provides for a variety of fitness industry careers and graduate destinations including in fitness centres, gyms, aquatic facilities, community facilities, corporate facilities, corporate and community health, recreation facilities, and personal training businesses. Minors are available in health and nutrition, sport management, sport coaching, and advanced sport science. Graduates from the Bachelor of Fitness can apply for Exercise Professional Registration with Fitness Australia (FA) and as an Advanced Personal Trainer with Physical Activity Australia.

**Course Objectives:**On successful completion of this course, students will be able to:  
1. Integrate knowledge and skills from health, exercise and management disciplines to become a fitness leader in the fitness profession;  
2. Design evidence-based

practice in fitness and health to support the fitness needs of individuals, groups, and the community;  
3. Analyse and synthesise information gathered from health, exercise, management and fitness research to develop knowledge and understanding of fitness and as a basis for independent lifelong learning;  
4. Evaluate and apply information to creatively solve problems related to professional practice in fitness;  
5. Work as an independent and collaborative professional who can clearly and coherently communicate fitness knowledge and ideas; and  
6. Analyse and evaluate evidenced based approaches to address a variety of fitness and health related issues.

**Careers:**The Bachelor of Fitness provides for a variety of fitness industry careers and graduate destinations including in fitness centres, gyms, aquatic facilities, community facilities, corporate facilities, corporate and community health, recreation facilities, and personal training businesses.

**Course Duration:**3 years

**Admission Requirements:**Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English.

**Admission Requirements Mature Age:**Five years (minimum) work/life experience in Health or Human Sciences, Training & Development, Community Sports or similar.  
OR: Completion of an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent).

**Admission Requirements VET:**Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent).

#### COURSE STRUCTURE

To attain the Bachelor of Fitness, students will be required to complete 288 credit points consisting of:

- 96 credit points of First Year Core units
- 144 credit points of Professional Core units
- 48 credit points of minor studies from the approved list

#### First Year Core Units

AHE1101	Structural Kinesiology	12
AHE1202	Biomechanics	12
AHE1112	Resistance Training	12
RBM1174	Human Physiology	12
SSM1203	Human Resources for Sport and Active Recreation	12
SCL1002	Exercise Physiology	12
SCL1003	Exercise and Sport Psychology	12
BH01171	Introduction to Marketing	12

## Professional Core Units

SHE1002	Growth Development and Ageing	12
SCL1001	Personal Training	12
AHE2005	Nutrition and Diet for Exercise and Physical Education	12
AHE2127	Motor Learning	12
AHE2129	Advanced Resistance Training	12
SFI2000	Group Fitness	12
SFI2001	Fitness Training Systems	12
AHE3116	Social Dimensions of Sport and Exercise	12
SFI3000	Fitness Training for all Populations	12
SSM3204	Building and Sustaining Sport Participation	12
AHE3120	Exercise Science Career Development	12
AHE3200	Professional Ethics	12

## Minors

SMISSC	Advanced Sport Science
HMHNU	Health and Nutrition
SMISPM	Sport Management
SMISCO	Sport Coaching
SMADS	Adventure Sports

## Bachelor of Sport Science (Human Movement)/Bachelor of Psychological Studies

**Course Code:**SBHP

**Campus:**Footscray Park.

**About this course:**This exciting undergraduate program will draw on a multidisciplinary combination of psychological studies and sports sciences to build students' capacity to interact in a variety of sports settings. Providing a holistic understanding of people's engagement with sport and exercise, this degree will be widely respected throughout the sports, fitness, exercise and human movement professions. This course will provide graduates with the foundation knowledge and skills for entry into professional careers in exercise and sport such as exercise and sport science, rehabilitation, community fitness and health, sport policy, as well as psychological counselling and/or research.

**Course Objectives:**On successful completion of this course, students will be able to:

1. Integrate conceptual understandings of training and conditioning needs, program design, service delivery, performance evaluation, barriers to participation and relevant sport and exercise science principles, with advanced specialist knowledge within the discipline of psychological studies;
2. Critically analyse theoretical and technical knowledge in diverse contexts, and adapt and apply related counselling and

3. Critically review and apply information with initiative and judgement in order to both anticipate and creatively solve problems related to the delivery of sport, exercise, and active recreation services in contemporary settings;
4. Exhibit professional judgment, ethical standards, and social sensitivity by adapting knowledge and skills to make decisions, either individually or collaboratively, that provide inclusive, sustainable, and culturally relevant sport, exercise, and active recreation experiences;
5. Reflect on personal learning and skills in relation to career goals with a view to implementing creative strategies to promote lifelong learning, and establishing pathways for the attainment of further professional development and educational training;
6. Apply personal and interpersonal competencies, work-group skills, and leadership abilities to the professional delivery of exercise, fitness and conditioning programs. This will be done while also accommodating the divergent and complex cultures of Australia and other regions around the world; and
7. Contribute to the organisation and delivery of sport, exercise, and active recreation programs with personal accountability, integrity, and social responsibility for outcomes, and do it through dynamic 21st Century work-teams that use resources efficiently, provide high levels of participant satisfaction, and deliver widespread social utility.

**Careers:**Graduates of this course have successfully moved on to higher levels of education (Honours, Masters and PhD) in the fields of sport, exercise and health psychology and have become accredited sport and exercise psychologists. The psychology specialisation is designed to provide preparation for a fourth year of study in psychology for graduates wishing to achieve professional accreditation. With further postgraduate study, graduates may pursue a career as a registered (sport and exercise) psychologist. Graduates often continue with further postgraduate study in related fields. Graduates will have the skills to work in many different employment areas such as exercise and sport sciences, fitness, athlete counselling and coaching, working with large organisations, teams and individuals. They may also find employment in areas such as welfare, community services and human resources, or undertake further study to qualify as teachers or social workers.

**Course Duration:** 4 years

**Admission Requirements:**Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English.

**Admission Requirements International:**Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent). OR: Completion of an Australian Advanced Diploma or Diploma (or equivalent). PLUS: IELTS (or equivalent): Overall score or 6.0 (with no band less than 6.0 in Listening, Reading, Writing and Speaking). OR: Completion of a Foundation course or equivalent.

**Admission Requirements Mature Age:** Five years (minimum) work/life experience in Health or Human Sciences, Training & Development, Community Sports or similar. OR: Completion of an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent).

**Admission Requirements VET:**Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent).

**Admission Requirements Other:** Students will require a Working with Children Check and National Police Check to be eligible to undertake and participate in workplace visits, placements or projects. Use the following site links to obtain additional information: <http://www.workingwithchildren.vic.gov.au/> [http://www.police.vic.gov.au/content.asp?Document\\_ID=274](http://www.police.vic.gov.au/content.asp?Document_ID=274).

#### COURSE STRUCTURE

To attain the Bachelor of Sport Science (Human Movement) / Bachelor of Psychological Studies, students will be required to complete 384 credit points consisting of: 96 credit points First Year Core units 48 credit points Core units 240 credit points of Professional Core units

#### First Year Core Units

AHE1101	Structural Kinesiology	12
AHE1112	Resistance Training	12
APP1012	Psychology 1A	12
APP1013	Psychology 1B	12
APP1016	Foundations of Psychological Research	12
ASX1003	Foundations of Social Science Research	12
RBM1174	Human Physiology	12
SCL1003	Exercise and Sport Psychology	12

#### Year 2, Semester 1

AHE1105	Research Methods for Exercise Professionals	12
AHE1107	Human Growth and Lifespan Development	12
AHE1202	Biomechanics	12
SCL1002	Exercise Physiology	12

#### Year 2, Semester 2

APP2013	Psychology 2A	12
HPP2001	Developmental Psychology	12
APS2040	Quantitative Social Research Methods 1	12
SHE3001	Social Bases of Health: Global Perspectives	12

#### Year 3, Semester 1

APP2014	Psychology 2B	12
APP3034	History, Theories and Practice of Psychology	12
APP3035	Research Methods in Psychology	12
APS2030	Qualitative Social Research Methods 1	12

#### Year 3, Semester 2

AHE2005	Nutrition and Diet for Exercise and Physical Education	12
AHE2127	Motor Learning	12
APP3037	Clinical Aspects of Psychology	12

12 credit points (equivalent to 1 unit) of psychological studies elective units from the list provided.

#### Year 4, Semester 1

AHE3120	Exercise Science Career Development	12
AHE3116	Social Dimensions of Sport and Exercise	12
APP3028	Fieldwork	12

12 credit points (equivalent to 1 unit) of psychological studies elective units from the list provided.

#### Year 4, Semester 2

AHE3111	Sport and Social Analysis	12
AHE3200	Professional Ethics	12
APP3023	Psychological Issues in the Workplace	12
AHE3125	Applied Exercise Psychology	12

#### PSYCHOLOGICAL STUDIES ELECTIVE LIST

24 credit points (equivalent to 2 units) of psychological studies elective units from the list below.

APP3015	Counselling Theory and Practice	12
APP3016	Group Behaviour	12
APP3018	Organisations and Work	12
APP3019	Psychobiology	12
APP3020	Psychoanalysis	12
APP3027	Relationship and Family Wellbeing	12
APP3026	Cognitive Psychology	12

#### **Bachelor of Sport Science (Human Movement) / Bachelor of Sport Management**

**Course Code:** SBHS

**Campus:** Footscray Park.

**About this course:** This double degree in Sport Science (Human Movement) and Sport Management (Sport & Active Communities) or (Outdoor Recreation Leadership) provides students with a sound knowledge and critical appreciation of both the skills and understandings of human movement, and the structure, practices and participant needs of the Australian sport, exercise and active recreation sector. This course will

provide graduates with the foundation knowledge and skills for entry into a breadth of professional careers. They include first, exercise and sport science, rehabilitation, community fitness and health, and personal training and second, community sport development, planning for sport and active recreation, and consulting and research in sport participation.

**Course Objectives:** On successful completion of this course, students will be able to:

1. Integrate conceptual understandings of strategic planning, operational management, fitness assessments, training and conditioning needs, program design, service delivery, performance evaluation, and relevant business and exercise science principles, with advanced specialist knowledge within the discipline of sport, exercise, and active recreation;
2. Critically analyse theoretical and technical knowledge in diverse contexts, and adapt and apply related skills to the effective management of sport and active recreation services and the professional delivery of exercise, fitness and conditioning programs;
3. Critically review and apply information with initiative and judgement in order to both anticipate and creatively solve problems related to the management and delivery of sport, exercise, and active recreation services in contemporary settings;
4. Exhibit professional judgement, ethical standards, and social sensitivity by adapting knowledge and managerial skills to make decisions, either individually or collaboratively, that provide inclusive, sustainable, and culturally relevant sport, exercise, and active recreation experiences;
5. Communicate a coherent and independent exposition of industry knowledge and operational skills in both oral and written form to a range of audiences;
6. Reflect on personal learning and skills in relation to career goals with a view to implementing creative strategies to promote lifelong learning, and establishing pathways for the attainment of further professional development and educational training;
7. Apply personal and interpersonal competencies, work-group skills, and leadership abilities to the effective management of sport and active recreation enterprises, and the professional delivery of exercise, fitness and conditioning programs. This will be done while also accommodating the divergent and complex cultures of Australia and other regions around the world; and
8. Contribute to the organisation and delivery of sport, exercise, and active recreation programs with personal accountability, integrity, and social responsibility for outcomes, and do it through dynamic 21st Century work-teams that use resources efficiently, provide high levels of participant satisfaction, and deliver widespread social utility.

**Careers:** Graduates from the double degree in Sport Science (Human Movement) and Sport Management will be prepared to undertake professional responsibilities in a variety of sport, exercise and active recreation settings. Graduates will find work as manager, administrators and sport scientists in not only professional sport, but also recreation clubs, state and national sporting bodies, community sport clubs and agencies, leisure centres, privately-run gyms and fitness centres, stadiums and facilities, community service organisations, outdoor recreation facilities, adventure therapy providers, corporate health programs, all levels of government sport and active recreation services, commercial sport, and sports management consultancies. Additionally, many graduates will undertake further postgraduate study in a number of related fields.

**Course Duration:** 4 years

**Admission Requirements:** Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English.

**Admission Requirements International:** Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent). OR: Completion of an Australian Advanced Diploma or Diploma (or equivalent). PLUS: IELTS (or equivalent): Overall score or 6.0 (with no band less than 6.0 in Listening, Reading, Writing and Speaking). OR: Completion of a Foundation course or equivalent.

**Admission Requirements Mature Age:** Five years (minimum) work/life experience in Health or Human Sciences, Training & Development, Community Sports or similar. OR: Completion of an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent).

**Admission Requirements VET:** Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent).

**Admission Requirements Other:** Students will require a Working with Children Check and National Police Check to be eligible to undertake and participate in workplace visits, placements or projects. Use the following site links to obtain additional information: <http://www.workingwithchildren.vic.gov.au/> [http://www.police.vic.gov.au/content.asp?Document\\_ID=274](http://www.police.vic.gov.au/content.asp?Document_ID=274).

#### COURSE STRUCTURE

To attain the Bachelor of Sport Science (Human Movement)/Bachelor of Sport Management, students will be required to complete 384 credit points consisting of:

- 96 credit points First Year Core units
- 48 credit points Core units
- 96 credit points Sport Science (Human Movement) Professional Core units
- 96 credit points Major studies from the approved list
- 48 credit points Minor studies from the approved list

Students who commenced in 2014, 2015 and 2016, must successfully complete any combination of 4 units from the following eight Sport Management College Core units:

- SSM1101 Introduction to Sport and Active Recreation
- SSM1102 Foundations of Sport and Active Recreation
- SSM1103 Management Principles for Sport and Active Recreation
- SSM1104 Community Building for Sport and Active Recreation
- SSM1201 Marketing for Sport and Active Recreation
- SSM1202 Financial Management for Sport and Active Recreation
- SSM1203 Human Resources for Sport and Active Recreation
- SSM1204 Ethics and Integrity Management in Sport and Active Recreation

#### First Year Core Units

SCL1003	Exercise and Sport Psychology	12
SSM1102	Foundations of Sport and Active Recreation	12

BMO1102	Management and Organisation Behaviour	12
RBM1174	Human Physiology	12
SCL1002	Exercise Physiology	12
AHE1202	Biomechanics	12
BHO1171	Introduction to Marketing	12
SSM1202	Financial Management for Sport and Active Recreation	12
Core Units		
AHE1101	Structural Kinesiology	12
AHE1112	Resistance Training	12
SSM1104	Community Building for Sport and Active Recreation	12
SOL1000	Introduction to Adventure Environments	12
Sport Science (Human Movement) Professional Core Units		
AHE2005	Nutrition and Diet for Exercise and Physical Education	12
AHE2127	Motor Learning	12
AHE3111	Sport and Social Analysis	12
AHE3116	Social Dimensions of Sport and Exercise	12
AHE3200	Professional Ethics	12
SSM2103	Historical and Cultural Aspects of Australian Sport	12
SSM2002	Career Development and Employability 1	12
SSM3003	Career Development and Employability 2	12
Majors		
SMASAC	Sport and Active Communities	
SMAOUT	Outdoor Recreation Leadership	
Minors		
SMHEA	Health (Sport Science Minor)	
SMISSC	Advanced Sport Science	
SMIFIT	Fitness and Conditioning	
SMIOUT	Outdoor Recreation Leadership	
SMISAC	Sport and Active Communities	
HMHNU	Health and Nutrition	

SMIGAM	Games and Sports
SMISCO	Sport Coaching
AMITEM	The Entrepreneurial Mindset
SMAADS	Adventure Sports

## Bachelor of Outdoor Education and Environmental Science

**Course Code:**SBOE

**Campus:**Footscray Park.

**About this course:**The Bachelor of Outdoor Education and Environmental Science provides knowledge and skills through discipline specific studies in outdoor education, outdoor recreation, environmental science and general science. Designed by professionals and academics in these disciplines this course offers a highly attractive pathway to a diverse range of graduate outcomes. For students wishing to pursue a teaching degree the course will be highly attractive as it satisfies 3 major teaching areas for the Victorian Institute of Teaching (VIT) therefore offering a pathway into the M.Teach. The major areas covered are general science, environmental science and outdoor and environmental studies. For students not wishing to pursue a teaching pathway the course will be highly attractive as it will open a diverse range of graduate destinations with an outdoor adventure recreation or environmental science focus. Students would find themselves ideally suited for a range of scientific roles in organisations such as the CSIRO, Local Catchment Management Authorities (CMA's) and local council roles related to the environment and sustainability. Graduates will also find themselves ideally placed for any eco/adventure tourism or scientific roles with a field based requirement. This relates to the specific skills and knowledge gained through the outdoor education component of their course that provides them with the skills and knowledge to ensure their own and others safety by managing risk appropriately and achieving organisational objectives in a diverse range of environments and conditions. Students will complete studies in science based areas such as biology, flora and fauna, ecology, conservation and sustainability. As well as general knowledge areas such as indigenous understanding and knowledge and community building alongside outdoor education specific areas such as leadership, group and resource management, risk and safety, specific adventure activity skill development (bushwalking, canoeing, white water rafting, mountain biking, rockclimbing and alpine activities) and theoretical and philosophical foundations. Graduates will also have the opportunity to complete external industry based qualifications (e.g. Wilderness First Aid, Swift Water Rescue during the completion of their units).

**Course Objectives:**On successful completion of this course, students will be able to:

1. Integrate knowledge and skills from the outdoor education, general science and environmental science disciplines to become a leader in their area of expertise;
2. Develop and design evidence-based practice in outdoor education and environmental science to support a diverse range of individual, group, community and stakeholder needs;
3. Analyse and synthesise information gathered from outdoor education and environmental science research to develop knowledge and understanding of professional identity and discipline specific requirements and as a basis for independent lifelong learning;
4. Evaluate and apply information to creatively solve problems related to professional practice in outdoor education and environmental science;
5. Work as an independent and collaborative professional who can clearly and coherently communicate outdoor education and environmental science knowledge and ideas;
6. Analyse and evaluate a diverse range of policies

and procedures to enable the safe delivery and implementation of field based programs across the outdoor education and environmental science disciplines; and 7. Develop skill specific knowledge and technique in a broad range of outdoor adventure activities to use as a platform for the development of meta-skills related to outdoor education and environmental science.

**Careers:** Students would find themselves ideally suited for a range of scientific roles in organisations such as the CSIRO, Local Catchment Management Authorities (CMA's) and local council roles related to the environment and sustainability. Students will also find themselves ideally placed for any outdoor/eco/adventure tourism or scientific roles with a field based requirement. The course satisfies three separate VIT major teaching areas and therefore potential transition into a Master of Teaching degree.

**Course Duration:** 3 years

**Admission Requirements:** Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English.

**Admission Requirements Mature Age:** Five years (minimum) work/life experience in Health or Human Sciences, Training & Development, Community Sports or similar. OR: Completion of an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent).

**Admission Requirements VET:** Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent).

**Admission Requirements Other:** Due to the nature of the field lab components of this course students should note that some unit delivery will take place outside of the normal university hours. Please note that SOL2000 Natural Environments 2 will be delivered during the summer semester due to environmental constraints. Students may incur a levy of approximately \$2000 across the duration of the course for transport, accommodation and camping fees associated with field laboratories. This levy will be charged at a unit level depending on the requirements specific to the unit. Students will require a Working with Children Check and National Police Check to be eligible to undertake and participate in workplace visits, placements or projects.

Use the following site links to obtain additional information:

<http://www.workingwithchildren.vic.gov.au/>

[http://www.police.vic.gov.au/content.asp?Document\\_ID=274](http://www.police.vic.gov.au/content.asp?Document_ID=274)

## COURSE STRUCTURE

To attain the Bachelor of Outdoor Education and Environmental Sciences, students will be required to complete 288 credit points consisting of:

- 72 credit points First Year Core units
- 216 credit points Professional Core units

### First Year Core Units

RBF1150	Global Environmental Issues	12
RBF1310	Biology 1	12

RBF1320	Biology 2	12
SOL1001	Natural Environments 1	12
SOL1002	Safety in Natural Environments	12
SOL1004	Preparing to Lead in Natural Environments	12

### Professional Core Units

NPU2110	Australian Landscapes and Biota	12
RBF2610	Fundamentals of Ecology	12
RBF2620	Australian Plants	12
RBF2640	Australian Animals	12
SOL2000	Natural Environments 2	24
SOL2001	River Environments 1	12
SOL2002	Bush Environments	12
SOL2003	Mountain Environments	12
SOL2004	Risk Management in Natural Environments	12
NPU3106	Conservation Genetics	12
RBF3110	Marine & Freshwater Ecology	12
RBF3210	Environmental Rehabilitation	12
RBF3620	Conservation and Sustainability	12
SOL3000	Leading Facilitating and Interpreting in Natural Environments	12
SOL3001	Programming and Logistics in Natural Environments	12
SSM3002	Outdoor and Environmental Philosophy	12
SSM3101	Environmental Inquiry, Sustainability and Communities	12

## Bachelor of Outdoor Leadership

**Course Code:** SBOL

**Campus:** Footscray Park.

**About this course:** The Bachelor of Outdoor Leadership provides broad based knowledge and skills through discipline specific studies related to all facets of Outdoor Leadership within the current social, environmental and physical contexts. Designed by professional and academics in these disciplines this course offers a highly attractive pathway to a diverse range of graduate outcomes. Students will have opportunities within the course delivery to consider content in Outdoor Leadership, Outdoor Education, Recreation and Adventure sports. The use of knowledge areas surrounding natural history, land management, flora and fauna, hydrology, geology, environmental science, ecosystems and ecological understanding, Human – Nature relationships, Risk management and safety, logistical planning, Interpersonal and intrapersonal development, group management and leadership will all be prominent themes that are explored through a variety of



adventure based activity platforms (bushwalking, canoeing, cycling, white water rafting, alpine activities, rock-climbing) across diverse natural environments. An innovative paid internship option is available to be selected within the course delivery that sees an industry partner provide a minimum of 35 paid internships per year where students will be employed by the Outdoor Education Group (OEG) at approximately .4 EFT for the 2nd and 3rd year of their degrees. This internship is designed to work in conjunction with their ongoing studies. With successful completion of their degree students have the opportunity to receive a 2 – 3 year full time contract with OEG. Students not choosing the industry internship option can select another complementary major or two minors that will allow them to further specialise their knowledge in other industry/profession areas.

**Course Objectives:** On successful completion of this course, students will be able to:

1. Integrate knowledge and skills related to Outdoor Education, Recreation and Adventure Sports to become a leader in their area of expertise;
2. Develop evidence based practice in Outdoor Education, Recreation and Adventure Sports to support a diverse range of individual, group, community and stakeholder needs;
3. Demonstrate skill specific knowledge and technique in a broad range of outdoor adventure activities to use as a platform for the development of meta-skills related to Outdoor Education, Recreation and Adventure Sports;
4. Exhibit knowledge related to the natural and cultural history, land management, hydrology, geology, and ecology directly relevant to selected natural environments and outdoor experiences;
5. Synthesise information gathered from outdoor leadership research to develop knowledge and understanding of professional identity and practice; and,
6. Evaluate a diverse range of policies and procedures to enable the safe delivery and implementation of field based programs related to Outdoor Education, Recreation and Adventure Sports.

**Careers:** Students will find themselves ideally suited for a diverse range of employment in the Outdoor Education, Outdoor Recreation, Adventure Sports, Nature based tourism and Environmental Education and Interpretation areas. This employment could take the form of a freelance adventure guide or instructor, school teacher (with addition of a M.Teach), business owner, residential camp program manager or instructor, employee in an adventure education business ranging from field staff to senior management. For students choosing the Industry Internship option they will have the opportunity if selected to move into a 2 – 3 year full time contract with their internship organisation.

**Course Duration:** 3 years

**Admission Requirements:** Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English.

**Admission Requirements International:** Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent). OR: Completion of an Australian Advanced Diploma or Diploma (or equivalent). PLUS: IELTS (or equivalent): Overall score or 6.0 (with no band less than 6.0 in Listening, Reading, Writing and Speaking). OR: Completion of a Foundation course or equivalent.

**Admission Requirements Mature Age:** Five years (minimum) work/life experience in Health or Human Sciences, Training & Development, Community Sports or similar. OR: Completion of an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent).

**Admission Requirements VET:** Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent).

**Admission Requirements Other:** Due to the nature of the field lab components of this course students should note that some unit delivery will take place outside of the normal university hours. Please note that SOL2000 Natural Environments 2 will be delivered during the summer semester due to environmental constraints. Students wishing to undertake SMAOLI Outdoor Leadership Industry Internship major will be required to undertake a selection process, managed by the organisation offering the internship through their standard employment process, to ensure their suitability for the available internship options. This selection process will take place in the second half of the first year of study. Students may incur a levy of approximately \$2000 across the duration of the course for transport, accommodation and camping fees associated with field laboratories. This levy will be charged at a unit level depending on the requirements specific to the unit. Students will require a Working with Children Check and National Police Check to be eligible to undertake and participate in workplace visits, placements or projects. Use the following site links to obtain additional information: <http://www.workingwithchildren.vic.gov.au/> [http://www.police.vic.gov.au/content.asp?Document\\_ID=274](http://www.police.vic.gov.au/content.asp?Document_ID=274) Students will need to undertake an industry standard first aid course and an industry recognised aquatic rescue course by the end of their first year to satisfy Industry risk management and VIT requirements. The Australian Adventure Activity Standards (AAAS) will determine the standard for these courses.

#### COURSE STRUCTURE

To attain the Bachelor of Outdoor Leadership, students will be required to complete 288 credit points consisting of:

- 72 credit points of First Year Core units
- 120 credit points of Professional Core units

Plus one of the following: Option A:

- 96 credit points of SMAOLI Outdoor Leadership Industry Internship Major studies

OR Option B:

- 96 credit points of Major studies from the approved list

OR Option C:

- 96 credit points of Minor studies from the approved list

#### First Year Core Units

HHH1000	Interpersonal Skills and Communication	12
SOL1000	Introduction to Adventure Environments	12
SOL1001	Natural Environments 1	12
SOL1002	Safety in Natural Environments	12
SOL1003	Adventure Based Learning for Outdoor Environments	12

SOL1004	Preparing to Lead in Natural Environments	12
Professional Core Units		
SOL2000	Natural Environments 2	24
SOL2001	River Environments 1	12
SOL2002	Bush Environments	12
SOL2003	Mountain Environments	12
SOL2004	Risk Management in Natural Environments	12
SOL3000	Leading Facilitating and Interpreting in Natural Environments	12
SOL3001	Programming and Logistics in Natural Environments	12
SSM3101	Environmental Inquiry, Sustainability and Communities	12
SSM3002	Outdoor and Environmental Philosophy	12
Majors		
NMAENV	Ecology and Environmental Management	
SMASAC	Sport and Active Communities	
SMASPP	Sport Performance	
SMAHUM	Human Movement	
SMASCO	Sport Coaching	
SMAOLI	Outdoor Leadership Industry Internship	
Minors		
SMIHEA	Health (Sport Science Minor)	
SMIFIT	Fitness and Conditioning	
SMPDS	Professional Development in Sport and Outdoor Recreation	
SMISAC	Sport and Active Communities	
HMIHNU	Health and Nutrition	
SMIGAM	Games and Sports	
EMIAGL	Aboriginal Yulendj (Knowledge) and Community	
SMIHUM	Human Movement	
SMISCO	Sport Coaching	
AMITEM	The Entrepreneurial Mindset	
SMADS	Adventure Sports	

## Bachelor of Sport Science (Physical Education) (Secondary)

**Course Code:**SBPE

**Campus:**Footscray Park.

This course is for Continuing students only.

**About this course:**This course provides knowledge and skills in physical education through discipline specific studies in sport, exercise science and health. Students complete units in areas including games and sports, skill acquisition, motor development, anatomy, kinesiology, exercise physiology, biomechanics, individual fitness activities, aquatics, and nutrition. Graduates from this course can gain careers in exercise and sport science, fitness and health and coaching. The course covers the Victorian Institute of Teaching (VIT) discipline specialist area guidelines in secondary Physical Education and secondary Health, so that graduates who complete a Master of Teaching will be qualified to teach Health and Physical Education in secondary schools. Students can also complete a third discipline which could include methods such as: English, History, Mathematics, Psychology, Science, Drama, Dance and Outdoor Education.

**Course Objectives:**On successful completion of this course, students will be able to:

1. Integrate a broad and coherent theoretical and technical knowledge of health and physical education and the exercise and sport science disciplines with advanced specialist knowledge related to physical education
2. Critically analyse and evaluate theoretical knowledge and technical information, and adapt and apply related skills to develop innovative programs in professional work in physical education and exercise and sport science
3. Critically review and apply information with autonomy, responsibility and judgment in order to both anticipate and creatively solve problems related to professional practice, including developing appropriate activities for participation in physical education in contemporary settings
4. Communicate a coherent and independent exposition of the core knowledge, skills and values of health and physical education in both oral and written form to a range of audiences
5. Apply evidence-based practice in health and physical education with personal accountability, integrity and social responsibility for outcomes, and do it through dynamic 21st Century work-teams that use resources efficiently, and deliver widespread social utility
6. Independently identify and analyse a variety of health and physical education related issues and develop and evaluate professional, evidence-based approaches to address the specific issues
7. Exhibit professional judgment, ethical standards and social sensitivity by adapting knowledge and managerial skills to make decisions - be it individually or collaboratively - that provide inclusive, sustainable and culturally relevant outcomes to complex issues
8. Apply personal and interpersonal competencies, work-group skills and leadership abilities to adapt health and physical education practices to work effectively in socially and culturally diverse communities and contexts in Australia and other regions around the world
9. Develop discipline-specific knowledge and skills in a discipline area in addition to health and physical education to gain a third discipline method
10. Reflect on personal learning and skills in relation to career goals with a view to implementing creative strategies to promote lifelong learning, and establishing pathways for the attainment of further professional development including being able to specialise and gain accreditation to teach health and physical education in secondary schools with an appropriate postgraduate qualification in education (Master of Teaching)

**Careers:**Graduates from the Bachelor of Sport Science (Physical Education) (Secondary) can gain careers in exercise and sport sciences, fitness and health, exercise rehabilitation and coaching. Graduates from this course who complete postgraduate study in education (Master of Teaching) will be qualified to teach in

secondary schools. The course covers all the requirements set out by the Victorian Institute of Teaching (VIT) discipline specialist area guidelines in secondary physical education and secondary health.

**Course Duration:** 3 years

**Admission Requirements:** Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4 with a minimum study score of 25 in English (EAL) or 20 in English (any).

**Admission Requirements Mature Age:** Applicants with relevant work, education and/or community experience will be considered for admission to the course.

**Admission Requirements VET:** Successful completion of a cognate (similar discipline) Australian Diploma or Advanced Diploma (or equivalent) will be granted advanced standing of a maximum 96 credit points (Diploma) or 144 credit points (Advanced Diploma). OR Successful completion of a non-cognate (not similar) Australian (or equivalent) Diploma or Advanced Diploma will be granted advanced standing on a case by case basis.

#### COURSE STRUCTURE

To qualify for the award of Bachelor of Sport Science (Physical Education) (Secondary), students must successfully complete the following:

- 216 credit points (equivalent to 18 units) core units
- Plus either:

72 credit points (equivalent to 6 units) of Teaching Specialisation units; OR 48 credit points (equivalent to 4 units) of Teaching Specialisation units; plus Two additional Health units as follows: SHE3001 Social Bases of Health: Global Perspectives  
SHE3002 Health Policy and Promotion

#### Year 1, Semester 1

SCL1003	Exercise and Sport Psychology	12
SOL1000	Introduction to Adventure Environments	12
AHE1202	Biomechanics	12

Plus either:

SPE2000	Rhythmic and Expressive Movement	12
SPE1105	Aquatic and Athletic Movement Activities	12

#### Year 1, Semester 2

AHE3111	Sport and Social Analysis	12
AHE1101	Structural Kinesiology	12
AHE3114	Sport Physiology	12

Plus either:

SPE1105	Aquatic and Athletic Movement Activities	12
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SPE2000	Rhythmic and Expressive Movement	12
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#### Year 2, Semester 1

SHE1002	Growth Development and Ageing	12
SHE2002	Sexuality and Relationships	12
SPE2001	Major and Minor Games	12

12 credit points (1 unit) Teaching Specialisation unit

#### Year 2, Semester 2

SHE2001	Adolescent Health	12
AHE2127	Motor Learning	12
SPE2200	Games and Sports	12

12 credit points (1 unit) Teaching Specialisation unit

#### Year 3, Semester 1

AHE3200	Professional Ethics	12
AHE3116	Social Dimensions of Sport and Exercise	12

12 credit points (1 unit) Teaching Specialisation unit

PLUS: Students undertake one of the following units:

12 credit points (1 unit) Teaching Specialisation unit (if undertaking a major) OR

SHE3001	Social Bases of Health: Global Perspectives	12
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#### Year 3, Semester 2

SPE3005	Perspectives On Physical Education	12
SHE1001	Nutrition and Health for Physical Education	12

12 credit points (1 unit) Teaching Specialisation unit

PLUS: Students undertake one of the following units:

12 credit points (1 unit) Teaching Specialisation unit (if undertaking a major) OR

SHE3002	Health Policy and Promotion	12
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#### Specialisations

ESPMAT	Education- Mathematics
ESPINF	Education- Information Technology
ESPBUS	Education- Business Studies
ESPHUM	Education- Humanities / SOSE
ESPART	Education- Art

ESPENG	Education- English
ESPMED	Education- Media Studies
ESPMUS	Education- Music
ESPOUT	Education- Outdoor Education
ESPPSY	Education- Psychology
ESPSCI	Education- Science
ESPSTW	Education- Student Welfare
ESPTES	Education- TESOL

## Bachelor of Physical Education and Sport Science

**Course Code:**SBPH

**Campus:**Footscray Park.

**About this course:**This course provides knowledge and skills in physical education and sport science through discipline specific studies in sport, exercise science and health. Students complete units in areas including games and sports, skill acquisition, motor development, anatomy, kinesiology, exercise physiology, biomechanics, individual fitness activities, aquatics, and nutrition. Graduates from this course can gain careers in physical education and sport science, fitness and health and coaching. The course covers the Victorian Institute of Teaching (VIT) discipline specialist area guidelines in secondary Physical Education and secondary Health, so that graduates who complete a Master of Teaching will be qualified to teach Health and Physical Education. Students can also complete a third discipline, which could include methods such as: English, History, Mathematics, and Biology.

**Course Objectives:**On successful completion of this course, students will be able to:

1. Integrate knowledge and skills from the health, physical education and sport science to become a leader in their area of expertise;
2. Analyse and evaluate theoretical knowledge and technical information from physical education and sport science research to develop knowledge and understanding of professional identity and discipline specific requirements and as a basis for independent lifelong learning;
3. Evaluate and apply information to creatively solve problems related to professional practice, including developing appropriate activities for participation in physical education and sport in contemporary settings;
4. Operate as an independent and collaborative professional who can clearly and coherently communicate physical education and sport science knowledge and ideas;
5. Design evidence-based practice to deliver innovative programs in physical education and sport science;
6. Interpret a variety of physical education and sport science related issues and evaluate professional, evidence-based approaches to address the specific issues; and
7. Adapt knowledge and managerial skills to make decisions that provide inclusive, sustainable and culturally relevant outcomes to issues in physical education and sport science.

**Careers:**Graduates from the Bachelor of Physical Education and Sport Science can gain careers in physical education, sport science, fitness and health, exercise rehabilitation and coaching. Graduates from this course who complete postgraduate study in education (Master of Teaching) will be qualified to teach in secondary schools. The course covers all the requirements set out by the Victorian Institute of

Teaching (VIT) discipline specialist area guidelines in secondary physical education and secondary health.

**Course Duration:**3 years

**Admission Requirements:**Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English.

**Admission Requirements International:**Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent). OR: Completion of an Australian Advanced Diploma or Diploma (or equivalent). PLUS: IELTS (or equivalent): Overall score or 6.0 (with no band less than 6.0 in Listening, Reading, Writing and Speaking). OR: Completion of a Foundation course or equivalent.

**Admission Requirements Mature Age:**Five years (minimum) work/life experience in Health or Human Sciences, Training & Development, Community Sports or similar. OR: Completion of an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent).

**Admission Requirements VET:**Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent).

**Admission Requirements Other:**Students will require a Working with Children Check and National Police Check to be eligible to undertake and participate in workplace visits, placements or projects. Use the following site links to obtain additional information: <http://www.workingwithchildren.vic.gov.au/> [http://www.police.vic.gov.au/content.asp?Document\\_ID=274](http://www.police.vic.gov.au/content.asp?Document_ID=274).

### COURSE STRUCTURE

To attain the Bachelor of Physical Education and Sport Science, students will be required to complete 288 credit points consisting of:

- 96 credit points of First Year Core units
- 144 credit points of Professional Core units
- 48 credit points of Minor studies from the approved list

#### First Year Core

AHE1101	Structural Kinesiology	12
AHE1202	Biomechanics	12
RBM1174	Human Physiology	12
SCL1002	Exercise Physiology	12
SCL1003	Exercise and Sport Psychology	12
SOL1000	Introduction to Adventure Environments	12
SPE1002	Inclusion and Diversity in Physical Activity	12
SPE1105	Aquatic and Athletic Movement Activities	12

## Professional Core

AHE2005	Nutrition and Diet for Exercise and Physical Education	12
AHE2127	Motor Learning	12
AHE3111	Sport and Social Analysis	12
AHE3116	Social Dimensions of Sport and Exercise	12
SHE2002	Sexuality and Relationships	12
SHE3001	Social Bases of Health: Global Perspectives	12
SPE2000	Rhythmic and Expressive Movement	12
SPE2001	Major and Minor Games	12
SPE2004	Growth and Motor Development	12
SPE2200	Games and Sports	12
SPE3005	Perspectives On Physical Education	12
SPE3006	Sport Ethics	12

## Minors

EMIMDA	Media Studies (Education Minor)
AMIDIG	Digital Media
AMLIT	Literary Studies
AMPSY	Psychology
AMHIS	History
NMMST	Mathematics/Statistics
SMIOUT	Outdoor Recreation Leadership
NMIENV	Environmental Science
NMBIO	Biology
EMISWF	Student Welfare
NMICHE	Chemistry
SMISCO	Sport Coaching

## Bachelor of Sport Science

**Course Code:**SBSA

**Campus:**Footscray Park.

**About this course:**The Bachelor of Sport Science provides knowledge and skills for entry into professional careers in sport. Students complete a range of subjects across the biological sciences, social sciences and humanities to understand the science of sport and its practical application in professional contexts. Depending on interest and

career goals, students can select to major Sport Performance, which focuses on analysing and improving performance, health and participation in sport and exercise; Human Movement, which provides a holistic understanding of human movement, particularly in sport and physical activity contexts or Sport Coaching, which focuses on the development of coaching knowledge and skills through studies ranging from community-based coaching to advanced units that focus on talent identification and athlete/coach development. The Bachelor of Sport Science provides students with:

- a foundation program in first year where students take introductory level units in kinesiology, biomechanics, human physiology, exercise psychology and research methods.
- an advanced program in the second and third year consisting of a number of core units in Sport Science
- space for the completion of one academic major and space for the completion of an additional academic minor, where the student can specifically tailor their program towards areas of future professional interest.

**Course Objectives:**On successful completion of this course, students will be able to:

1. Integrate the biological and social scientific knowledge and professional skills that underpin professional practice in the field of sport science; 2. Critically analyse and synthesise knowledge gathered from sport science research; 3. Exercise judgement and apply knowledge to solve routine sport science problems using social, ethical, economic, regulatory and global perspectives; 4. Operate as an independent and collaborative professional who can communicate knowledge and ideas clearly and coherently; 5. Adapt legal and ethical frameworks in order to work effectively in socially and culturally diverse communities and contexts; and, 6. Continue to develop a broad and coherent body of professional practice so as to undertake postgraduate studies and research in sport science and related fields.

**Careers:**Graduates of the Sport Science course can find employment in:

- Sports Science;
- Strength and Conditioning Coaching;
- Health
- Sport Coach
- Sport Development and Community Coaching Officer
- Sport Nutrition
- Sport Performance
- Sport Organisations and Governance;
- Community Sport and Health Promotion;
- Exercise and Sports Science Research.

**Course Duration:**3 years

**Admission Requirements:**Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English.

**Admission Requirements International:**Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent). OR: Completion of an Australian Advanced Diploma or Diploma (or equivalent). PLUS: IELTS (or equivalent): Overall score or 6.0 (with no band less than 6.0 in Listening, Reading, Writing and Speaking). OR: Completion of a Foundation course or equivalent.

**Admission Requirements Mature Age:** Five years (minimum) work/life experience in Health or Human Sciences, Training & Development, Community Sports or similar. OR: Completion of an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent)

**Admission Requirements VET:** Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent).

**Admission Requirements Other:** Applicants will be required to hold a valid National Police Record Check for professional placements as part of this course. For more information see: <https://www.police.vic.gov.au> and [https://www.police.vic.gov.au/content.asp?Document\\_ID=274](https://www.police.vic.gov.au/content.asp?Document_ID=274) Applicants will be required to hold a valid Working with Children (WWC) Check prior to undertaking professional placements as part of this course. For more information see: <http://www.workingwithchildren.vic.gov.au/> and <http://www.workingwithchildren.vic.gov.au>

#### COURSE STRUCTURE

To attain the Bachelor of Sport Science, students will be required to complete 288 credit points consisting of:

- 96 credit points First Year Core units
- 48 credit points Professional Core units
- 96 credit points Major studies selected from the approved list.
- 48 credit points Minor studies selected from the approved list.

SMAAE Applied Anatomy for Exercise minor is only available to students who undertake SMASPP Sport Performance major.

#### First Year Core Units

AHE1101	Structural Kinesiology	12
AHE1105	Research Methods for Exercise Professionals	12
AHE1107	Human Growth and Lifespan Development	12
AHE1112	Resistance Training	12
AHE1202	Biomechanics	12
RBM1174	Human Physiology	12
SCL1002	Exercise Physiology	12
SCL1003	Exercise and Sport Psychology	12

#### Professional Core Units

AHE2005	Nutrition and Diet for Exercise and Physical Education	12
AHE2127	Motor Learning	12
AHE3120	Exercise Science Career Development	12

AHE3200	Professional Ethics	12
<b>Majors</b>		
SMASPP	Sport Performance	
SMAHUM	Human Movement	
SMASCO	Sport Coaching	
<b>Minors</b>		
SMIFIT	Fitness and Conditioning	
SMISAC	Sport and Active Communities	
HMIHNU	Health and Nutrition	
SMAAE	Applied Anatomy for Exercise	
SMIHUM	Human Movement	
SMISPP	Sport Performance	
SMISCO	Sport Coaching	
SMAIDS	Adventure Sports	

#### Bachelor of Sport Management/Bachelor of Business

**Course Code:** SBSB

**Campus:** Footscray Park.

**About this course:** This course prepares students for employment in both the commercial business sector and the sport, exercise and active recreation sector as managers, administrators, policy advisors, programmers, trainers, and leaders. The breadth of studies into business and commerce will provide ready employment in profit making enterprises and elite and professional sport, while the more sport oriented units will deliver skills for building sporting communities and developing social enterprises. Graduates will also have the skills and competencies to optimise customer and participant satisfaction, build sustainable communities, and deliver social utility. The course also covers team-sport management, gym and exercise program administration, and community-based physical activity programming. The course thus enables graduates to enter a broad range of administrative, management, and professional-support positions in professional services, governing bodies, sport clubs, sport facilities, sport events, local government, and community welfare agencies, outdoor adventure, adventure sports, outdoor education, and corporate training settings. It will also provide unique learning situations that build a breadth of capabilities, including the capacity to plan, organise, program and lead complex activities at the highest professional level. It also provides the opportunity for students to build highly valued character traits including integrity, cultural sensitivity, and psychological resilience.

**Course Objectives:** On successful completion of this course, students will be able to:

1. Integrate conceptual understandings of strategic planning, operational management, staff development, marketing and distribution, program design, service delivery, financial controls, performance evaluation, and relevant business principles, with advanced specialist knowledge and managerial theories in the fields of business

and sport; 2. Critically analyse theoretical and technical knowledge in diverse contexts, and adapt and apply related skills to the effective management of business and sport; 3. Critically review and apply information with initiative and judgement in order to both anticipate and creatively solve problems related to the management of enterprises in both the profit-based commercial business sector and the largely not-for-profit sport, exercise, and active recreation sector; 4. Exhibit professional judgement, ethical standards, and social sensitivity by adapting knowledge and managerial skills to make decisions - be it individually or collaboratively - that provide inclusive, sustainable, and culturally aware experiences; 5. Communicate a coherent and independent exposition of industry knowledge and operational skills in both oral and written form to a range of audiences in both business and sport; 6. Reflect on personal learning and skills in relation to career goals with a view to implementing creative strategies to promote lifelong learning, and establishing pathways for the attainment of further professional development and vocational training; 7. Apply personal and interpersonal competencies, work-group skills, and leadership abilities to the effective management of both business and sport related enterprises, while also accommodating the divergent and complex cultures of Australia and other regions around the world; and 8. Contribute to the organisation and delivery of products, programs, services and experiences with personal accountability, integrity, and social responsibility for outcomes, and do it through dynamic 21st Century work-teams that use resources efficiently, provide high levels of participant satisfaction, and deliver widespread social utility.

**Careers:** The career options for students completing this course will be both extensive and professionally engaging. The following enterprises will drive the demand for jobs that require a deep understanding of planning, strategy, finances, marketing, people management, and marketing, and the application of these professional skills to (1) commercial business, (2) corporate sport, and (2) community sport and active recreational settings.

- Professional services,
- Business consulting,
- Government and the public service
- Sport governing bodies,
- Sports clubs,
- Stadia and arenas,
- Local government agencies,
- Gyms and leisure centres,
- Leisure planning and sport development units,
- Community welfare development agencies,
- Sports and leisure consultancies,
- The motor racing industry, and
- The horse racing industry.
- Schools,
- Outdoor adventure camps,
- State government agencies,
- Adventure sport businesses,
- Corporate training consultancies,
- Local government community leisure units,
- Health education agencies, and
- Youth work programs

**Course Duration:** 4 years

**Admission Requirements:** Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English.

**Admission Requirements International:** Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent). OR: Completion of an Australian Advanced Diploma or Diploma (or equivalent). PLUS: IELTS (or equivalent): Overall score or 6.0 (with no band less than 6.0 in Listening, Reading, Writing and Speaking). OR: Completion of a Foundation course or equivalent.

**Admission Requirements Mature Age:** Five years (minimum) work/life experience in Health or Human Sciences, Training & Development, Community Sports, Business, Commerce or similar. OR: Completion of an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent).

**Admission Requirements VET:** Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent).

**Admission Requirements Other:** Students will require a Working with Children Check and National Police Check to be eligible to undertake and participate in workplace visits, placements or projects. Use the following site links to obtain additional information: <http://www.workingwithchildren.vic.gov.au/> [http://www.police.vic.gov.au/content.asp?Document\\_ID=274](http://www.police.vic.gov.au/content.asp?Document_ID=274).

## COURSE STRUCTURE

To qualify for the awards of Bachelor of Sport Management and Bachelor of Business, students will be required to complete 384 credit points consisting of:

- 144 credit points First Year Core units
- 48 credit points Core units including International Business Challenge and Sport Management Career Development units
- 96 credit points Sport Management major from approved list
- 96 credit points Business major from approved list (includes applied business challenge unit)

Sport Management majors:

- Sport and Active Communities
- Outdoor Recreation Leadership

Business majors:

- Accounting
- Event Management
- Human Resource Management
- Marketing

First Year Core Units

BPD1100	Integrated Business Challenge	12
BMO1102	Management and Organisation Behaviour	12

SSM1101	Introduction to Sport and Active Recreation	12
SSM1102	Foundations of Sport and Active Recreation	12
BA01101	Accounting for Decision Making	12
BC01102	Information Systems for Business	12
BH01171	Introduction to Marketing	12
SSM1203	Human Resources for Sport and Active Recreation	12
Year 2, Semester 1		
BE01106	Business Statistics	12
BL01105	Business Law	12
BE01105	Economic Principles	12
SSM1104	Community Building for Sport and Active Recreation	12
Year 2, Semester 2		
SSM2003	Ethics in Sport Management and Active Recreation	12
36 credit points (equivalent to 3 units) Sport Management specialisation units		
Year 3, Semester 1		
SSM2002	Career Development and Employability 1	12
12 credit points (equivalent to 1 unit) Sport Management specialisation unit		
24 credit points (equivalent to 2 units) Business specialisation units		
Year 3, Semester 2		
12 credit points (equivalent to 1 unit) Sport Management specialisation unit		
36 credit points (equivalent to 3 units) Business specialisation units		
Year 4, Semester 1		
24 credit points (equivalent to 2 units) Sport Management specialisation units		
24 credit points (equivalent to 2 units) Business specialisation unit		
Year 4, Semester 2		
SSM3003	Career Development and Employability 2	12
BPD2100	International Business Challenge	12
12 credit points (equivalent to 1 unit) Sport Management specialisation unit		
12 credit points (equivalent to 1 unit) Business specialisation unit		
Majors		
SMASAC	Sport and Active Communities	

SMAOUT	Outdoor Recreation Leadership
BMAACT	Accounting
BMAEVT	Event Management
BMAHRM	Human Resource Management
BMMARK	Marketing

## Bachelor of Sport Management

**Course Code:** SBSM

**Campus:** Footscray Park.

**About this course:** This course prepares students for an exciting career in the sport and active recreation sector as administrators, managers, trainers, guides and leaders. The Sport and Active Communities major gives attention to community sport and active recreation, its relationship with all levels of sport and recreation, and how it can be managed to optimise participant satisfaction, build sustainable communities, and deliver social utility. It also covers team-sport management, gym and exercise program administration, and community-based physical activity programming. The course thus enables graduates to enter a broad range of creative roles in administration, management, and professional-support positions. These include governing bodies, sport and recreation clubs, facilities and events, local government, and community welfare agencies. The Outdoor Recreation Leadership major provides students with a diverse range of adventure based skills and knowledge that not only deliver special experiences, but also provide unique learning situations that build a breadth of capabilities, including the capacity to plan, organise, and program complex outdoor adventure activities at the highest professional level. It also provides the opportunity for students to build highly valued character traits including integrity, cultural sensitivity, and psychological resilience. The course will enable students to gain employment in the fields of outdoor adventure, adventure sports, outdoor education, and corporate training. The Outdoor Recreation Leadership major also satisfies the Victorian Institute of Teaching requirements for a specialist teaching area in Outdoor Education and Environmental Studies. This major fosters the opportunity for students to form strong social and support networks with fellow students through a range of adventure based field labs.

**Course Objectives:** On successful completion of this course, students will be able to:

1. Integrate conceptual understandings of strategic planning, operational management, staff development, program design, service delivery, performance evaluation, and relevant business principles, with advanced specialist knowledge and managerial know-how within the discipline of sport and active recreation;
2. Critically analyse theoretical and technical knowledge in diverse contexts, and adapt and apply related skills to the effective management of sport and active recreation services;
3. Critically review and apply information with initiative and judgement in order to both anticipate and creatively solve problems related to the management of sport and active recreation services in contemporary settings;
4. Exhibit professional judgement, ethical standards, and social sensitivity by adapting knowledge and managerial skills to make decisions - be it individually or collaboratively - that provide inclusive, sustainable, and culturally relevant sport and active recreation experiences;
5. Communicate a coherent and independent exposition of industry knowledge and operational skills in both oral and written form to a range of audiences;
6. Reflect on personal learning and skills in relation to career goals with a view to implementing creative strategies to promote lifelong



learning, and establishing pathways for the attainment of further professional development and vocational training; 7. Apply personal and interpersonal competencies, work-group skills, and leadership abilities to the effective management of sport, exercise, and active recreation enterprises, while also accommodating the divergent and complex cultures of Australia and other regions around the world; and 8. Contribute to the organisation and delivery of sport and active recreation programs with personal accountability, integrity, and social responsibility for outcomes, and do it through dynamic 21st Century work-teams that use resources efficiently, provide high levels of participant satisfaction, and deliver widespread social utility.

**Careers:** Graduates from the Bachelor of Sport Management will be ready for employment in a variety of positions in a broad range of settings. Students graduating from the Sport and Active Communities major will be ideally placed to work as administrators, officers and managers in:

- Sport and Recreation governing bodies,
- Sports and Recreation clubs,
- Stadia and arenas,
- State government agencies that focus on physical activity policies and issues,
- Gyms and leisure centres,
- Leisure planning and sport development units within local government spaces,
- Community welfare development agencies,
- Sports and leisure consultancies,
- Large scale sporting events.

Students graduating from the Outdoor Recreation Leadership major will be ideally placed to work as educators, leaders, and trainers for outdoor adventure programs in:

- Schools,
- Outdoor adventure camps,
- State government agencies,
- Adventure sport businesses,
- Corporate training consultancies,
- Local government community leisure units,
- Health education agencies, and
- Youth work programs.

**Course Duration:** 3 years

**Admission Requirements:** Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English.

**Admission Requirements International:** Completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent). OR: Completion of an Australian Advanced Diploma or Diploma (or equivalent). PLUS: IELTS (or equivalent): Overall score or 6.0 (with no band less than 6.0 in Listening, Reading, Writing and Speaking). OR: Completion of a Foundation course or equivalent.

**Admission Requirements Mature Age:** Five years (minimum) work/life experience in Health or Human Sciences, Training & Development, Community Sports or similar.

OR: Completion of an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent).

**Admission Requirements VET:** Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent).

**Admission Requirements Other:** Students will require a Working with Children Check and National Police Check to be eligible to undertake and participate in workplace visits, placements or projects. Use the following site links to obtain additional information: <http://www.workingwithchildren.vic.gov.au/> [http://www.police.vic.gov.au/content.asp?Document\\_ID=274](http://www.police.vic.gov.au/content.asp?Document_ID=274).

## COURSE STRUCTURE

To attain the Bachelor of Sport Management students will be required to complete 288 credit points (equivalent to 24 units) consisting of:

- 96 credit points of First Year Core units
- 96 credit points of Major studies from the approved list
- 48 credit points of Professional Development in Sport & Outdoor Recreation Minor studies
- 48 credit points of Minor studies from the approved list.

Minors not available for students completing the Outdoor Recreation Leadership Major are:-

- SMOUT Outdoor Recreation Leadership

Minors not available for students completing the Sport and Active Communities Major are:-

- SMISAC Sport and Active Communities

## First Year Core Units

BH01171	Introduction to Marketing	12
BMO1102	Management and Organisation Behaviour	12
SOL1000	Introduction to Adventure Environments	12
SSM1101	Introduction to Sport and Active Recreation	12
SSM1102	Foundations of Sport and Active Recreation	12
SSM1104	Community Building for Sport and Active Recreation	12
SSM1202	Financial Management for Sport and Active Recreation	12
SSM1203	Human Resources for Sport and Active Recreation	12

## Compulsory Minors

SMIPDS Professional Development in Sport and Outdoor Recreation

## Majors

SMASAC	Sport and Active Communities
SMAOUT	Outdoor Recreation Leadership
Minors	
SMH EA	Health (Sport Science Minor)
SMIOUT	Outdoor Recreation Leadership
SMISAC	Sport and Active Communities
SMIGAM	Games and Sports
SMISCO	Sport Coaching
SMADS	Adventure Sports

### Graduate Diploma in Sport Business and Integrity

**Course Code:**SGSI

**Campus:**City Flinders.

**About this course:**The Graduate Diploma in Sport Business and Integrity addresses the dual responsibilities sport managers now have, which is to not only run leagues and associations, manage facilities, deliver events, and administer clubs at the highest professional level, but also grow the game, meet its social obligations, build communities, and using sport's kudos and good standing to eliminate barriers to participation and reduce social disadvantage. It aims to provide a multi-disciplinary program that delivers a sound base of professional capabilities that will enable graduates to not only assemble and strategically organise resources to meet the growing needs of diverse communities, but also do it in such a way that sport's integrity is sustained, and its public value is optimised. Students who complete the course will be able to apply for employment as sport integrity managers, community relations managers, corporate and community partnership managers, sport development managers, player agents, and sport planning managers.

**Course Objectives:**On successful completion of this course, students will be able to:

1. Synthesise knowledge gained from the Graduate Certificate in Sport Integrity with advanced specialist understandings of strategic management.
2. Evaluate sport partnership theories and stakeholder strategies as applied to sport partnership developments and formalised agreements;
3. Assess the methods for making substantive short-term and long-term strategic decisions using financial and economic data to implement techniques of strategic planning and management to a variety of sport business situations;
4. Articulate the role media and promotions play in sport business and integrity leadership in terms of the relationship between sport media and sport organisations across personal, mass, digital, mobile, and social media methodologies; and,
5. Demonstrate the use of ethical research methodologies to engage in the research process for solving sport business and integrity problems.

**Careers:**Students who complete the course will be able to apply for positions such as sport integrity managers, community relations managers, corporate and community partnership managers, sport development managers, and sport planning managers.

**Course Duration:**1 year

**Admission Requirements:**Completion of an Australian Bachelor degree (or equivalent) in any discipline OR Completion of an Australian Graduate Certificate (or equivalent)

in a similar discipline OR Applicants with a minimum three (3) years approved work experience will be considered for admission to this course.

**Admission Requirements International:**Completion of an Australian Bachelor degree (or equivalent) in any discipline OR Completion of an Australian Graduate Certificate (or equivalent) in a similar discipline PLUS IELTS (or equivalent): Overall score of 6.5 (with no band less than 6.0 in Listening, Reading, Writing and Speaking)

### COURSE STRUCTURE

To attain the Graduate Diploma in Sport Business and Integrity, students will be required to complete 96 credit points consisting of:

- 96 credit points core units

ADM6002	Digital Media for Sport and Health	12
AHX5501	Sport Community Partnerships	12
BMO6630	Business Research Methods	12
SFS6002	Sport Integrity and Ethics	12
SSI6001	Sport Integrity Leadership	12
SSI6002	Sport, Law and Regulation	12
SSI6004	Strategic Planning and Management for Sport Business	12
SSI7004	Sport Economics and Finance	12

### Master of Sports Science (Football Performance)

**Course Code:**SMFB

**Campus:**Footscray Park.

**About this course:**The football industry continues to grow through the development of professional leagues and increasing participation at all levels, leading to increased demand for improved performance by players, and better player management. In response, sport organisations now seek professionals and specialists with high-level skills in sports science, coaching and talent management. Developed on the needs of industry and the demand for expert graduates with a holistic education in the field of football science, the course leverages on knowledge from areas of sport science, coaching, strength and conditioning and management, to provide students with a rounded education in the sport sciences as applied to different football codes.

**Course Objectives:**On successful completion of this course, students will be able to:

1. Contextualise knowledge and theory with expertise from different sport-related disciplines to shape innovative practice in football science and performance;
2. Advise specialist and non-specialist stakeholders exhibiting a variety of interpersonal skills to communicate effectively in an environment with competing pressures, priorities and power dynamics;
3. Devise and implement a substantial research based project or evidence-based capstone task which exhibits evidence of independent thought in the field of football science;
4. Analyse and evaluate current issues in sport to exemplify and guide ethical behaviour and integrity within diverse national and international contexts;
5. Formulate and implement plans, in response to contemporary and future sports/football challenges and evaluate outcomes adaption and improvement;
6. Exemplify initiative and leadership in the application of the principles of football management in national and international

contexts, utilising strategic thinking / planning, personal and interpersonal competencies and work-group skills.

**Careers:** Graduates from the Master of Sports Science (Football Performance) may be employed in the following roles:

- Director of Sports Science
- High Performance manager
- Head of Strength and Conditioning

**Course Duration:** 1.5 years

**Admission Requirements:** Completion of an Australian Bachelor degree (or equivalent) in a similar discipline OR Completion of an Australian Graduate Certificate (or equivalent) in a similar discipline OR Completion of an Australian Bachelor degree (or equivalent) in any discipline PLUS A minimum five (5) years approved work experience will be considered for admission to this course.

#### COURSE STRUCTURE

To attain the Master of Sports Science (Football Performance), students will be required to complete 144 credit points (equivalent to 12 units) consisting of:

- 96 credit points (equivalent to 8 units) core units
- 12 credit points (equivalent to 1 unit) elective unit. Students to select from the elective options provided. Please check any pre-requisite requirements prior to enrolling.
- 36 credit points (equivalent to 2 units) comprising either:

OPTION 1 Major research project (Minor Thesis unit) OPTION 2 Capstone task (Applied Research Project unit)

#### Year 1, Semester 1

SFS6001	Current Issues and Trends in Football	12
SFS6002	Sport Integrity and Ethics	12
SFS6005	Monitoring Load and Recovery in Football	12
SFS7010	Applied Sports Statistics	12

#### Year 1, Semester 2

SFS7011	Enhancing Muscular Performance	12
SFS7012	Sports Analytics	12
SFS7014	Developing Talented Players	12
SFS7015	Learning to Lead People in High Performance Teams	12

#### Year 2, Semester 1

12 credit points (equivalent to 1 unit) Elective unit

Plus

#### OPTION 1

SFS7017 Minor Thesis 36

Or

#### OPTION 2

SFS7013 Applied Research Project 36

#### ELECTIVE OPTION

SFS7008 Industry Internship 12

SFS7016 Performance Analysis in Football 12

### Master of Sport Business and Integrity

**Course Code:** SMSI

**Campus:** City Flinders.

**About this course:** The Master of Sport Business and Integrity addresses the pressures that contemporary sport managers face when having to deal with their core obligations, which are to, implement sport programs that are financially and operationally sustainable, deliver them in such a way that they provide value-for-money experiences for participants, and lead to socially responsible outcomes, and, finally, ensure they are underpinned by values that privilege trustworthiness, fair play, transparency, and integrity. The Master of Sport Business and Integrity will combine cutting-edge theory with intensive case analysis, teach best-practice strategic management, and give students the opportunity to undertake professional-level research that can lead to doctorate level studies. As such, the course will deliver a unique set of professional capabilities that will enable graduates to maximise not only their management capabilities, but also sports' public value. Students who complete the course will be able to apply for employment as senior managers in sport enterprises. They will be especially suited to high-level positions in facility and event planning, player welfare, sport development, policy development and strategic planning. This course includes a set of two units, SSI7002 Sport Facility and Event Management & SSI7003 Global Sport Business, offering a two week study abroad experience in Madrid, Spain which "lifts and shifts" the classroom from the VU home campus to Real Madrid and includes guest speakers. The cost is included in the unit fees and covers standard airfare, accommodation and a meal plan. Students wishing to upgrade or deviate from the set plan are responsible for the additional costs. Mid-year enrolments are not eligible to do the study tour in their first semester.

**Course Objectives:** On successful completion of this course, students will be able to:

1. Synthesise conceptual understandings of strategic management with advanced specialist knowledge in the field of sport integrity.
2. Evaluate the nature of illegal, corrupt, and anti-social conduct in sport, and how it threatens the credibility and integrity of sport.
3. Critically apply legal and ethical principles to decision making processes when dealing with problematic issues in sport.
4. Design, justify, and implement strategic initiatives - involving structural, cultural and operational change - that enables sporting enterprises to implement policies and practices that grow the sport by placing integrity in the forefront.
5. Creatively utilise cross-disciplinary knowledge and high quality sport research to build partnerships, attract resources, and build systems for attracting diverse groups of participants.

**Careers:** Graduates of the Master of Sport Business and Integrity will be suited to a range of management and leadership roles in Sport Business. Professional capabilities in sport integrity, sport partnerships, sport media and communication and

sport facility and event management are examples that will enable graduates to maximise their management and leadership capabilities but add to sports' public value. International agencies, national, local government and private as well as the non-profit sectors will be attracted to these graduates. Graduates will be qualified to apply for positions as chief executive officers of professional sporting clubs, general managers of state and national governing bodies, community development managers, player welfare managers, resource planning directors, team managers, public relations and corporate affairs managers, sport venue managers, sport project managers, sport event managers, and media managers.

**Course Duration:** 1.5 years

**Admission Requirements:** Completion of an Australian Bachelor degree (or equivalent) in a similar discipline OR Completion of an Australian Graduate Certificate (or equivalent) in a similar discipline OR Applicants without an undergraduate qualification may be admitted to the Graduate Certificate (in the same discipline) based on approved work experience. Upon completion of the Graduate Certificate, graduates will be eligible for admission to this course with credit granted for completed units.

**Admission Requirements International:** Completion of an Australian Bachelor degree (or equivalent) in a similar discipline OR Completion of an Australian Graduate Certificate (or equivalent) in a similar discipline PLUS IELTS (or equivalent): Overall score of 6.5 (with no band less than 6.0 in Listening, Reading, Writing and Speaking)

**Admission Requirements Other:** International students must be eligible for an additional visa to undertake the Real Madrid study tour.

#### COURSE STRUCTURE

To attain the Master of Sport Business and Integrity, students will be required to complete 144 credit points consisting of:

- 120 credit points core units
- 24 credit points from the options below

#### OPTION 1

- 12 credit points sport business project unit; and,
- 12 credit points elective unit. Students to select from any postgraduate units across the university. Please check any pre-requisite requirements prior to enrolling.

#### OPTION 2

- 24 credit points thesis unit.

#### Core Units

ADM6002	Digital Media for Sport and Health	12
AHX5501	Sport Community Partnerships	12
BMO6630	Business Research Methods	12
SFS6002	Sport Integrity and Ethics	12

SSI6001	Sport Integrity Leadership	12
SSI6002	Sport, Law and Regulation	12
SSI6004	Strategic Planning and Management for Sport Business	12
SSI7002	Sport Facility and Event Management	12
SSI7003	Global Sport Business	12
SSI7004	Sport Economics and Finance	12

#### OPTION 1

AHX5503	Sport Business Project	12
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12 credit points Elective units. Students to select units from any Postgraduate unit across the University (subject to availability).

#### OPTION 2

AHE5902	Minor Thesis (Part-Time)	24
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Suggested Elective

SSI6003	Strategic Sport Marketing	12
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### Graduate Certificate in Sports Science (Football Performance)

**Course Code:**STFB

**Campus:**Footscray Park.

**About this course:**The football industry continues to grow through the development of professional leagues and increasing participation at all levels, leading to increased demand for improved performance by players, and better player management. In response, sport organisations now seek professionals and specialists with high-level skills in sports science, coaching and talent management. Developed on the needs of industry and the demand for expert graduates with a holistic education in the field of football science, the course leverages on knowledge from areas of sport science, coaching, strength and conditioning and management, to provide students with a rounded education in the sport sciences as applied to different football codes.

**Course Objectives:**On successful completion of this course, students will be able to:

1. Contextualise knowledge and theory in relation to current issues in sport, using expertise from different sport-related disciplines to shape innovative practice in football science and performance;
2. Articulate the complexities of sport integrity issues in general and responsible behaviour in particular, to a range of audiences;
3. Analyse and evaluate current issues in sport to exemplify and guide ethical behaviour and integrity within diverse national and international contexts;
4. Formulate and present in response to contemporary and future sports/football challenges and evaluate outcomes to adapt and improve performance; and,
5. Analyse and critique contemporary perspectives related to applied research in sports science.

**Careers:**Graduates from the Graduate Certificate of Sports Science (Football Performance) may be employed in the following roles:

- Sports Scientist
- Performance Analyst

- Strength and Conditioning Coach

**Course Duration:** 0.5 years

**Admission Requirements:** Completion of an Australian Bachelor degree (or equivalent) in a similar discipline OR Applicants with a minimum five (5) years approved work experience will be considered for admission to this course.

#### COURSE STRUCTURE

To attain the Graduate Certificate in Sports Science (Football Performance), students will be required to complete 48 credit points (equivalent to 4 units) consisting of:

- 48 credit points (equivalent to 4 units) of core units.

Year 1, Semester 1

SFS6001	Current Issues and Trends in Football	12
SFS6002	Sport Integrity and Ethics	12
SFS6005	Monitoring Load and Recovery in Football	12
SFS7010	Applied Sports Statistics	12

#### Graduate Certificate in Performance Analysis (Football)

**Course Code:** STPA

**Campus:** Online.

**About this course:** Professional and semi-professional football clubs are constantly seeking a competitive advantage that can contribute to success. Among the different areas that have been identified as being able to provide such competitive advantage, performance analysis – and in particular video analysis – is seen as fundamental. Clubs at all level are seeking experienced performance analysts who not only have outstanding knowledge of the relevant technology, but also an overall understanding of performance and sport science, making performance analysis truly integrated with other established disciplines and roles. This course will provide students with the theoretical knowledge and practical skills to be successful performance analysts. The course features an initial face-to-face burst mode, online learning, and practical session in collaboration with one of the world's leading performance analysis companies.

**Course Objectives:** On successful completion of this course, students will be able to:

1. Contextualise knowledge and theory in relation to current issues in sport, using expertise from different sport-related disciplines to shape innovative practice in football science and performance;
2. Analyse and evaluate current issues in sport to exemplify and guide ethical behaviour and integrity within diverse national and international contexts;
3. Formulate and present in response to contemporary and future sports/football challenges and evaluate outcomes to adapt and improve performance;
4. Analyse and critique contemporary perspectives and theories related to research in the field of Sport and in particular Football; and,
5. Implement an industry recognised best practice analysis program to exhibit fundamental video analysis skills in the football codes.

- Sport Scientist
- Performance Analyst

**Careers:**

37

**Course Duration:** 0.5 years

**Admission Requirements:** Completion of an Australian Bachelor degree (or equivalent) in a similar discipline OR Applicants with a minimum five (5) years approved work experience will be considered for admission to this course.

#### COURSE STRUCTURE

To attain the Graduate Certificate in Performance Analysis in Football, students will be required to complete 48 credit points consisting of:

- 48 credit points professional core units

SFS6001	Current Issues and Trends in Football	12
SFS6005	Monitoring Load and Recovery in Football	12
SFS7010	Applied Sports Statistics	12
SFS7016	Performance Analysis in Football	12

#### Graduate Certificate in Sport Business Development

**Course Code:** STSB

**Campus:** City Flinders.

**About this course:** The Graduate Certificate in Sport Business Development provides at a postgraduate level focused on sport marketing to meet the needs and wants of specialised service-oriented customers in a demand-based industry; financial and money management to understand accounting, economics, and finance functions associated with sport entities; global sport business to understand the how demography and migration, as well as internationalisation of sport, directly influences urban, suburban, regional, rural, and remote sport administration; and strategic planning for moving organisations forward in a positive direction.

**Course Objectives:** On successful completion of this course, students will be able to:

1. Integrate conceptual understandings of the development of sport business utilising advanced specialist and cross disciplinary knowledge to analyse the various marketing, economic, financial, and strategic concepts sport business is developed and managed across disciplines and industry ranging from the domestic to global level;
2. Assess how the development of an appropriate sport marketing mix, sport marketing analysis, and sport marketing planning through the integration of socially responsible and ethical practices direct the manner in which a sport organisation builds its brand;
3. Design and justify strategic initiatives involving structural, cultural, and operational change enabling sporting enterprises to adopt practices which focus on integrity and use it as a tool for creating additional public value;
4. Critique the ever evolving process of the globalisation of sport in terms of domestic and global structures, power and political relations in sport development, and the interrelationship between sport and culture in global society; and,
5. Critically review the role accounting, finance, economics, and analytics play in the successful implementation of sport marketing strategies.

**Careers:** Graduates of courses in the Master of Sport Business and Integrity will be suited to a range of management and leadership roles. Professional capabilities in sport integrity, sport partnerships, sport media and communication and sport facility and event management are examples that will enable graduates to maximise not only their management and leadership capabilities but also their sports' public value. The international, national and state private, government and non-profit sectors

would be attracted to these graduates, in particular professional sport governing bodies and teams, major sport events and facilities, the sporting goods industry, government departments and the fitness industry. This Graduate Certificate can prepare individuals for positions in business operations management of sport facilities and events, account managers for professional sport organisations, and business development and sales jobs with councils or governmental agencies. This Graduate Certificate can also serve as a foundation for entrepreneurial individuals to develop their own sport business.

**Course Duration:** 0.5 years

**Admission Requirements:** Completion of an Australian Bachelor degree (or equivalent) in a similar discipline OR Applicants with a minimum five (5) years approved work experience will be considered for admission to this course.

#### COURSE STRUCTURE

To attain the Graduate Certificate in Sport Business Development, students will be required to complete 48 credit points consisting of:

- 48 credit points of core units.

SSI6003	Strategic Sport Marketing	12
SSI6004	Strategic Planning and Management for Sport Business	12
SSI7003	Global Sport Business	12
SSI7004	Sport Economics and Finance	12

#### Graduate Certificate in Community Sport Management

**Course Code:** STSC

**Campus:** City Flinders.

**About this course:** The Graduate Certificate in Community Sport Management focuses on providing sport business capability at all levels for those transitioning from another field of study or as a player into entry level positions in sport ranging from community to elite – corporate to non-profit - and recreation to professional. The structure of this course would be to provide relevant education in the most important areas of sport administration for an entry level employee- strategic planning for moving organisations forward in a positive direction; managing community partnerships to communicate with and meet the needs of various stakeholders ranging from participants to sponsors; financial and money management to understand accounting, economics, and finance functions associated with sport entities; and facility and event management, which represents the infrastructure and deliverable activities people must understand how to manage.

**Course Objectives:** On successful completion of this course, students will be able to:

1. Integrate conceptual understandings of the management of community sport with advanced specialist knowledge utilising cross disciplinary knowledge to analyse the various ways in which sport organisations may partner and collaborate with other organisations to achieve mutually beneficial financial, strategic, and event outcomes;
2. Evaluate sport partnership theories and stakeholder strategies as applied to sport partnership developments and formalised agreements;
3. Design and justify strategic initiatives involving structural, cultural, and operational change enabling sporting enterprises to adopt practices which focus on integrity and use it as a tool for creating additional public value;
4. Assess the design and management of

sport facilities and events in consideration of the strategies used to deliver value-for-money experiences to the widest audiences; and,

5. Critically review the role accounting, finance, economics, and analytics play in the successful implementation of sport marketing strategies.

**Careers:** Graduates of courses in the Master of Sport Business and Integrity will be suited to a range of management and leadership roles. Professional capabilities in sport integrity, sport partnerships, sport media and communication and sport facility and event management are examples that will enable graduates to maximise not only their management and leadership capabilities but also their sports' public value. The international, national and state private, government and non-profit sectors would be attracted to these graduates, in particular professional sport governing bodies and teams, major sport events and facilities, the sporting goods industry, government departments and the fitness industry. Graduates of the Graduate Certificate in Sport Marketing may apply for positions across public, private, and non-profit sport organisations including management jobs with the YMCA/YWCA, council recreation and leisure departments, sport tourism organisations such as Visit Victoria, sport event companies, and adaptive sport organisations such as the Special Olympics.

**Course Duration:** 0.5 years

**Admission Requirements:** Completion of an Australian Bachelor degree (or equivalent) in a similar discipline OR Applicants with a minimum five (5) years approved work experience will be considered for admission to this course.

#### COURSE STRUCTURE

To attain the Graduate Certificate in Community Sport Management, students will be required to complete 48 credit points consisting of:

- 48 credit points of core units.

AHX5501	Sport Community Partnerships	12
SSI6004	Strategic Planning and Management for Sport Business	12
SSI7002	Sport Facility and Event Management	12
SSI7004	Sport Economics and Finance	12

#### Graduate Certificate in Sport Integrity

**Course Code:** STSI

**Campus:** City Flinders.

**About this course:** The Graduate Certificate in Sport Integrity addresses the continuing concern about sport's capacity to act on the positive social values it has traditionally upheld. It has four aims. First, it will educate participants about the global scale and scope of illegal, corrupt, and anti-social conduct in sport. Second, it will give participants an ethical framework for interrogating the causes and consequences of these practices, and the harms they impose on both stakeholders and the broader community. Third, it will give participants the knowledge, competencies and skills to effectively manage threats to a sport's integrity. Fourth, it will enable participants to build sporting cultures that place credibility, good standing, and integrity front and centre. Graduates from the course will be able to apply for positions as community development officers, integrity officers, player relations officers, and stakeholder relations officers.

**Course Objectives:** On successful completion of this course, students will be able to:

1. Integrate conceptual understandings of strategic management with advanced specialist knowledge utilising cross disciplinary knowledge to analyse the scale and scope of illegal, corrupt, and anti-social conduct in the field of sport integrity and ethics;
2. Assess the nature of illegal, corrupt, and anti-social conduct in sport by exemplifying independent judgement when interrogating the causes and consequences of these practices and how it threatens the credibility and integrity of sport;
3. Exhibit the application of legal and ethical principles to decision making processes when dealing with integrity issues in sport;
4. Design and justify strategic initiatives involving structural, cultural, and operational change enabling sporting enterprises to adopt practices which focus on integrity and use it as a tool for creating additional public value; and,
5. Communicate complex knowledge about sport integrity issues in general and responsible social behaviour in particular, in coherent and accessible ways to a range of specialist and non-specialist audiences.

**Careers:** Graduates of courses in the Master of Sport Business and Integrity will be suited to a range of management and leadership roles. Professional capabilities in sport integrity, sport partnerships, sport media and communication and sport facility and event management are examples that will enable graduates to maximise not only their management and leadership capabilities but also their sports' public value. The international, national and state private, government and non-profit sectors would be attracted to these graduates, in particular professional sport governing bodies and teams, major sport events and facilities, the sporting goods industry, government departments and the fitness industry. Graduates of this course may apply for positions such as community development officers, integrity officers, player relations officers, player welfare officers, player agents, and stakeholder relations officers.

**Course Duration:** 1 year

**Admission Requirements:** Completion of an Australian Bachelor degree (or equivalent) in a similar discipline OR Applicants with a minimum five (5) years approved work experience will be considered for admission to this course.

#### COURSE STRUCTURE

To attain the Graduate Certificate in Sport Integrity, students will be required to complete 48 credit points consisting of:

- 48 credit points of core units.

SFS6002	Sport Integrity and Ethics	12
SSI6001	Sport Integrity Leadership	12
SSI6002	Sport, Law and Regulation	12
SSI6004	Strategic Planning and Management for Sport Business	12

#### Graduate Certificate in Sport Marketing

**Course Code:** STSM

**Campus:** City Flinders.

**About this course:** The Graduate Certificate in Sport Marketing addressed the various functions and concepts inherent to building the brand and customer awareness of sport organisations ranging from profit to non-profit, grassroots to professional, and private to commercial. As a result of the intricacies of the sport industry, the area of

sport marketing permeates almost every type of sport organisation and requires sport managers of all types to understand how to market their unique products and services to meet the needs and wants of a diverse sport consumer marketplace. The Graduate Certificate in Sport Marketing, combining strategy, marketing, finance, economics, and communications provides the potential students with a well-rounded preparation to address the many challenges and opportunities inherent to the sport industry, to successfully enhance the brand of their sport organisation, and to meet the needs and wants of their clientele.

**Course Objectives:** On successful completion of this course, students will be able to:

1. Assess how the development of an appropriate sport marketing mix, sport marketing analysis, and sport marketing planning through the integration of socially responsible and ethical practices direct the manner in which a sport organisation builds its brand;
2. Analyse the methods for making substantive short-term and long-term strategic decisions using financial, marketing research, operations and sales data. to implement marketing efforts in a variety of sport business situations;
3. Appraise various sport business industry problems across different organisational settings in order to evaluate findings, prioritise change, and design marketing and promotional plans that can address necessary strategic change;
4. Articulate the role media and promotions play in organisational and leadership communications in sport, strategic management of sport organisations, integrated marketing communications, public relations, crisis communication, and the relationship between sport media and sport organisations across personal, mass, digital, mobile, and social media methodologies; and
5. Critically review the role accounting, finance, economics, and analytics play in the successful implementation of sport marketing strategies.

**Careers:** Graduates of courses in the Master of Sport Business and Integrity will be suited to a range of management and leadership roles. Professional capabilities in sport integrity, sport partnerships, sport media and communication and sport facility and event management are examples that will enable graduates to maximise not only their management and leadership capabilities but also their sports' public value. The international, national and state private, government and non-profit sectors would be attracted to these graduates, in particular professional sport governing bodies and teams, major sport events and facilities, the sporting goods industry, government departments and the fitness industry. Graduates of the Graduate Certificate in Sport Marketing may apply for positions such as ticket sales coordinator, sponsorship activation manager, membership account executive, sport, brand manager, digital communications coordinator, and social media analyst.

**Course Duration:** 0.5 years

**Admission Requirements:** Completion of an Australian Bachelor degree (or equivalent) in a similar discipline OR Applicants with a minimum five (5) years approved work experience will be considered for admission to this course.

#### COURSE STRUCTURE

To attain the Graduate Certificate in Sport Marketing, students will be required to complete 48 credit points consisting of:

- 48 credit points of core units.

ADM6002	Digital Media for Sport and Health	12
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SSI6003	Strategic Sport Marketing	12
SSI6004	Strategic Planning and Management for Sport Business	12
SSI7004	Sport Economics and Finance	12

### Graduate Certificate in Sport Strategy

**Course Code:** STSS

**Campus:** City Flinders.

**About this course:** The Graduate Certificate in Sport Strategy addresses the various strategic functions and concepts inherent to the sport industry. The different global strategies inherent to sport at various levels from grassroots to professional across the transnational sport environment will be the major focus of this course from the lenses of strategic management, sport marketing, project management, and integrity leadership. More specifically this course will focus on global strategies across the sport industry, and beyond into leisure, recreation, and active living. As many current executives in the sport industry, as well as those aspiring to become executives, need to understand the latest concepts and learn the most up-to-date skills related to strategy analysis, formulation, implementation, monitoring, and evaluation in the sport industry, the Graduate Certificate in Sport Strategy provides a blend of sport-related content in management, marketing, project management, and leadership that potential students can apply to address the ever-evolving sport business industry.

**Course Objectives:** On successful completion of this course, students will be able to:

1. Assess the methods for making substantive short-term and long-term strategic decisions using financial, marketing research, operations and sales data to implement techniques of strategic planning and management to a variety of sport business projects and situations;
2. Analyse sport business industry and leadership problems in various sport organisational settings in order to evaluate findings, prioritise change, and design a strategic business plan that articulates the implementation of strategic changes;
3. Appraise the role strategy plays in sport marketing mix development, sport marketing analysis, and sport marketing planning through the integration of socially responsible and ethical practices;
4. Diagnose the various causes, costs and consequence of strategic successes and failures and the role of leadership influence outcomes in consideration of integrity and ethics in sport and general management practices and knowledge; and,
5. Justify the relevance and applicability of project management and design to the implementation of strategic planning and the evaluation of strategic processes.

**Careers:** Graduates of courses in the Master of Sport Business and Integrity will be suited to a range of management and leadership roles. Professional capabilities in sport integrity, sport partnerships, sport media and communication and sport facility and event management are examples that will enable graduates to maximise not only their management and leadership capabilities but also their sports' public value. The international, national and state private, government and non-profit sectors would be attracted to these graduates, in particular professional sport governing bodies and teams, major sport events and facilities, the sporting goods industry, government departments and the fitness industry. Graduates of the Graduate Certificate in Sport Strategy may apply for positions such as performance management officer, strategic planning analyst, and strategic sport business development officer for a sport organisation, or potentially for those with industry experience can start their own consultancy providing strategic planning services for sport organisations.

**Course Duration:** 1 year

**Admission Requirements:** Completion of an Australian Bachelor degree (or equivalent) in a similar discipline OR Applicants with a minimum five (5) years relevant work experience will be considered for admission to this course.

#### COURSE STRUCTURE

To attain the Graduate Certificate in Sport Strategy, students will be required to complete 48 credit points consisting of:

- 48 credit points of core units.

AHX5503	Sport Business Project	12
SSI6001	Sport Integrity Leadership	12
SSI6003	Strategic Sport Marketing	12
SSI6004	Strategic Planning and Management for Sport Business	12



# Majors/Minors

## SMACOA Coaching Science

**Locations:** Footscray Park

This unit set supplements the college major (nutrition, biomechanics, psychology and kinesiology) and professional core to complete the necessary discipline specific studies in sport coaching. This major equips students with knowledge and skills in applied physiology, injury prevention and management, adapted coaching, talent identification and development, skill acquisition and expertise, and resistance training. Two capstone units in coach and athlete development and advanced research skills are used to provide students with opportunities to integrate the knowledge and skills accumulated across their course. The coaching science major enables students to develop the specialised sport coaching skill set to graduate as job ready in the competitive job markets of community, development and elite coaching. The coaching science major also enables students to develop strong strengths in allied areas of employment including; TID, athlete development, fitness and conditioning, personal training and skill analysis.

AHE1112	Resistance Training	12
AHE2129	Advanced Resistance Training	12
AHE3114	Sport Physiology	12
AHE3116	Social Dimensions of Sport and Exercise	12
SPE2200	Games and Sports	12
SSC2002	Prevention, Management and Recovery from Injury	12
SSC3004	Advanced Sport Coaching Research and Knowledge Transfer	
SSM2002	Career Development and Employability 1	12

## SMAHUM Human Movement

**Locations:** Footscray Park

The Human Movement major draws on a combination of social science and practical units to provide students with the foundation knowledge and skills to understand sport, exercise, health, and the body. This major is grounded in the holistic traditions of understanding human movement from a variety of critical perspectives and allows the articulation into one of several diverse minors. The human movement major will be especially exciting for students who enjoy a combination of theoretical, conceptual and hands on learning activities.

AHE3111	Sport and Social Analysis	12
AHE3116	Social Dimensions of Sport and Exercise	12
SHE3001	Social Bases of Health: Global Perspectives	12
SPE2000	Rhythmic and Expressive Movement	12
SPE2001	Major and Minor Games	12
SPE2200	Games and Sports	12
SSM2002	Career Development and Employability 1	12

## SMAOLI Outdoor Leadership Industry Internship

**Locations:** Footscray Park

For students wishing to enter the outdoor professions, the Outdoor Leadership Industry Internship major provides a unique opportunity to combine employment with study in the outdoor industry. Throughout the major, students will engage in a .4 role in an outdoor leadership organisation during the 2nd and 3rd year of their degrees. The internship major is designed to work in conjunction with their ongoing studies. Students wishing to undertake the industry internship major will be required to undertake a selection process, managed by the College of Sport and Exercise Science and the organisation offering the internship through their standard employment process, to ensure their suitability for the available internship options. This selection process will take place in the second half of the first year of study.

SOL2005	Rock Environments	12
SOL2006	River Environments 2	12
SOL2007	Alpine Environments	12
SOL2008	Outdoor Environments Practicum Specialisation	12
SOL2009	Outdoor Internship 1	24
SOL3002	Outdoor Internship 2	24

## SMAOUT Outdoor Recreation Leadership

**Locations:** Footscray Park

The Outdoor Recreation Leadership Major exposes students to a diverse range of outdoor recreational programs that not only deliver special experiences, but also provides unique learning situations that build a breadth of capabilities, including the capacity to plan, organise, and program complex outdoor recreational activities at the highest professional level. It also provides the opportunity for students to build highly valued character traits including integrity, cultural sensitivity, and psychological resilience. The course will enable students to gain employment in the fields of outdoor recreation, adventure sports, outdoor education, and corporate training.

SOL1001	Natural Environments 1	12
SOL1002	Safety in Natural Environments	12
SOL2000	Natural Environments 2	24
SOL2001	River Environments 1	12
SOL2003	Mountain Environments	12
SOL3001	Programming and Logistics in Natural Environments	12
SSM3002	Outdoor and Environmental Philosophy	12

## SMAPED Physical Education

**Locations:** Footscray Park

This major is for students wanting to fulfil the requirements for entry into the Master of Teaching to teach physical education in schools. It comprises four practical units and four sports science units.

AHE3114	Sport Physiology	12	SSM2104	Programming for Sport Development and Community Action	12
SPE1000	Movement Skill Acquisition		SSM2204	Sport Sponsorships and Partnerships	12
SPE1100	Principles of Movement Development	12	SSM2205	Sociology of Sport and Active Recreation	12
SPE2000	Rhythmic and Expressive Movement	12	SSM3103	Sport Facility Management	12
SPE2001	Major and Minor Games	12	SSM3104	Research and Evaluation in Sport	12
SPE2200	Games and Sports	12	SSM3204	Building and Sustaining Sport Participation	12
SPE3005	Perspectives On Physical Education	12	SSM3205	Sport Event Management	12
SPE3100	Psychosocial Aspects of Health and Physical Activity	12			

### SMAPES Physical Education and Sport

**Locations:** Footscray Park

This major supplements the college major (nutrition, biomechanics, psychology and kinesiology) and professional core to complete the necessary physical education units as required by the Victorian Institute of Teaching. This major equips students with knowledge and skills in physical education and sport science through discipline specific studies in sport and exercise science. Students complete units in areas including; games and sports, skill acquisition, motor development, human and exercise physiology, adapted movement, aquatics and athletics. Two capstone units are used to provide students with opportunities to integrate the knowledge and skills accumulated across their course. The physical education and sport major in conjunction with the coaching professional core represents the requisite studies for prospective physical educators preparing to enter a Master of Teaching.

AHE3114	Sport Physiology	12
SPE1000	Movement Skill Acquisition	
SPE2000	Rhythmic and Expressive Movement	12
SPE2001	Major and Minor Games	12
SPE2004	Growth and Motor Development	12
SPE2200	Games and Sports	12
SPE3005	Perspectives On Physical Education	12
SPE3100	Psychosocial Aspects of Health and Physical Activity	12

### SMASAC Sport and Active Communities

**Locations:** Footscray Park

The Sport and Active Communities Major gives attention to community sport, its relationship with elite and professional sport, and how it can be managed to optimise participant satisfaction, build sustainable communities, and deliver social utility. It also covers team-sport management, gym and exercise program administration, and community-based physical activity programming. The course thus enables graduates to enter a broad range of administrative, management, and professional-support positions in governing bodies, sport clubs, sport facilities, sport events, local government, and community welfare agencies.

SSM2103	Historical and Cultural Aspects of Australian Sport	12
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### SMASCO Sport Coaching

**Locations:** Footscray Park

The Sport Coaching major is made up of eight units that focus on the development of students coaching knowledge and skills enabling them to work at all levels of sport participation from community, school, state, national, international and professional sport settings. Students will develop a sophisticated understanding of coaching practice through studies ranging from community-based coaching to advanced units that focus on talent identification and athlete/coach development. By completing this major, students will have both a deep understanding of coaching theory and a range of practical coaching skills highly sought after in the sport workforce in roles such as sport coach and sport development officer/manager.

AHE1251	Coaching Active Communities	12
AHE2129	Advanced Resistance Training	12
AHE2250	Sport Coaching Principles	12
AHE2251	Sport Coaching Environment, Planning and Delivery	12
AHE3116	Social Dimensions of Sport and Exercise	12
SSC2002	Prevention, Management and Recovery from Injury	12
SSC2003	Sport Coaching: Applied Conditioning	12
SSC3002	Sport Coaching: Talent Identification & Development	12

### SMASPP Sport Performance

**Locations:** Footscray Park

The Sport Performance major is made up of eight units that are organised around a theme of analysing and improving performance, health and participation in sport and physical activity contexts. Students will develop their understanding of performance through studies in sport sciences including biomechanics, kinesiology, physiology, sociology, and motor control. By completing this major, students are prepared for progressing on to honours/postgraduate study in areas informed by the biological sciences.

AHE2006	Exercise Interventions for Healthy Populations	12
AHE2102	Sports Biomechanics	12
AHE2202	Functional Kinesiology	12
AHE3100	Advanced Exercise Physiology	12

AHE3101	Advanced Biomechanics	12
AHE3114	Sport Physiology	12
AHE3116	Social Dimensions of Sport and Exercise	12
AHE3126	Motor Control	12

### SMIAAE Applied Anatomy for Exercise

**Locations:** Footscray Park, St Albans

In this minor students develop knowledge and skills in regional anatomy and its application to exercise and sport science. Students will undertake studies in functional anatomy, training and conditioning and exercise prescription. This minor may provide support for further study in allied health areas such as physiotherapy and osteopathy.

RBM1100	Functional Anatomy of the Trunk	12
RBM1200	Functional Anatomy of the Limbs	12
SCL3003	Corrective Exercise Prescription and Injury Management	12
SCL3101	Advanced Training and Conditioning	12

### SMIADS Adventure Sports

**Locations:** Footscray Park

For students pursuing a career in the health, fitness, education, or outdoor industries the adventure sports minor provides the technical knowledge and skill required to operate in a range of environments. Students achieve this outcome through a combination of adventure and environment theory studies, innovative field based labs, practical skill development, and a focus on industry ready professional development students. Combined with the successful completion of their degree students are well positioned to be at the forefront of the adventure sports sector.

SOL2005	Rock Environments	12
SOL2006	River Environments 2	12
SOL2007	Alpine Environments	12
SOL2008	Outdoor Environments Practicum Specialisation	12

### SMIFIT Fitness and Conditioning

**Locations:** Footscray Park

This minor is available to students completing sport and exercise science related courses (ABHF and ABHG). Students develop knowledge and skills in fitness and conditioning, resistance training and exercise prescription outside of their specialisation in exercise and sport science. By completing this minor in combination with the core units in your course, students can apply for accreditation as an exercise instructor (gym instructor) and personal trainer with Physical Activity Australia.

SCL1001	Personal Training	12
AHE2129	Advanced Resistance Training	12
SFI2000	Group Fitness	12
SFI2001	Fitness Training Systems	12

### SMIGAM Games and Sports

**Locations:** Footscray Park

This minor is for students wanting to actively participate in practical units in the area of physical activity. Students will undertake practical classes where they will instruct others, improve their own performances, learn new skills and be able to plan and prepare activities for a range of individuals and groups.

SPE2000	Rhythmic and Expressive Movement	12
SPE2001	Major and Minor Games	12
SPE2200	Games and Sports	12
SPE3100	Psychosocial Aspects of Health and Physical Activity	12

### SMIHEA Health (Sport Science Minor)

**Locations:** Footscray Park

Being healthy is important to all of us. Our health is influenced by a range of individual and behavioural factors as well as physical and social environments. Studying health will help you to develop skills and knowledge to make decisions about your own health, inform others, and also to recognise the importance of health in society. You will also become aware of how to support and promote healthy behaviours of others. The minor in Health provides you with an understanding of the individual and societal influences on health and human development. You will study areas covering adolescent health, sexuality and relationships, social bases of health and health promotion and policy.

SHE2001	Adolescent Health	12
SHE2002	Sexuality and Relationships	12
SHE3001	Social Bases of Health: Global Perspectives	12
SHE3002	Health Policy and Promotion	12

### SMIHUM Human Movement

**Locations:** Footscray Park

The Human Movement minor draws on a combination of social science and practical units to provide students with the foundation knowledge and skills to understand sport, exercise, health, and the body. This minor is grounded in the holistic traditions of understanding human movement from a variety of critical perspectives. The Human Movement minor will be especially exciting for students who enjoy a combination of theoretical, conceptual and hands on learning activities.

AHE3111	Sport and Social Analysis	12
SPE2000	Rhythmic and Expressive Movement	12
SPE2001	Major and Minor Games	12
SSM2103	Historical and Cultural Aspects of Australian Sport	12

### SMIOUT Outdoor Recreation Leadership

**Locations:** Footscray Park

Love being outdoors, and looking for an adventure? If you want to learn about adventure with highly qualified outdoor professionals through hands on experiences in rock climbing, white water rafting, hiking, and skiing as well as develop an in-depth understanding about outdoor recreation, education and adventure sports, then

Outdoor Recreation Leadership is for you. The use of industry partnerships and critical evidence based practice to inform teaching will ensure that during the course you will learn all the skills needed to lead in the outdoors. Outdoor Recreation Leadership provides the opportunity for students to build highly valued character traits including communication, group leading, integrity, cultural sensitivity, and psychological resilience.

SOL1001	Natural Environments 1	12
SOL1002	Safety in Natural Environments	12
SOL2000	Natural Environments 2	24

### SMIPDS Professional Development in Sport and Outdoor Recreation

**Locations:**Footscray Park

The required minor provides students opportunities for professional development and offers the opportunities to learn and apply their knowledge and skills in making informed decisions on the basis of ethics, sustainability, and social responsibility. The Minor will have a distinctive appeal to students with an interest in ethics, diverse and sustainable sports provision, and building vibrant communities through sport and recreation.

SSM2002	Career Development and Employability 1	12
SSM2003	Ethics in Sport Management and Active Recreation	12
SSM3000	Inclusion and Social Responsibility in Sport and Active Recreation	12
SSM3003	Career Development and Employability 2	12

### SMIPEP Physical Education (Primary)

**Locations:**Footscray Park

Physical Education (Primary) provides you with knowledge and skills to enable participation and performance in movement and physical activities appropriate for children. You will undertake studies in Human Movement, including growth and movement development and skill acquisition and in skill activity areas including minor and major games, ball handling, fundamental motor skills, and rhythmic and expressive movement. You will develop skills to support movement competence and confidence such as fundamental movement skills, movement strategies, creatively sequencing different movements, and performing more complicated movement patterns as a foundation for lifelong physical activity participation and performance. Movement is central to physical education and you will engage in practical movement activities to support your learning.

SPE1000 Movement Skill Acquisition

SPE2004	Growth and Motor Development	12
SPE2000	Rhythmic and Expressive Movement	12
SPE2001	Major and Minor Games	12

Please note: this minor does not meet the VIT criteria for a Physical Education (Primary) major.

### SMISAC Sport and Active Communities

**Locations:**Footscray Park

The minor is designed to provide students with the knowledge and skills to manage sport and active recreation facilities, programs, services, partnerships, and participation. Students will know how to manage sport and active recreation for optimal participant satisfaction, build sustainable communities and deliver social benefits.

SSM2104	Programming for Sport Development and Community Action	12
SSM2204	Sport Sponsorships and Partnerships	12
SSM3103	Sport Facility Management	12
SSM3204	Building and Sustaining Sport Participation	12

### SMISCO Sport Coaching

**Locations:**Footscray Park

The minor provides students with the foundational skills required to coach safely and effectively at the community, domestic and representative levels. Students will develop an individual coaching philosophy and style, use relevant technology, practice coaching in controlled settings (e.g., Learning in the workplace), develop program planning skills, and how to deliver applied exercise prescription programs. This minor is planned to provide students with a balance between the theory of coaching science and practical application of key concepts.

AHE1251	Coaching Active Communities	12
AHE2250	Sport Coaching Principles	12
AHE2251	Sport Coaching Environment, Planning and Delivery	12
SSC2003	Sport Coaching: Applied Conditioning	12

### SMISPM Sport Management

**Locations:**Footscray Park

The minor is designed to provide students with the knowledge and skills to manage sport and active recreation facilities, programs, services, partnerships, and events. Students will know how to manage sport and physical activity for optimal participant satisfaction, build sustainable participation and deliver social benefits.

SSM2104	Programming for Sport Development and Community Action	12
SSM2204	Sport Sponsorships and Partnerships	12
SSM3103	Sport Facility Management	12
SSM3205	Sport Event Management	12

### SMISPP Sport Performance

**Locations:**Footscray Park

The Sport Performance minor is organised around a theme of analysing and improving performance, health and participation in sport and physical activity contexts. Students will develop their understanding of performance through studies in sport sciences including biomechanics, kinesiology, physiology, and motor control.

AHE2102	Sports Biomechanics	12
AHE2202	Functional Kinesiology	12

AHE3114	Sport Physiology	12
AHE3126	Motor Control	12

### **SMISSC Advanced Sport Science**

**Locations:** Footscray Park

This minor is available to students completing sport and exercise related (ABHG) courses. The minor enables students to develop knowledge and skills in sports science disciplines outside of their specialisation in exercise and sport science. It offers studies in sport biomechanics, functional kinesiology, exercise interventions and sport physiology. The minor also provides for the development of a major study, with completion of a further four units of study in these areas.

AHE2102	Sports Biomechanics	12
AHE2202	Functional Kinesiology	12
AHE2006	Exercise Interventions for Healthy Populations	12
AHE3114	Sport Physiology	12

# UNITS

## AHE1251 Coaching Active Communities

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** Community sports coaches play a critical role in providing opportunities for sport participants to develop motor skills, physical health, and psychosocial skills. In particular, the community sports coach can have a significant impact on participants' enjoyment of sport. Furthermore, the contemporary epidemic of inactivity and obesity in Australia means there is potential for community sports coaches to have a significant impact in this area in the future. This unit enables students to gain knowledge and experience working as a community sports coach. Students also gain skills in how to work with volunteers, parents, other coaches, and sporting clubs/organisations.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Conceptualise the role of community sports coaches, and the significance of community sport programs in Australian society;
2. Analyse, discuss and work with diverse populations and groups including children and adolescents, as well as parents, officials, volunteers, fellow coaches, sporting clubs and organisations, stakeholders, and the community;
3. Plan and deliver sport training programs that focus on basic skill development, psychosocial development, physical activity, and enjoyment; and
4. Evaluate their own and others' sport coaching performance.

**Class Contact:** Class 3.0 hrs Includes 2 experiential sport coaching sessions in the community.

**Required Reading:** Selected readings will be made available via the unit VU Collaborate site.

**Assessment:** Report, Community Coach in Action, 25%. Portfolio, Community Coaching Resource Portfolio, 35%. Practicum, Practice-Integrated Learning, 40%.

## AHE2005 Nutrition and Diet for Exercise and Physical Education

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit provides an introduction to nutrition for health, exercise and sports performance. It enables students to understand the roles of the main nutrient groups, as well as various vitamins, minerals and nutritional supplements and ergogenic aids for the promotion of healthy living, prevention of chronic lifestyle-related diseases and enhancement of exercise and sport performance and recovery. Students study the influences of various diets and eating patterns on conditions such as overweight/obesity, and a diverse range of lifestyle disease. Students will understand the inter-relationships between nutrition and exercise in terms of energy balance, disordered eating and body composition assessment methods.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Articulate the scopes of practice of exercise and sport scientists, nutritionists and dietitians in Australia with regards to nutrition;
2. Evaluate evidence-based recommendations for food and nutrient intakes for health and wellness throughout the lifespan, including regulation of body mass and composition, and sport and exercise performance enhancement;
3. Critically analyse nutrition information derived from both popular media sources and scientific research (peer-reviewed journal articles) in the appraisal of topical and recurring trends and practices in nutrition; and,
4. Demonstrate assessment of food and nutrient intake using common methods, and interpret results; and

**Class Contact:** Class 3.0 hrs

**Required Reading:** Selected readings will be made available via the unit VU Collaborate site.

**Assessment:** Project, A self-investigation of food and nutrient intake, 20%.

Presentation, Presentation of research paper topic (group), 20%. Essay, Research paper discussing selected topical areas in food and nutrition, 35%. Test, Online test, 25%.

## AHE2006 Exercise Interventions for Healthy Populations

**Locations:** Footscray Park.

**Prerequisites:** SCL1002 - Exercise Physiology or RBM1528 - Human Physiology 2

**Description:** This unit discusses the design and delivery of exercise and physical activity services for apparently healthy individuals, including athletes. Students develop an understanding of client-centered exercise delivery, and the challenges of behaviour change that are often needed for lifelong participation in exercise and physical activity. The unit investigates how variables including the client's history of exercise, physical activity and injury, the client's goals, likes and dislikes, barriers and opportunities (eg. sociocultural, socioeconomic factors, socio-psychological, environmental), and the client's current exercise and functional capacities affect program prescription and uptake. Students learn the importance of cultural competence in the design and delivery of services. Students also develop hands-on expertise to conduct needed, appropriate assessments within the physical health-domain comprising of the major components of health-related physical fitness, in addition to the neuromotor components of balance, agility and coordination of adults. Students develop critical thinking skills to analyse the collected base-line assessment results, based on the functional capacities of clients and how these capabilities compare with normative data that can be used to plan, design and compose individualised exercise interventions. Students are exposed to the importance of developing a safe and effective demonstration and leadership of appropriate exercises and training regimes.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Understanding the health consequences of physical inactivity and sedentary behaviour to decide whether to apply client-centered exercise testing, prescription & delivery after pre-participation screening showed no identification of known, diagnosed cardiovascular, metabolic and / or renal (CMR) diseases or signs and/or symptoms suggestive of CMR diseases that might necessitate potential referral to a health care provider for further testing, thereby reducing potential barriers to the adoption of PA, prior to initiation of an exercise program;
2. Devise appropriate exercise interventions that consider clients' current level of physical activity, goals, physical activity preferences, needs, barriers and motives for physical activity;
3. Select and conduct exercise assessment methods and procedures that are appropriate to clients' needs, goals and behaviours and being able to modify the exercise prescription based on clients' adverse physiological responses, and signs and symptoms suggestive of CMR disease during physical exertion;
4. Select and apply safe, client-centred exercise limits, including appropriate and effective intensity ranges for physical activity and exercise; and,
5. Design, compose and implement sound and sensible exercise and physical activity interventions that consider basic training principles and address the basic principles of exercise program design and basic elements of exercise prescription i.e. mode, intensity, duration, frequency, volume, pattern and progression of exercise.

**Class Contact:** Class 1.0 hr Lab 2.0 hrs

**Required Reading:** Gibson, A.L., Wagner, D.R & Heyward, V.H. (2019) 8th ed Advanced Fitness Assessment and Exercise Prescription Human Kinetics Powers, S.K and Dodd, S. (2017) 7th ed Total Fitness and Wellness. The Mastering Health

edition Elsevier Check VU Collaborate for other texts available through close reserve, Library services.

**Assessment:**Test, Online Quizzes x 3 - Weeks 2 & 3, 15%. Case Study, (Part 1) Case study - formal report and interpretation of a client case performance and proposed exercise program, 35%. Case Study, (Part 2) Recorded Video - video evidence of selected tests, 10%. Practicum, (Part 1) Observation Checklist - demonstration of practical skills, 10%. Practicum, (Part 2) Analysis of Case Study - clinical reasoning & analysis of hypothetical case study scenario, 30%. Hurdle 1: To gain an overall pass in this unit students must attend and complete 80% of the Lab sessions (Complies with compulsory NUCAP requirement).

## AHE2102 Sports Biomechanics

**Locations:**Footscray Park, External sporting organisations as advised by lecturer or organised by students.

**Prerequisites:**AHE1202 - Biomechanics or NEF1102 - Engineering Physics 1

**Description:**In this unit, students further develop the analytical skills learned in first year biomechanics and apply these skills to real-world sporting applications. Using qualitative and quantitative biomechanical analysis skills, cameras and analysis software, biomechanical principles are used to evaluate the strengths and weaknesses of an individual's technique. Students perform a research-based analysis and a servicing-based report for an athlete to explore both the scientific aspect of sports biomechanics as well as the applied component where this data needs to be condensed and presented in a coach/athlete friendly way. Students also explore high level lab-based technologies to explore the forces and motions in sports skills, balance and injury.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Clarify the role of sports biomechanics and recognise and distinguish its relationship with complementary roles;
2. Employ professional judgement to apply appropriate methods to set up, record, analyse and interpret sports skills;
3. Scrutinise and assess the athletic performance of skills by applying biomechanical principles to provide servicing for the enhancement of technique;
4. In collaboration with others, demonstrate responsibility and accountability for own learning and professional practice; and
5. Present a clear coherent and independent exposition of knowledge and ideas to differentiated audiences (specifically sporting and scientific).

**Class Contact:**Class3.0 hrLab3.0 hrsThe lab can be timetabled on any day in week 1 - prefer first or second day.

**Required Reading:**No texts are formally required. Each lecture is linked and/or supported by 2-3 text books. These are detailed in the lecture notes and unit guides

**Assessment:**Test, 2 x quizzes (10% each), 20%. Test, Practical skills test, 30%. Project, Report, abstract and presentation, 50%. Hurdle 1: To gain an overall pass in this unit students must attend and complete 80% of the laboratory sessions. Hurdle 2: Successful completion of practical skills test.

## AHE2127 Motor Learning

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit aims to develop an integrated understanding of the process of motor learning and motor skill performance. The learning and performance of different motor skills, factors influencing motor learning, and the application of approaches to motor learning and motor skill performance will be explored to provide an appreciation of the theoretical, practical, and research features of motor learning.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Compare direct and constraints-led approaches to motor learning;
2. Create solutions to common motor learning situations by formulating principles related to effective learning of motor skills;
3. Assess motor learning and skill performance and integrate findings to reflect on effective approaches to motor learning;
4. Analyse results from practical motor learning activities and evaluate findings.

**Class Contact:**Class3.0 hrs

**Required Reading:**Spittle, M, 2013 Motor Learning and Skill Acquisition: Applications for Physical Education and Sport Melbourne: Palgrave Macmillan.

**Assessment:**Other, MindMap, 10%. Test, Tests, 20%. Assignment, Practical laboratory report, 40%. Assignment, Guided inquiry report, 30%.

## AHE2129 Advanced Resistance Training

**Locations:**Footscray Park.

**Prerequisites:**AHE1112 - Resistance Training

**Description:**This unit of study deals with the research-based knowledge and contemporary practice of advanced resistance training conditioning for healthy and athletic populations. Students gain practical experience in powerlifting, Olympic lifting, and associated accessory and supplemental exercises (e.g., plyometrics and other speed/power movements) under the broad umbrella of resistance training. The mechanics of weightlifting and applied coaching is covered extensively in practical classes. Students practice and implement testing procedures for assessment of muscular strength and power, and utilise modern methodology (LPTs) to analyse movement and quantify biomechanical variables and training loads. Advanced training periodisation is covered in depth and students will make use of these training load data in planning and developing resistance exercise programmes.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Appraise and report current applied and research-based literature relating to a given resistance training system;
2. Demonstrate advanced resistance training exercises, and critically evaluate, identify and solve problems in client conduct of these exercises;
3. Apply muscular strength and power testing and screening methodologies and analyse and extrapolate findings in both applied and research settings;
4. Formulate resistance training programs for healthy and athletic populations on the contextualised basis of testing outcomes and literature.

**Class Contact:**Class1.0 hrLab2.0 hrs

**Required Reading:**Selected readings will be made available via the unit VU Collaborate site.

**Assessment:**Test, Skills Test - Application of knowledge surrounding movement screening methodologies, 10%. Assignment, Programming Assignment - Development and analysis of physical requirements in a personalised healthy individual scenario, 30%. Test, Demonstrate knowledge underpinning the theories of advanced resistance training, 20%. Practicum, Practical demonstration of powerlifting and/or Olympic lifting and associated coaching cues, 40%. Hurdle: To gain an overall pass in this unit students must attend and complete 80% of the laboratory and classroom sessions.

## AHE2202 Functional Kinesiology

**Locations:**Footscray Park.

**Prerequisites:**AHE1101 - Structural Kinesiology

**Description:**This unit focuses on the structure and function of major joints and muscles of the human body, applying concepts of biomechanics, anatomy and musculoskeletal tissue physiology to understanding a movement as relevant to exercise and sport science. Theory and practical classes emphasise understanding

functional kinesiology through applied examples and practical classes undertaking various exercise modalities (e.g. movement preparation, stretching, sprinting, movement-specific accessory resistance exercises), in order to learn and apply functional kinesiology knowledge and skills to movement; and appropriately coach and prescribe for prehabilitation, rehab, health and wellness, and exercise/sports performance.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Interpret the structure and function of the components of the human musculoskeletal system;
2. Review the causes and consequences of various impairments to the musculoskeletal system;
3. Investigate the techniques used for kinesiological analysis and identify applications and limitations;
4. Analyse the findings of functional kinesiology research; and
5. Qualitatively analyse movement patterns and describe joint and muscle actions.

**Class Contact:** Class 2.0 hrs Lab 1.0 hr

**Required Reading:** Selected readings will be made available via the unit VU Collaborate site.

**Assessment:** Test, Two (15% and 20%) short progressive tests on musculoskeletal system structure and function, 35%. Other, Online journal article analysis, 20%. Project, Qualitative movement analysis written report (25%; done individually) and group presentation (20%), 45%. Hurdle: To gain an overall pass in this unit students must attend and complete at least 80% of all classes and laboratory sessions.

## AHE2250 Sport Coaching Principles

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit positions students to more capably respond to local, national and international sport coaching trends. Students are required to take a broad holistic stance in developing their understanding of what constitutes sport coaching and related theories and methods. Students acquire relevant knowledge of national and international trends in coaching principles and intentionally apply this knowledge to the development of their own micro (local) coaching perspectives, philosophies, goals and behaviours. Students are familiarised with the scope and depth of the Australian and International sport coaching landscape including significant benchmark organisations such as UK Sport Coach, European Sport Union and Canada Sport Coach. Similarly the unit examines the roles of national stakeholders and pillar organisations. These include: Government involvement, Sport Australia, National Sporting Organisations, the Community Club System, Universities/TAFE providers and External Agencies. Furthermore, in terms of equipping students to meet the expected career challenges, foundational knowledge and theory of sport coaching is strongly emphasised. Attention is also paid to the historical roots of sport coaching and historical trends that have shaped contemporary sport coaching. In helping to establish students as reflective practitioners overarching issues that inform coach knowledge and practice are investigated and viewed from a holistic perspective. As such, trends in sport science, communication, professionalisation of coaching, professional development, diversity, excellence, community coaching, and coaching ethics are examined.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Recognise the multidimensional issues that shape coaching thinking and behaviour including; sport science, communication, professional development, diversity, excellence, professionalisation of coaching, and ethics;
2. Recognise, understand and apply sport coaching theories;
3. Have developed and consolidated their concept of what sport coaching is, including the development of a

4. Be able to identify and compare decisive figures and influences that have shaped the history of sport coaching in Australia;
5. Be familiar with the governing structure and mandatory requirements of sport coaching in Australia and internationally;
6. Possess a fundamental understanding of sport science and sport coaching research skills; and

**Class Contact:** Class 3.0 hrs

**Required Reading:** Selected readings will be made available via the unit VU Collaborate site.

**Assessment:** Project, Development of short, medium and longer versions of Coaching Philosophy, 25%. Report, Practice Integrated Learning - A written report comparing the science vs art of coaching, 20%. Portfolio, Compilation and presentation of e-portfolio inclusive of specific reflections, 30%. Test, Team based quizzes x 3 (5, 10, 10%), 25%.

## AHE2251 Sport Coaching Environment, Planning and Delivery

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** In this unit, students are encouraged to engage with the many challenges that confront sport coaches at all levels, with a particular focus on professional and performance coaching. Because sport coaching is largely action based, students are challenged to deconstruct the lived experience of coaching. Ongoing professional development, critical thinking, and working with others are themes threaded throughout the unit. In relation to the pragmatics of coaching, this unit will help coaches to actively build their professional competence. Hence a specific focus is placed on program planning, communication skills and delivery style, management skills, ethical and legal obligations, business and financial considerations, and research and computer skills.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Articulate the underlying principles of periodised planning and create their own periodised plan using Visual Coaching Pro on-line program;
2. Locate, understand, and critically evaluate sport coaching research;
3. Create and deliver a professional oral presentation to an audience of their peers using electronic media;
4. Communicate and work professionally with others; and
5. Employ safe coaching principles and identify legal obligations.

**Class Contact:** Class 3.0 hrs

**Required Reading:** Selected readings will be made available via the unit VU Collaborate site.

**Assessment:** Test, Session 3: On-line quiz (supervised), 20%. Test, Session 7: On-line quiz (supervised), 20%. Assignment, Program development and planning assignment, 30%. Presentation, Group Case Study Presentation, 30%.

## AHE3100 Advanced Exercise Physiology

**Locations:** Footscray Park.

**Prerequisites:** SCL1002 - Exercise Physiology or RBM1528 - Human Physiology 2

**Description:** In this unit students gain an in-depth understanding of the physiological mechanisms involved during the acute responses to exercise and chronic adaptations to training. The unit focuses on the mechanisms responsible for the adaptations of the various systems (i.e. cardiovascular, respiratory, metabolic, endocrine, and neuromuscular) of the human body as a result of exercise and training interventions undertaken in both normal and extreme environmental conditions. The unit also examines the impact of the physiological adaptations induced by exercise and training interventions on human health and human performances. Students are introduced to advances in the different sub-disciplines of exercise physiology,



including molecular physiology, metabolism, cardiovascular and respiratory physiology, and neuromuscular physiology. During the practical classes, students are familiarised with the laboratory techniques used to measure acute responses to exercise and chronic adaptations of the various systems and training interventions in both normal and adverse conditions (heat and hypoxic conditions are created in the environmental exercise laboratory).

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Apply understanding of the physiological mechanisms to gauge the acute responses to exercise and chronic adaptations to training;
2. Evaluate the role played by the responses of the different systems on human health and human performances;
3. Analyse, interpret, and discuss results from exercise physiology experiments; and
4. Critically analyse and synthesise scientific literature in exercise physiology and effectively communicate findings to diverse audiences.

**Class Contact:** Class 3.0 hrs

**Required Reading:** Selected readings will be made available via the unit VU Collaborate site.

**Assessment:** ICT (Wiki, Web sites), Sports Science Blog, 30%. Exercise, Laboratory Workbooks, 40%. Presentation, Group Conference Presentation, 30%. Hurdle 1: To demonstrate development of skills required by the accrediting body, Exercise and Sport Science Australia (ESSA), students are required to attend and complete 80% of laboratory sessions to gain an overall pass in the unit.

### AHE3101 Advanced Biomechanics

**Locations:** Footscray Park, (Biomechanics Laboratory) ..

**Prerequisites:** AHE2102 - Sports Biomechanics AHE1202 - Biomechanics

**Description:** This unit aims to develop an understanding of advanced biomechanics topics and methods with a focus on gait and posture control in adults, children and specific populations (eg ageing). Using interfaced forces plates, digital video cameras and 3D movement analysis systems, experience is gained in the collection and analysis of external and internal forces, angular and linear kinematics, and muscle activation. Other advanced analysis techniques are integration using digital methods, inverse dynamics from ground reaction forces and anthropometric constants, centre of pressure, friction and slipping. Impulse momentum relationships and leverage are studied using high-impact activities such as running, jumping and lifting.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Determine motions of the body during typical activities, and quantify the forces acting on the body during movement;
2. Gauge the scope and limitations of different experimental and analytical techniques used to quantify human movement, interpret motion data accurately, and evaluate studies of human movement; and
3. Utilise the analytical skills necessary to perform a biomechanical analysis of human movement.

**Class Contact:** Lab 3.0 hrs

**Required Reading:** To be advised by lecturer.

**Assessment:** Test, Class test (2 x 10%), 20%. Report, Laboratory report based on the experimental results and associated literature for kinematic and kinetic analysis., 25%. Project, Group research project - write a report and present to the class utilising own experiment to gather quantitative biomechanical data, 30%. Examination, End of semester - multiple choice, 25%. Hurdle: To gain an overall pass in this unit students must attend and complete 80% of the laboratory sessions.

### AHE3111 Sport and Social Analysis

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit takes as its major focus the nature of sport, leisure, human movement and sport science in Australia. Analysis of these is informed by poststructuralism, feminism, cultural studies and social history. These approaches are linked by a common concern to adopt a critical perspective in which the inequalities of class, gender, sexuality, race, ethnicity, disability and age are revealed to be central to any attempt to understand sport. In terms of implementing change, it is argued that these fields represent an arena for struggle as they occupy a contradictory position in Australia. This provides the opportunity to reinterpret and reformulate the positioning, meanings and opportunities available in sport and leisure.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Employ poststructuralism, feminism, cultural studies and social history to analyse subject matter in violence, gender, race / ethnicity and economy in sports;
2. Critically review, in writing, both current sociologically informed, and popular, perspectives related to violence, gender, race / ethnicity and economy in sports;
3. Apply critical thinking and professional judgement to assess discourses about major sociological topics; and
4. Present a clear, coherent oral exposition critiquing current understanding on a topic utilising an identified theoretical approach from sociology.

**Class Contact:** Class 3.0 hrs

**Required Reading:** Cookley, J, Hallinan, C, & McDonald, B 2011, 2nd ed, Sport in society 2: Sociological Issues and Controversies, Australia: McGraw-Hill.

**Assessment:** Test, Quiz 1, 20%. Test, Quiz 2, 20%. Assignment, Fieldwork assignment, 30%. Presentation, Class presentation, 30%.

### AHE3114 Sport Physiology

**Locations:** Footscray Park.

**Prerequisites:** SCL1002 - Exercise Physiology

**Description:** In this unit students will understand the importance of exercise physiology in sport and exercise performance, including elite sports and recreational exercise. This unit focuses on: the physiological requirements of sport, the importance of physiological systems in athlete performance; and the principles underlying physiological exercise testing from both a theoretical and practical perspective, with an emphasis on sports specificity and field-based and laboratory-based testing. Practical sessions require students to administer and interpret exercise tests that are fundamental to sport physiology including: maximal oxygen consumption, agility, speed, muscle strength and power testing. Students gain an understanding of how exercise training is monitored as well as practical experience using state-of-the-art technology (global positioning systems and accelerometers). This unit discusses the value of quality data collection, analysis and interpretation and how to communicate this information to coaching staff and athletes.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Construct appropriate physiology-based testing protocols for different athletes and teams and justify their appropriateness;
2. Collect and analyse results from a range of sport specific tests putting them into the context within the scientific literature;
3. Employ evidence based problem solving in current physiological topics in the current scientific literature and communicate the outcomes; and
4. Explain the theoretical background for athlete testing and training and strategies to enhance performance.

**Class Contact:** Class 3.0 hrs Lab 3.0 hrs Tutorial 3.0 hrs Workshop 3.0 hrs The class in session 8 is on Whitten Oval so it doesn't need the Basketball Court.

**Required Reading:**Tanner, RK & Gore, CJ 2012, 2nd edn, Physiological tests for elite athletes, South Australia: Human Kinetics.

**Assessment:**Test, A series of short answer tests covering practical and theoretical knowledge, 25%. Assignment, Written assignment requires the analysis, interpretation and presentation of data regarding athlete testing (Part A: Analysis Part B: Interpretation), 40%. Practicum, Practical skills examination, 35%. Hurdle 1: To gain an overall pass in this unit students must attend and complete 80% of the practical sessions.

### AHE3115 Clinical Exercise Practice 1

**Locations:**Footscray Park.

**Prerequisites:**AHE2006 - Exercise Interventions for Healthy Populations

**Description:**This unit is designed as the first part of a Capstone project taken by students in the final year of the ABHE program. It is designed to consolidate the students' undergraduate clinical training via an advanced professional work placement and a reflective, evidence-based analysis of this placement. The placement aspect of this unit introduces students to the professional roles of clinical exercise physiologists and offers perspectives on the roles of other team members in rehabilitation processes. Students have opportunities to observe clinical exercise professionals in the design, implementation and evaluation of exercise and physical activity programs, and learn about the equipment, facilities and program planning used in exercise delivery for clinical populations. Students have opportunities to practise exercise science in the service of apparently healthy individuals. Students are supervised in the workplace by an approved supervisor, with additional mentoring by university staff. Under supervision, students practise with actual clients and document their learning experiences under the ESSA practicum category of 'apparently healthy' category. The theoretical aspect of the second unit (SCL3002) includes a critical reflection of the placement, informed both by theoretical knowledge from the disciplines of physiology, biomechanics, motor control, anatomy, psychology, sociology, and ethics, and professional knowledge from resistance training, exercise interventions, first aid and career and professional development.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to: 1. Critically apply skills and knowledge acquired in clinical exercise studies to a professional setting involving exercise interventions with apparently healthy populations; 2. Collect and interpret data discriminating between clinical and functional (eg exercise capacity) outcomes; 3. Evaluate exercise and physical activity interventions with an emphasis on the graduated transfer from client dependence to self-management within this group/community; 4. Identify and critically review the ethical and legal responsibilities regarding the provision of clinical exercise services; 5. Use evidence bases to construct a synthesis of different approaches in the design and provision of clinical exercise services for apparently healthy individuals/populations; and 6. Devise and evaluate effective and personal self-marketing strategies.

**Class Contact:**Class 1.0 hr Lab 2.0 hrs Supervised placement: 140 hours; not necessarily in one block or at one institution.

**Required Reading:**ACSM 2014, 9th edn, ACSM's guidelines for exercise testing and prescription, Philadelphia, PA: Lippincott, Williams & Wilkins. ACSM 2014, 4th edn, ACSM's health related physical fitness assessment manual, Lippincott Williams & Wilkins Heyward, V.H., 2010, 6th edn, Advanced fitness assessment and exercise prescription, Human Kinetics Champaign, IL

**Assessment:**Examination, Theory Placement Readiness Exam (hurdle), 7.5%. Examination, Practical Placement Readiness Exam (hurdle), 7.5%. Assignment, An achievement-focused career profile and self-marketing assignment, 15%. Portfolio,

140 hour placement record of engagement, and training and reflective portfolio for 3 clients regarding efficacy of 10-20+ hours exercise training, 70%. Hurdle 1: To demonstrate skills required for professional registration with Exercise and Sport Science Australia (ESSA) students must pass both the theory and practical readiness exams with scores of at least 50% to pass this unit. Hurdle 2: To gain an overall pass in this unit students must attend and complete 80% of the tutorial classes. The hurdle tests must be completed before the student commences placement.

### AHE3116 Social Dimensions of Sport and Exercise

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**Students have the opportunity to investigate current social factors that have a bearing on participation in exercise and sport and its potential health benefits. Factors that may enhance participation or those that may be barriers include: age, gender, sexual orientation, ability/disability, socioeconomic status, religion and race/ethnicity. Professionals in the fields of teaching, coaching, exercise prescription and therapy, as well as management and policy-making need to be sensitive and responsive to participants, 'clients' or employees from a number of different cultural backgrounds, with their respective attitudes and beliefs about the body, male/female relations, etc.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to: 1. Explain sociological perspectives of sport and exercise; 2. Contrast different perspectives in sociology of sport about socialisation, media, gender, youth sports, race and ethnicity and globalisation; 3. Critically use and analyse documents and other materials in the field of sport sociology; 4. Locate, discuss and critically analyse aspects of sport and exercise from a sociological perspective; 5. Utilise sociological method and inquiry to inform individual practice and challenge the construction of one's own beliefs in relation to sport and exercise in society; and 6. In collaboration with others, demonstrate responsibility and accountability for own learning through a coherent oral presentation.

**Class Contact:**Class 3.0 hrs

**Required Reading:**Cookley, J, Hallinan, C & McDonald, B 2011, 2nd edn, Sports in society: issues and controversies in Australia and New Zealand, Australia: McGraw-Hill. All other class materials, including tutorial readings, tutorial questions and other information will be available on the online learning platform.

**Assessment:**Test, Online Quiz, 15%. Essay, Assignment, 30%. Presentation, Debate, 30%. Test, In Class Test, 25%.

### AHE3120 Exercise Science Career Development

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit is designed as the first part of a Capstone project taken by students in their final year of their program. It is designed to consolidate the students' undergraduate training via an advanced professional work placement and a reflective, evidence-based analysis of this placement. The placement aspect of this unit introduces students to professional roles and offers perspectives on the roles of other team members in the professional setting. Students observe exercise professionals in the design, implementation and evaluation of exercise and physical activity programs, and learn about the equipment, facilities and program planning used in exercise delivery for healthy populations. Students have opportunities to practise exercise science in the service of apparently healthy individuals. Students are supervised in the workplace by an approved supervisor, with additional mentoring by university staff. The theoretical aspect of the second unit (AHE3200) includes a

critical reflection of the placement, informed both by theoretical knowledge from the disciplines of physiology, biomechanics, motor control, anatomy, psychology, sociology, and ethics, and professional knowledge from resistance training, exercise interventions, first aid and career and professional development. This unit is designed to support students to obtain positive career outcomes by following a career development model. It will equip them to be proactive and strategic in career planning, aware of the variety of exercise and sport science career outcomes and to develop self-understanding to enable them to target their career actions.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Demonstrate knowledge about career opportunities for the current and future job market in the field of exercise and sport science;
2. Establish and advance employment opportunities through application of a range of career strategies and lifelong job hunting skills;
3. Devise and evaluate effective and personal self-marketing strategies;
4. Exercise independent critical thinking, practices and judgements and reflect within the career placement at the workplace setting;
5. Utilise current business communication skills and practices to become an effective communicator; and
6. Relate theoretical knowledge and skills to the workplace by undertaking a career placement in a responsible, accountable and collaborative manner.

**Class Contact:** Class 3.0 hrs Supervised placement: 140 hours; external to the classroom extending beyond the block timeframe.

**Required Reading:** - Career and Professional Development Guidelines - Career and Professional Development Report Writing Guidelines - Exercise Science Career Development Unit Resources Handbook

**Assessment:** Assignment, Analysis of position description and production of a targeted cover letter, an achievement-focused resume and creation of a LinkedIn Profile, 30%. Case Study, Interview a new network professional and incorporate findings using SAR responses in a mock interview presentation, 20%. Report, Completion of a 140 hour career placement and professional report, 50%.

### AHE3125 Applied Exercise Psychology

**Locations:** Footscray Park.

**Prerequisites:** SCL1003 - Exercise and Sport Psychology

**Description:** This unit will provide the student with an understanding and critical analysis of the role of psychological principles in exercise from an applied perspective. It will enable students to understand how to plan and anticipate outcomes of evidence based physical activity/exercise interventions. This unit utilises psychological theory to explain causes and correlates of exercise adherence and exercise avoidance. The unit builds on Exercise and Sport Psychology (SCL1003) to examine psychological interventions, and demonstrate the utility of exercise psychology models in enhancing adherence to exercise programs for the clinical treatment of patients or clients. Within the unit students will develop an evidence-based exercise intervention. Facilitators and barriers to participation are also explored.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Synthesise knowledge to devise an evidence-based, theoretically sound exercise/physical activity program in order to prevent and/or rehabilitate (injuries, disorders and diseases);
2. Investigate and apply psychological theories to improve the effectiveness of an exercise program for health, increase the likelihood of exercise adherence, and/or reduce sedentary behaviour in a range of settings, including community and rehabilitation settings;
3. Analyse the benefits of exercise/physical activity, particularly benefits for mental health;
4. Collaborate

with others to produce a persuasive, professional presentation which details an evidence-based exercise/physical activity intervention

**Class Contact:** Class 3.0 hrs

**Required Reading:** Selected readings will be made available via the unit VU Collaborate site.

**Assessment:** Presentation, Collaborative presentation, 25%. Report, Individual report, 45%. Test, Online Quizzes x 3, 30%.

### AHE3126 Motor Control

**Locations:** Footscray Park, City Flinders.

**Prerequisites:** Nil.

**Description:** This unit of study introduces students to the neuro-mechanical basis of the control of human movement as it relates to exercise and sport, at the central, spinal and peripheral levels of the nervous system. Areas covered are: movement physiology (brain, muscle and spinal control), movement control (gait, reaching, vision, fatigue), development and aging and atypical control, movement representation in the brain and the neural correlates of learning and plasticity.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Articulate the basic mechanisms by which human movement is controlled by the central and peripheral nervous system;
2. Integrate knowledge of motor control with that already acquired in anatomy, physiology, biomechanics and motor learning to examine human motor skill performance;
3. Appraise and interpret research in the area of human motor control; and
4. Synthesise empirical journal articles and communicate the findings in written form.

**Class Contact:** Lab 3.0 hrs

**Required Reading:** Rosenbaum, D.A. (2010). 2nd Ed. Human Motor Control, San Diego, USA: Academic Press / Elsevier

**Assessment:** Assignment, Major assignment topic definitions, 15%. Assignment, Major assignment, 40%. Examination, Online quizzes, 15%. Examination, Final exam, 30%.

### AHE3200 Professional Ethics

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit is designed to develop students' awareness and appreciation of the ethical dimensions of sport, exercise and sport science, coaching/teaching, and sport management. It develops students' ability to analyse critically the interventions, issues, practices and relationships within sport and exercise-related professions so that students' conduct will be ethically informed. Special attention will be paid to the development of ethical reasoning and its practical application to topics such as: doping and illicit drugs, coaching and children's rights as well as diversity and anti-discrimination (e.g., gender, sexuality, race, ethnicity, religion, disability, athlete welfare and development). The (Capstone) unit culminates with a collaborative group presentation that explores the ethical, legal and professional underpinnings and implications of best practice in sport and exercise-related industries.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Analyse critically sport and exercise-related interventions, issues, practices and relationships;
2. Evaluate ethically sport and exercise-related cases; and,
3. Construct an evidence and principle-based framework for best practice in sport and exercise-related professions.

**Class Contact:** Class 3.0 hrs

**Required Reading:** Selected books and book chapters will be made available via the unit VU Collaborate site.

**Assessment:** Test, Unit test, 20%. Project, Capstone Written Project Individual (1200 words), 40%. Presentation, Capstone Presentation Project- collaborative group (1200 words equivalent), 40%.

### AHE3219 Adapted Physical Education

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit provides students with an opportunity to investigate the importance of advocacy in the field of physical education, physical activity and sport science. It will require students to utilise literature related to inclusive practice and evaluate this in a practical setting.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Communicate a coherent and independent exposition of core knowledge of physical education, physical activity and values of health and advocacy in written form;
2. Critically analyse and review theoretical knowledge and practices and adapt these to develop innovative programs with school aged children in physical activity settings;
3. Investigate and analyse a variety of physical education and related issues to develop professional approaches to address specific issues when working with school aged children in physical activity settings;
4. Exhibit professional, ethical and socially sensitive judgements by adapting knowledge and skills to make inclusive and culturally relevant outcomes to physical activities; and
5. Integrate a broad technical and theoretical knowledge of physical education, physical activity, exercise and sport science and investigate the notion of advocacy in this context.

**Class Contact:** Workshop 2.0 hrs 1 x 6 hr pre-semester seminar

**Required Reading:** Selected readings will be made available via the unit VU Collaborate site.

**Assessment:** Report, Investigative report, 30%. Poster, Poster, 20%. Practicum, Plan, Deliver, Reflect upon Physical Activity sessions, 50%.

### AHE5901 Minor Thesis (Full-Time)

**Locations:** Footscray Park, Via clinical placements.

**Prerequisites:** Nil.

**Description:** This unit enables students to critically analyse and reflect on knowledge and skills gained in previous studies to research, investigate and develop new knowledge. Students work independently to introduce a topic, formulate an investigation, draw conclusions and submit a suitably formatted thesis or performance. The thesis would normally be assessed by at least two expert examiners from an appropriate area of expertise. At the beginning of semester students may be required to attend some lectures.

**Credit Points:** 48

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Demonstrate an integrated and comprehensive understanding of literature relating to an approved topic;
2. Critically analyse and reflect on information and research with the aim of contributing to a new body of knowledge or practice;
3. Interpret and disseminate research information to a range of informed and lay audiences; and
4. Utilise specialised cognitive and technical skills to independently plan, design and produce a minor research thesis.

**Class Contact:** Independent research in addition to regular meetings with the student's supervisor(s).

**Required Reading:** Selected readings will be made available via the unit VU

Collaborate site.

**Assessment:** Thesis, The thesis will normally be assessed by at least two expert examiners from an appropriate area of expertise (10-12,000 word limit), 100%.

### AHE5902 Minor Thesis (Part-Time)

**Locations:** Footscray Park, Via clinical placements.

**Prerequisites:** Nil.

**Description:** This unit enables students to critically analyse and reflect on knowledge and skills gained in previous studies to research, investigate and develop new knowledge. Students work independently to introduce a topic, formulate an investigation, draw conclusions and submit a suitably formatted thesis or performance. The thesis would normally be assessed by at least two expert examiners from an appropriate area of expertise. At the beginning of semester students may be required to attend some lectures.

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Demonstrate an integrated and comprehensive understanding of literature relating to an approved topic;
2. Critically analyse and reflect on information and research with the aim of contributing to a new body of knowledge or practice;
3. Interpret and disseminate research information to a range of informed and lay audiences; and
4. Utilise specialised cognitive and technical skills to independently plan, design and produce a minor research thesis.

**Class Contact:** Independent research in addition to regular meetings with the student's supervisor(s).

**Required Reading:** Selected readings will be made available via the unit VU Collaborate site.

**Assessment:** The thesis will normally be assessed by at least two expert examiners from an appropriate area of expertise. Thesis, The thesis will normally be assessed by at least two expert examiners from an appropriate area of expertise (10-12,000 word limit), 100%.

### AHX5501 Sport Community Partnerships

**Locations:** City Flinders.

**Prerequisites:** Nil.

**Description:** This unit examines the ways in which sport organisations may partner and collaborate with other organisations to achieve mutually beneficial outcomes. These partnerships and collaborative arrangements will range from commercial agreements to partnerships with non-profit community-based organisations. Attention will be given to the different forms these arrangements may take, and the specific outputs arising from these arrangements. Students will be expected to contribute to case study discussion and provide examples of innovative arrangements for specific sport associations.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critique theories of sport stakeholder synergies for developing sport partnerships;
2. Analyse sport partnership developments through the appraisal of sport partnership case studies;
3. Critically review sport partnership theory as applied to sport partnership developments; and
4. Evaluate the distinction between business agreements, community / business agreements and community agreements.

**Class Contact:** Class 8.0 hrs Seminar 5.0 hrs Contact time 36 hours: Week 1: 8 hours face-to-face burst mode (1 days x 8 hours) Weeks 11-12: 10 hours face-to-face seminar (2 days x 5 hours) Weeks 1-12: 18 hours online

**Required Reading:** Selected readings will be made available via the unit VU Collaborate site.

**Assessment:**Exercise, Web-based discussions, 30%. Case Study, Sport community partnership, 30%. Report, Case study report, 40%.

### AHX5503 Sport Business Project

**Locations:**City Flinders.

**Prerequisites:**Nil.

**Description:**This unit directly relates to individual students' sport business organisation or interests. The major project will be decided by individuals in consultation with the lecturer and the project content should benefit the chosen sport business organisation. Students are expected to implement project management strategies that apply the skills and knowledge gained and further developed during lectures. That is, a communications plan, risk and issues management strategies, task assignments and evaluation plan.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Critically review various sport organisation business cases across commercial, private, public, and non-profit entities; 2. Analyse and design an innovative project that is a result from the synopsis on the identified case; 3. Justify to a specialist audience the relevance and applicability of the proposed project for a targeted sport organisation; and 4. Evaluate the professional quality and relevance of projects and the applicability these have to the context for which they have been designed.

**Class Contact:** 18 hours face-to-face tutorial room (6 days x 3 hours) 18 hours online

**Required Reading:**Selected readings will be made available via the unit VU Collaborate site.

**Assessment:**Project, Project proposal, 30%. Report, Final report, 50%. Presentation, Class presentation, 20%.

### SCL1001 Personal Training

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit focuses on the practice of personal training. Students will gain skills associated with sound practices (i.e. identify client fitness requirements including pre-exercise health screening, exercise programming, exercise instruction and program and client evaluation) relevant to operating as a fitness professional. These skills will provide a basis for training design that can later be applied specific to training programs suitable to be used in a range of environments. Students will demonstrate their knowledge and skills through the delivery and instruction of exercise in individual and group training sessions. Information relevant to professionals in the industry such as accreditation and registration, professional development, professional associations and employment options will also be explored. This unit deals with the business and practice of personal training. Students will be encouraged to gain skills associated with sound business practices (i.e. marketing and promotions, advertising, client retention, record-keeping, insurance and legal issues) relevant to operating as a personal trainer either within an existing fitness business or as a sole operator. There will also be a focus on using knowledge gained from other fitness-oriented units of study to design tailor-made programs for clients. In terms of professional issues, students will be exposed to the concept of networking, professional accreditation and registration and how to stay up-to-date with new trends, programs and services via published research, conferences, trade shows, online resources and professional associations. Finally students will be exposed to a variety of personal training employment options.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Develop and document client profiles to assist in determining a client's fitness

requirements; 2. Apply the basic principles of training to design a variety of programs that meet the client's (individual & small groups) needs; 3. Demonstrating application of training principles through the delivery of instructing exercise to individual and group training sessions; and, 4. Articulate how the fitness and personal training industry operates in Australia including the process of professional accreditation.

**Class Contact:**Class 1.0 hrLab 2.0 hrsLab timetabled in commercial gym

**Required Reading:**Selected readings will be made available via the unit VU Collaborate site.

**Assessment:**Assignment, Client pre-screening, 20%. Assignment, Design training program, 30%. Presentation, Instruct programs, 30%. Poster, Poster on registration process/ industry requirements, 20%.

### SCL3001 Exercise, Health and Disease

**Locations:**Footscray Park.

**Prerequisites:**AHE2006 - Exercise Interventions for Healthy Populations

**Description:**This unit of study explores the relationship between regular physical activity (or lack thereof) and the incidence and severity of lifestyle related diseases, such as cardiovascular disease, obesity, diabetes, cancer, lung disease osteoporosis and osteoarthritis. It considers the risk factors for the development of these diseases and how these can be modified by exercise. The practical component will explore screening tools for various diseases and considerations for exercise testing and prescription in clinical populations. The unit is ideal preparation for the Master of Clinical Exercise Science and Rehabilitation to become an Exercise and Sports Science Australia (ESSA) accredited Exercise Physiologist.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Critically review the risk factors for the development of lifestyle-related, age-related, and other common diseases and conditions in relation to contemporary multi-ethnic Australian demographics; 2. Critically examine the evidence behind the current exercise guidelines for lifestyle-related chronic diseases and conditions; 3. Interrogate the relationship between symptoms of chronic disease and sedentary behaviours and demonstrate intellectual independence in solving complex, authentic problems; 4. Interpret appropriate screening tools to identify risk factors and stratify accordingly for chronic lifestyle-related diseases and conditions ahead of participation in an exercise program, exemplifying professional accountability; 5. Critically interpret the risk factors for metabolic, respiratory, cardiovascular and musculoskeletal, and neurological diseases and conditions that require consultation with a medical practitioner before participating in, or changing, a physical activity program; and 6. Collaborate to resolve complex problems with cultural sensitivity and communicate solutions to wide-ranging audiences.

**Class Contact:**Class 1.0 hrLab 2.0 hrs

**Required Reading:**ACSM latest edn, Guidelines for exercise testing and prescription, Philadelphia : Wolters Kluwer/Lippincott Williams & Wilkins Health. ACSM latest edn, Resource manual for guidelines for exercise testing and prescription, Philadelphia : Wolters Kluwer Health/Lippincott Williams & Wilkins. Coombes, J & Skinner, T 2014, ESSA's student manual for health, exercise and sport assessment. Chatswood, N.S.W.: Elsevier Australia.

**Assessment:**Test, 4 x in-class tests on semester lecture and tutorial material, 20%. Assignment, Write up as a case study (from lab/tutorial work), 25%. Practicum, 3 x assess practical skills required to perform initial clinical screening of clients with chronic lifestyle-related diseases, 25%. Examination, Exam of all theoretical material presented in all activities, 30%. Hurdle 1: To gain an overall pass in this unit students must attend and complete 80% of the practical (laboratory) sessions.

Hurdle 2: Successful completion of the end of semester theory examination (receive at least 50% in the theory exam). Hurdle 3: Successful completion of the end of semester practical examination (receive at least 50% in the practical exam).

### SCL3002 Sport and Exercise Science Capstone

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit is designed as the second part of a Capstone project taken by students in the final year of the ABHE program. It is designed to consolidate the students' undergraduate clinical training via contemplative inquiry, interview and post-interview reflection of current practitioners (accredited exercise physiologists) and clinicians (e.g. cardiologists, endocrinologists, dietitians, physios etc) and a reflective, evidence-based analysis of key conditions affecting the health of society. The theoretical and applied aspects of this unit include a critical reflection of the role, scope and impact of professionals who treat clients (patients) with clinical conditions, informed both by theoretical knowledge from the disciplines of physiology, biomechanics, motor control, anatomy, psychology, sociology, and ethics, and professional knowledge from resistance training, exercise interventions, first aid and career and professional development. Students are required to participate in a number of key phases and activities of the program or project and write a major report, with a conference presentation, that outlines the processes and outcomes of the project.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Conceptually map and interrogate the issues and challenges of designing, planning and implementing an exercise intervention as part of the clinical treatment plan of a population group with a specified condition, in order to achieve optimal health and well-being outcomes;
2. Critically reflect upon the provision of services to the population group living with this condition, by both accredited exercise physiologists and other clinicians;
3. Use evidence bases to construct a synthesis of different approaches in the design and provision of clinical exercise services for this group;
4. Identify and critically review the ethical and legal responsibilities, and professional and interprofessional requirements, regarding the provision of clinical exercise services to this group (within the context of a standard treatment regimen); and
5. Compose a reflective research paper and conference presentation which will outline the review of literature and evidence-based methods of intervention established to improve health and wellbeing for this group.

**Class Contact:** Class 3.0 hrs

**Required Reading:** Selected readings will be made available via the unit VU Collaborate site.

**Assessment:** Annotated Bibliography, Endnote file comprising references relating to the chosen clinical case study condition of interest (week 3), 5%. Other, Clinician (e.g. cardiologist, endocrinologist, dietitian, physio) and practitioner (Accred. Ex. Physiologist, AEP) interview questions (week 6), 5%. Report, Clinician (e.g. cardiologist, endocrinologist, dietitian, physio) and AEP interview script, and student reflective report (week 10), 40%. Case Study, Case study of population group intervention and conference style presentation on case study (submit in week 11; presentations in week 11+12 classes), 50%.

### SCL3003 Corrective Exercise Prescription and Injury Management

**Locations:** Footscray Park.

**Prerequisites:** AHE2006 - Exercise Interventions for Healthy Populations

**Description:** Injuries are the unwanted side effects of active engagement in sport and physical activity (e.g., it is estimated that annually, 1 in 6 Australians suffers a

sports-related injury). Exercise professionals often witness injuries first-hand and are frequently responsible for initial injury management until professional help (e.g., sports medicine physicians, accredited exercise physiologists and physiotherapists) is sought when major injuries occur or for the ongoing management of minor injuries. In contrast to the typical treatment model of rehabilitation after injury, it is well known that "prevention is better than cure". Too often injury prevention is neglected, as the focus is on post-injury rehabilitation. In this respect, exercise professionals should possess an evidence-based approach to address neuromuscular dysfunction in apparently healthy clients/athletes via corrective exercise training consisting of preventative measures ("pre-habilitation") to reduce the likelihood of injury, and promote a safe and sound return to exercise, physical activity or sport participation if injury does occur. Please Note: It is a requirement that students possess current First Aid and CPR certification from a recognised provider (e.g., St John's Ambulance, Lifesaving Victoria, Red Cross) prior to enrolling in this Unit.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Investigate common injuries that occur in sport and with physical activity, and conceptually map the initial and ongoing management of these injuries;
2. Critique and reflect on the role and scope of practice of the exercise professional in the prevention and management of a diverse range of sport- and physical activity-acquired injuries, and discriminate the roles of other health professionals in the diagnosis and treatment of such injuries;
3. Conduct a diverse range of musculoskeletal screening methods and derive corrective exercise prescription for apparently healthy clients;
4. Evaluate understanding of the psycho-social drivers of injury and illness;
5. Critically review the evidence-base, and contextualise the current best practice, of recovery strategies for physical activity-acquired injury management and prevention.

**Class Contact:** Class 1.0 hr Lab 2.0 hrs

**Required Reading:** Clark, M, A and Lucett, S.C. (2013) 1st Ed. (Revised) NASM Essentials of Corrective Exercise Training Burlington, MA. Jones & Bartlett Publishers, Inc.

**Assessment:** Test, Three In-class quizzes (20-30-min) in week 4, week 9 and week 12 and multiple-choice questions., 20%. Other, Critical appraisal of research; of one (evidence-based) peer-reviewed, published research article, e.g., recovery strategies, injury prevention/rehab, 35%. Examination, Practical examination covering corrective exercise assessment and training (25-min prep; 30-min examination), 45%. Hurdle: To gain an overall pass in this unit students must attend and complete at least 80% of all classes and laboratory sessions.

### SCL3101 Advanced Training and Conditioning

**Locations:** Footscray Park.

**Prerequisites:** AHE2006 - Exercise Interventions for Healthy Populations

**Description:** This unit is developed for students in the final year of the Clinical Exercise program. It is designed to give the student a practical understanding of the design and implementation of advanced conditioning programs. Upon completion of the unit, students will have the knowledge to interpret physiological testing data, as well as to monitor and manipulate training to achieve a desired outcome and resulting performance. This unit gives students the capability to create conditioning programs suitable for specific populations of clients. Students are required to apply the knowledge gained in this unit by interpreting testing results, and implement individual training sessions based from these results. The theoretical aspect of this unit includes learning how the conditioning programming variables interact with one another, and how manipulation of these variables affects overall physical performance. This is informed by evidence-based research from the disciplines of

physiology, biomechanics, motor control and anatomy. Students will be required to design conditioning programs for different types of athletes (including individual and team-sport) and will be assessed on their interpretation of testing results and their creation of appropriate training programs.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Analyse and synthesise information regarding specific physiological and other demands of a mode of training or sport;
2. Critically evaluate and apply physical training practices within different modes of training and sports, in order to optimise the physical capacities that are important for performance;
3. Devise conditioning programs for a variety of athletes demonstrating critical thinking, creativity and judgement, based on training variables important for the achievement of physical performance goals;
4. Formulate athlete monitoring systems (specific to sport/s) in diverse contexts and present data on the success of these models in an effective manner; and
5. Adapt and manipulate training variables, so as to achieve desired physical responses from individual athletes.

**Class Contact:** Lab 3.0 hrs

**Required Reading:** Selected readings will be made available via the unit VU Collaborate site.

**Assessment:** Report, Needs Analysis, 15%. Report, Periodisation Plan and Weekly Plan, 20%. Assignment, Athlete Program, 50%. Test, Online test, 15%.

### SCL6101 Case Management for Clinical Exercise

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit enables students to continue to develop the knowledge and skills that have been introduced in their first semester of studies. These are related to the professional roles of accredited exercise physiologists within the workforce in both public, private and community based sectors. Students will explore professional requirements for case management in occupational rehabilitation, industry, and insurance sectors. Students will learn to plan and document clinical exercise service delivery to apparently healthy individuals, notably people seeking functional conditioning to meet the physical demands of work, and also people with occupational injuries seeking rehabilitation. Using a case-based learning model, particular attention will be given to the role, importance, and difficulties posed by various health systems (eg: insurance caps of health care costs) and co-morbid disease (eg: depression, chronic fatigue syndrome).

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Comprehend, critically analyse and apply knowledge to the scope of professional roles available to clinical exercise practitioners and how these intersect with the roles of other health professionals;
2. Analyse critically, reflect on synthesise complex information regarding Australian health systems in the occupational, private industry and insurance sectors;
3. Interpret and transmit knowledge and skills to specialist and non-specialist audiences
4. Analyse critically evaluate the technical challenges of providing a competent service in clinical exercise in the occupational rehabilitation, industry and insurance sectors; and
5. Analyse critically examine and appraise the core issues concerning ethical provision, business management, and legal responsibility.

**Class Contact:** Lecture 2.0 hrs 30 hours online

**Required Reading:** Willis, E., Reynolds, L., and Keleher, H., 2016, 3rd Edition Understanding the Australian Healthcare System Churchill Livingstone, Elsevier

**Assessment:** Assignment, Group assignment, 30%. Portfolio, Personal portfolio, 40%. Examination, End of semester final written examination, 30%.

### SCL6102 Exercise Assessments and Interventions for Metabolic and Respiratory Conditions

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit will cover pathophysiologies in metabolism and the pulmonary system. The learning for this unit of study focuses on exercise assessments and interventions for metabolic and respiratory conditions; these being core knowledge and skills categories required for graduates seeking professional accreditation with Exercise and Sports Science Australia (ESSA). It will include exercise testing and prescription for a range of metabolic conditions, including (but not limited to) obesity, diabetes & gestational diabetes, polycystic ovarian syndrome, chronic fatigue syndrome, cancer, fibromyalgia, end-stage renal disease, and pregnancy; pulmonary diseases including asthma, chronic bronchitis and emphysema, pneumonia, bronchiectasis, cystic fibrosis, tuberculosis, respiratory distress syndrome, and acute respiratory tract infections.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Demonstrate, evaluate and apply knowledge of normal and abnormal metabolism related to the pathophysiology of ESSA-defined metabolic and respiratory conditions;
2. Research, evaluate, and critically appraise the literature relating to clinical exercise testing and exercise prescription for metabolic and respiratory diseases; and
3. Critically evaluate and apply knowledge of clinical exercise testing and exercise prescription for patients presenting with metabolic and respiratory conditions.

**Class Contact:** Lab 2.0 hrs Lecture 2.0 hrs There may be specific classes where clients attend that we need a second staff member with 20 students, but this is not anticipated to be every week.

**Required Reading:** Ehmman, Gordon, Visich, and Keteyian (2013) 3rd Ed. Clinical Exercise Physiology Champaign, IL: Human Kinetics. American College of sports Medicine 9th Ed ACSM's Guidelines for Exercise Testing and Exercise Prescription. 2013 Lippincott Williams & Wilkins, Baltimore, MD

**Assessment:** Report, GP report, 10%. Test, 4 x in-class individual and team quizzes (7.5% each), 30%. Practicum, 3 x in-class practical assessments (Hurdle), 30%. Portfolio, Case study presentation and written report, 30%. Hurdle 1: To gain an overall pass in this unit, students must attend and complete 80% of the tutorial sessions. Hurdle 2: Successful completion of the end of semester practical examination (receive at least 60% in the practical exam).

### SCL6103 Exercise Assessments and Interventions for Cardiovascular Conditions

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** The learning for this unit of study focuses on exercise assessments and interventions for cardiovascular conditions; this being a core knowledge and skills category requirement for graduates seeking professional accreditation with Exercise & Sports Science Australia (ESSA). It will include exercise testing and prescription for a range of conditions, including (but not limited to) cardiovascular pathophysiology and rehabilitation including ischemic, myocardial, pericardial and valvular disease, heart failure, and hypertension.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Comprehend, critically evaluate and apply knowledge of pathophysiology, clinical exercise testing and exercise prescription for cardiovascular diseases;
2. Appraise, design and apply knowledge of exercise prescription for cardiovascular pathophysiology and rehabilitation for a range of conditions/diseases;
- 3.

Research, evaluate and critically appraise the literature relating to clinical exercise testing and exercise prescription for patients presenting with cardiovascular diseases; and 4. Integrate their theoretical knowledge into their practical skills for the purposes of prescribing theoretically and practically sound exercise programs for people with cardiovascular conditions and their complex care needs.

**Class Contact:**Lecture 2.0 hrs Tutorial 2.0 hrs There may be specific classes where clients attend that we need a second staff member with 20 students, but this is not anticipated to be every week.

**Required Reading:**American College of Sports Medicine 2010, 6th edn, ACSM's resource manual for guidelines for exercise testing and exercise prescription, Baltimore: Williams and Wilkins. Hampton JR, 2003, 8th edn, The ECG made easy, New York: Churchill Livingstone.

**Assessment:**Examination, Weekly theory quizzes, 35%. Practicum, Practical assessments, 30%. Practicum, End of semester practical exam (Hurdle), 35%. Hurdle 1: To gain an overall pass in this unit, students must attend and complete 80% of the tutorial sessions. Hurdle 2: Successful completion of the end of semester practical examination (receive at least 60% in the practical exam).

### SCL6104 Clinical Exercise Practice

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit of study meets the National University Course Accreditation (NUCAP) core knowledge and skills criteria for professional education in clinical exercise practice. Students will be introduced to a range of professional roles undertaken by clinical exercise physiologists and be offered perspectives on the roles of other team members in the interdisciplinary rehabilitation processes.

Students will have opportunities to observe clinical exercise professionals in the design, implementation and evaluation of exercise and physical activity programs, and to learn about equipment, facilities and program planning that are used in exercise delivery for clinical populations. Learning will be conducted in a practical case-based clinical setting under supervision whilst working with clients carrying a range of chronic conditions. Students will be supervised in the workplace by an approved supervisor, with additional mentoring by university staff. Under supervision, students will practise with real clients and document their learned experiences working as student practitioners with clients.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:  
1. Comprehend, analyse and apply knowledge to operate within the scopes of professional roles available to clinical exercise practitioners, and how these intersect with the roles of other health professionals;  
2. Evaluate, assess and design assessment methods and protocols;  
3. Critically analyse and interpret data with high degrees of accuracy to discriminate between clinical and functional (eg exercise capacity) outcomes;  
4. Appraise, recommend and deliver exercise interventions; and  
5. Integrate and evaluate the use of evidence-based medicine in the design and provision of clinical exercise services.

**Class Contact:**Lecture 2.0 hrs 16 hours online 360 hours of clinical placements accrued within 12 months of completing the unit (full-time) or 18 months (part-time).

**Required Reading:**Selected readings will be made available via the unit VU Collaborate site.

**Assessment:**Assignment, Clinical 'SOAP' Note writing, 10%. Examination, End of semester written examination, 30%. Practicum, Clinical practicum supervisor feedback reports, 60%. Hurdle: Student must pass a placement preparation exam in order to commence clinical placements.

### SCL6201 Psychology for Rehabilitation

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit of study aims to develop in students a basic understanding of the psychological aspects of rehabilitation. It is not intended that graduates of the unit will be equipped to provide the primary psychological care of rehabilitation clients because in most instances they are part of a team which includes clinical and neuro-psychologists. However, they should have an understanding of the psychological aspects of the rehabilitation process. The unit will include the following topics: counselling and interviewing skills - verbal and non-verbal, listening skills, body language, human interaction; human behaviour and development, lifestyle, life-cycle, life crisis, life development; coping with injury; dealing with grief and loss; coping with chronic pain; stress management, anxiety and depression; self-confidence, development and maintenance, particularly in the transitions which occur during rehabilitation; motivation, intrinsic-extrinsic, goal orientations, self-efficacy, goal setting, physical, psychological and technical.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Comprehend, compare and contrast the psychological processes in rehabilitation;
2. Critically evaluate the importance and influence of client-practitioner relationships in rehabilitation;
3. Practise, test, revise and learn to use mental skills in applied settings;
4. Evaluate, assess and develop strategies to improve client self-management, adherence and compliance to rehabilitation programs; and
5. Critically analyse the importance of counselling and support for clients during the rehabilitation process; when to refer to other appropriate allied health professionals.

**Class Contact:**Lecture 2.0 hrs

**Required Reading:**Kolt & Andersen 2004, 1st edn, Psychology in the physical and manual therapies, Edinburgh, Scotland: Churchill Livingstone.

**Assessment:**Case Study, Case-Study, 15%. Assignment, Review paper, 35%. Assignment, Intake interview, 50%.

### SCL6202 Exercise Assessments and Interventions for Musculoskeletal Conditions

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**The learning for this unit of study focuses on exercise assessments and interventions for musculoskeletal conditions; this being a core knowledge and skills category requirement for graduates seeking professional accreditation with Exercise & Sports Science Australia (ESSA). This unit of study will cover a range of topics relating to acute, sub-acute, and chronic musculoskeletal conditions in practice. The theory component of this unit will cover the pathophysiology and presentation of a wide range of conditions throughout the musculoskeletal system. The practical component will cover a range of assessment procedures, including tests relating to posture and gait assessment; palpation & surface anatomy; manual muscle testing, goniometry; passive/resisted muscle testing and special tests.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Comprehend, explain and apply a broad knowledge of a range of acute, sub-acute and chronic musculoskeletal conditions and stages of rehabilitation;
2. Critically evaluate research relating to a range of assessment procedures and techniques to allow for competent assessment of acute, sub-acute and chronic musculoskeletal conditions;
3. Integrate theoretical knowledge into practical skills in order to safely prescribe effective exercise programs for individuals with musculoskeletal conditions, and their complex care needs.
4. Understand and critically evaluate



evidence relating to test results for acute, sub-acute and chronic musculoskeletal conditions; and 5. Integrate, discriminate and apply a thorough understanding of the ethical and professional elements of client management.

**Class Contact:** Lab 2.0 hrs Lecture 2.0 hrs There may be specific classes where clients attend that we need a second staff member with 20 students, but this is not anticipated to be every week.

**Required Reading:** Prentice, WE, 2017 16th Edn Principles of Athletic Training: A Guide to Evidence-Based Clinical Practice NY. McGraw-Hill

**Assessment:** Portfolio, Three written case studies constituting a portfolio, 30%. Assignment, Written report and oral presentation, 30%. Examination, End of semester practical examination (HURDLE), 40%. Hurdle 1: To gain an overall pass in this unit, students must attend and complete 80% of the practical (lab) sessions. Hurdle 2: Successful completion of the end of semester practical examination (receive at least 50% in the practical exam).

### SCL6203 Exercise Assessments and Interventions for Neurological Conditions

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** The learning for this unit focuses on exercise assessments and interventions for neurological conditions; this being a core knowledge and skills category requirement for graduates seeking professional accreditation with Exercise & Sports Science Australia (ESSA). This unit will give students information on exercise methods and their applications for clientele with a range of neurological pathologies. The unit will cover the exercise assessment and exercise prescription for a range of neurological conditions including (but not limited to): back pain and spinal surgeries; neural impingement syndromes, stroke and acquired brain injury, spinal cord injury, multiple sclerosis, Parkinson's disease, and muscular dystrophy.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: 1. Demonstrate an advanced and integrated understanding of a range of acute, sub-acute and chronic neurological and neuromuscular conditions; 2. Research and apply established theories and methods to clinical exercise physiology practice when working with clients with neurological and neuromuscular conditions. 3. Critically analyse, evaluate, and synthesize complex information about a range of assessment procedures and techniques to facilitate evidence-based and competent assessment of a range of neurological and neuromuscular conditions. 4. Critically analyse, evaluate, and synthesize complex information about a range of exercise methods to facilitate evidence-based and competent exercise prescription for a range of neurological and neuromuscular conditions. 5. Interpret and transmit knowledge, skills, and ideas associated with the assessment and exercise-based treatment of neurological and neuromuscular conditions to a range of stakeholders, including healthcare professionals and clients.

**Class Contact:** Lab 2.0 hrs Lecture 2.0 hrs There may be specific classes where clients attend that we need a second staff member with 20 students, but this is not anticipated to be every week.

**Required Reading:** Stokes M & Stack E, 2009 Pocket Book of Neurological Physiotherapy. <http://www.sciencedirect.com/science/book/9780443068546> Elsevier

**Assessment:** Essay, 2000 word literature review based on one of the neurological conditions examined in lectures and tutorials., 25%. Presentation, Group-based peer-teaching presentation of exercise assessment, prescription, and instruction based on a neurological case study., 25%. Test, In-class test consisting of 10 multiple choice questions knowledge and five short-answer questions assessing factual knowledge and clinical reasoning., 15%. Other, Practical exam assessing clinical skills using role-

play, 35%. Hurdle 1: Successful completion of the end of semester practical examination (receive at least 50% in the practical exam).

### SCL6204 Occupational Health and Exercise Rehabilitation

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study meets the National University Course Accreditation (NUCAP) core knowledge and skills criteria for professional education in occupational health and exercise rehabilitation. Students will practice the measurement, interpretation and communication of physiological data of workers and how these interrelate to workers' exposure to environmental and occupational stressors. Students will explore the role of exercise conditioning for manual processes and office/home workers in managing risk factors (including lifestyle factors) and/or current or past injuries and preventable illnesses/diseases. They will also practise the prescription of both individual and group work-orientated exercise programmes involving workers in simulated or actual work tasks. Students will develop awareness of cultural and socio-economic issues that might affect the workplace, and the assessment of workers for workplace injuries and recommended therapies/exercise management and rehabilitation.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Research, evaluate, and critically appraise the clinical exercise testing literature relating to the measurement and interpretation of physiological/psychological data obtained from the workplace/home environment;
2. Critically evaluate, design, and implement clinical exercise programmes appropriate for the workplace/home environment;
3. Competently develop programmes that will promote a healthy lifestyle in the workplace, with a view to primary and secondary prevention of avoidable illness and injury;
4. Critically examine and appraise cultural and socio-economic issues that might affect clinical exercise testing and prescription in the workplace;
5. Compare and contrast medicinal effects of prescription/non-prescription medicine for conditions relevant to the workplace/home environment;
6. Research, evaluate, and critically apply skills that identify modes, frequencies, intensities, and volumes of exercise that are contraindicated for clients in the workplace/home environment with Accredited Exercise Physiology-target pathologies, from both an acute and chronic perspective.

**Class Contact:** Lecture 2.0 hrs Tutorial 2.0 hrs

**Required Reading:** Astrand P, 2007, 4th edn Textbook of Work Physiology: Physiological Basis of Exercise Champaign, IL: Human Kinetics

**Assessment:** Test, Mid semester written exam, 25%. Assignment, Literature review, Manual Handling, Functional Job Analysis, or Office Ergonomic Assessment, 50%. Presentation, Oral presentation, 20%. Practicum, Site visits (hurdle requirement), 5%.

### SES3000 International Sports Study Tour: Practicum

**Locations:** Footscray Park, Off-Campus.

**Prerequisites:** Nil.

**Description:** This unit is designed for students enrolled in the College of Sport and Exercise Science and acts to facilitate international experiences and learning opportunities. Specifically this unit will call upon students to utilise the skills, knowledge and expertise that they have developed during their degree in practical and hands on scenarios in an international setting. The focus of this unit is for students to begin to gain an understanding of their own cultural values and then explore the language, culture and sports system of the country that they are visiting, by engaging in reflection about a series of real life intercultural teaching and learning

experiences. These experiences will be grounded primarily within volunteering in international sport and exercise settings such as schools, facilities and clubs. This will result in a broadening of your experience and understanding of sport and exercise, resulting in an ability to engage more critically, and with greater diversity, on one's return to Australia. This unit is designed for students in 2nd and 3rd years and enrolment in this unit is subject to an application process that requires approval from the course coordinator.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Demonstrate an understanding of other cultures and societies through sport and exercise in an international context;
2. Compare various sports settings and explain cross cultural similarities and differences;
3. Develop attributes in problem-solving, using information, oral and written communication, working autonomously and collaboratively and working in socially and culturally diverse contexts;
4. Develop long term relationships with future professionals in sport and exercise in the international location through sports engagement and various student interactions;
5. Connect their professional skills and knowledge (for example sports coaching, training etc) to international settings through a practicum experience.

**Class Contact:** 36 hours which will be delivered in burst mode in an off shore setting

**Required Reading:** None

**Assessment:** Journal, Reflexive Journal of Experience, Pass/Fail. Practicum, Volunteer placement in international sports setting, Pass/Fail. Minimum effective word limit of 3000 words in total, or equivalent.

### SES3001 International Sports Study Tour: Communities

**Locations:** Footscray Park, Off-Campus.

**Prerequisites:** Nil.

**Description:** This unit of study is designed for students enrolled in the College of Sport and Exercise Science and acts to facilitate international experiences and learning opportunities. Specifically this unit will call upon students to utilise the skills, knowledge and expertise that they have developed during their degree in a range of community contexts in an international setting. The focus of this unit is for the student to begin to gain an understanding of their cultural values and then explore the language, culture and sports system of the country that they are visiting by engaging in reflection about a series of real life intercultural teaching and learning experiences. These experiences will be grounded primarily within direct participatory engagement with a variety of sport communities such as attending professional sporting events, joining in grass roots practice, and incidental physical activity. This will result in a broadening of your experience and understanding communities of practice and result in an ability to engage more critically, and with greater diversity, to one's own communities of practice. This unit is designed for students in 2nd and 3rd years and enrolment in this unit is subject to an application process that requires approval from the course coordinator.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Compare various communities of sport practice in an international setting
2. Explain the major cultural and social influences that come to shape these communities of practice
3. Develop skills in observation and analysis and use these to assess the strengths and weaknesses of various communities of practice
4. Relate the experience of being involved in communities of practice in an international setting to one's own sport and exercise communities in Australia

**Class Contact:** 36 hours which will be delivered in burst mode in an off shore setting

**Required Reading:** None

**Assessment:** Other, Photo essay of community practices in sport and exercise,

Pass/Fail. Journal, Reflexive Journal, Pass/Fail. Minimum effective word limit of 3000 words in total, or equivalent.

### SFI2000 Group Fitness

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study is designed to develop theoretical knowledge and technical skills in applying group fitness strategies and approaches. An understanding of how group fitness influences fitness participation, and engagement and adherence in physical activity is fostered including analysis of strategies to encourage and support participation. Knowledge of planning, developing and delivering group fitness activities, including leading and managing groups, delivery of exercise, and modification of activities to client fitness levels will all be applied to practice. Students will develop their knowledge and skills through exploration of a range of group fitness activities such as choreographed and non-choreographed exercise to music activities, bootcamp, aqua aerobics, mind and body, cycle, boxing, and circuits.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically review the role of group fitness sessions to support health and encourage participation in physical activity;
2. Devise and apply group fitness strategies and approaches to encourage participation in physical activity;
3. Consolidate and synthesise group fitness knowledge to develop resources to support professional practice;
4. Present effective instruction in group fitness activities to support participation in physical activity;
5. Reflect on professional practice in group fitness to develop knowledge of the fitness profession.

**Class Contact:** Lab 3.0 hrs

**Required Reading:** Selected readings may be made available via the unit VU Collaborate site.

**Assessment:** Practicum, Instruction and Evaluation x 2, 30%. Report, Industry Standards, 20%. Assignment, Session Plans x 4, 30%. Performance, Group Fitness Sessions Participation & Evaluation, 20%.

### SFI2001 Fitness Training Systems

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** In this unit students will develop knowledge and skills in the application of fitness training systems based on contemporary practice in fitness and exercise training to support participation in physical activity. An understanding of training principles, including modifications to programs, and planning, developing and delivering programs will be fostered through practical activities. Students will explore, analyse, research, develop, and deliver programs in a range of fitness training systems such as kettleball TRX, gymstick, myofascial release, plyometrics, cross training, and functional fitness to apply their knowledge and skills to professional practice for developing functional movement outcomes for participation.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically review and evaluate the efficacious use of a fitness training system to support participation in physical activity and health;
2. Devise and apply fitness training systems to encourage participation in physical activity;
3. Consolidate and synthesise knowledge of fitness training systems to develop resources to support professional practice;
4. Present effective instruction in fitness training systems to support participation in physical activity;
5. Communicate knowledge and ideas about fitness training systems to others in a clear, coherent and independent

manner.

**Class Contact:**Class 1.0 hr/Lab 2.0 hrs

**Required Reading:**Selected readings will be made available via the unit VU Collaborate site.

**Assessment:**Report, Review of research on a fitness training system, 30%. Test, Practical test, 20%. Project, Develop a program using a fitness training system, 20%. Presentation, Multimedia presentation on a fitness training system aimed at clients, 30%.

### SFI3000 Fitness Training for all Populations

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit is designed to encourage students to reflect on and understand the design and delivery of fitness and physical activities for all individuals. Students will consider a range of variables influencing participation in exercise and fitness (e.g., personal, sociocultural, socioeconomic, psychological) to develop an appreciation of diverse needs and specific requirements of individuals. Literature related to inclusive practice will be evaluated in relation to engagement in fitness and physical activity to develop knowledge and skills to support participation. Students will report on inclusive practice in the profession and explore how to develop programs to be sensitive and responsive to all participants.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:  
1. Critically analyse and review theoretical knowledge and practices and adapt these to develop innovative programs in physical activity settings;  
2. Investigate and analyse a variety of issues to develop professional approaches to address specific issues when working with different population groups;  
3. Exhibit professional, ethical and socially sensitive judgements by adapting knowledge and skills to make inclusive and culturally relevant outcomes to physical activities; and  
4. Integrate a broad technical and theoretical knowledge of physical activity, exercise and fitness to the notion of inclusive practice in this context.

**Class Contact:**Class 1.0 hr/Lab 2.0 hrs/Gym needs to be the teaching gym (weights room level 0)

**Required Reading:**Selected readings will be made available via the unit VU Collaborate site.

**Assessment:**Report, Research report on inclusive practice., 30%. Case Study, Development of a program for inclusive practice., 40%. Report, Report on practicum experience – observe different population group fitness activities., 30%.

### SFS6001 Current Issues and Trends in Football

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**In this unit students are provided with a broad sport/football industry context. This (global) context will be used to position what are the most current and pressing issues in the industry. Issues will be considered at three levels of application, industry organisational, and individual athlete/coach performance level. Current issues relates to matters that will significantly influence the short and long term future of the (football) industry and may include macro trends (such as the rising popularity of football in Asia), organisational changes (such as the application of financial fair play regulation) or football performance issues (such as the increasing application of digital technologies to improving, measuring but also broadcasting performance). The unit has been developed for students from a variety of disciplinary backgrounds, and the main purpose of the unit is to ensure all students have a consistent basis upon which to consider the current state of the industry - and what will drive change in the immediate future and in years to come. The unit is

foundational in regards to preparing students for a dynamic and constantly changing football industry environment.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:  
1. Assess the main drivers of change in the football industry and how this may impact performance;  
2. Contextualise the broader football industry and verify the main stakeholders in the industry;  
3. Argue and defend the main issues driving change in the industry; and  
4. Conceptually map at which level issues will have impact on performance (industry, organisational and individual) and analyse the potential outcomes.

**Class Contact:**9 hours face-to-face seminar (3 days x 3 hours) 27 hours of online learning and activities

**Required Reading:**Topic-specific readings will be made available via the unit VU Collaborate site.

**Assessment:**Report, Case study 1, 25%. Report, Case study 2, 25%. Exercise, Concept map 1, 20%. Exercise, Concept map 2, 30%.

### SFS6002 Sport Integrity and Ethics

**Locations:**City Flinders.

**Prerequisites:**Nil.

**Description:**This unit is designed to develop an in-depth awareness and application of the principles of integrity and ethical conduct in sport business or sport science/performance management. The unit will facilitate the development of the student's ability to understand the ethical underpinnings and implications of various policies, practices and relationships in order to promote best practice and integrity in sport operations. Special attention will be paid to ethical reasoning and its practical application to key industry issues (e.g., anti-doping, match fixing, anti-discrimination); and to those issues specific to sport governance and management or to those specific to sport science and allied performance/health practice.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:  
1. Analyse and evaluate applied sport integrity cases.  
2. Exhibit ethical reasoning knowledge and skills to analyse and evaluate sport business or applied sport science/performance practices.  
3. Address critically, as principle and evidence based-managers/scientists, selected integrity and ethical issues, challenges and problems related to the sport industry or to the sport science profession.

**Class Contact:**12 hours face-to-face in burst mode 24 hours on-line

**Required Reading:**Required readings will be made available via the unit VU Collaborate site or electronic reserve.

**Assessment:**Report, Integrity Cases Analysis, 20%. Report, Ethical Reasoning, 20%. Report, EFC Case Analysis, 20%. Project, Sport Business or Sport Science Project, 40%.

### SFS6005 Monitoring Load and Recovery in Football

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**Sports scientists must be able to monitor their athletes on a daily basis. Athlete load can be monitored internally (how the athlete feels) and externally (the work the athlete does during training) which can then be used as a marker of the athletes adaptation to their training program. This unit will give students exposure to the various methods of athlete monitoring and provide a framework for integrating this information into a single interface. Students will gain an understanding of the theory and application of athlete monitoring including; jumps testing, GPS, training load, match load and markers of adaptation to training load (including

maladaptation). Students will develop the ability to critically appraise the various player load variables used by sports scientists.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Contextualise and critique the different types of load on an athlete;
2. Design a plan which combines a range of load monitoring tools and reflect different methods of data collection;
3. Interpret results from a range of monitoring tools and implement different statistical methods to determine athlete responses and variations;
4. Consolidate results from various tools into a recommendation on subsequent load for an individual athlete; and
5. Translate load monitoring results to coaches, athletes and stakeholders via written communication.

**Class Contact:** 12 hours face-to-face seminar (4 days x 3 hours) 24 online hours.

**Required Reading:** Selected readings will be made available via the unit VU Collaborate site.

**Assessment:** Assignment, Literature review of a selected load monitoring tool, 30%. Report, Design and implement a monitoring program on one or more athletes, 35%. Case Study, Based on several case studies students will formulate a written report on athlete load to a coach, 35%.

### SFS7008 Industry Internship

**Locations:** Industry, Footscray Park.

**Prerequisites:** SFS6001 - Current Issues and Trends in Football SFS6002 - Sport Integrity and Ethics SFS6005 - Monitoring Load and Recovery in Football

**Description:** The aim of this unit is to provide students with an opportunity to gain workplace experience in a professional or semi-professional sporting environment. Building upon the knowledge acquired in the previous two semesters, students will be encouraged to independently perform tasks under supervision, and to lead the operations in a professional and ethical manner. The unit will also prepare students with knowledge, skills and attitudes required to enter the workforce as a professional in sport.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critique the theoretical and practical knowledge acquired in the core units to design and implement evidence-based practices appropriate for the environment in which they are operating;
2. Critically reflect on their own role in the industry and the relationships with other professionals in the team;
3. Exhibit an ability to work ethically and safely in the industry;
4. Evaluate and debate the effectiveness of the practices implemented with other professionals; and
5. Conceptually map the necessary skills required to gain employment in the industry.

**Class Contact:** A minimum of 140 hours of placement within a 12-week period is required to satisfy the requirements of this unit.

**Required Reading:** Selected readings will be made available via the unit VU Collaborate site.

**Assessment:** Practicum, Complete logbook of hours and detail of tasks undertaken, Pass/Fail. Report, Satisfactory Supervisor report, Pass/Fail. Assignment, Reflective Journal, Pass/Fail. Project, Drafting a position description and response to criteria, Pass/Fail.

### SFS7010 Applied Sports Statistics

**Locations:** City Flinders.

**Prerequisites:** Nil.

**Description:** This unit focuses on integrating basic and advanced principles of quantitative and qualitative research methods with a contemporary approach to data analysis built on magnitude-based inference statistics, with specific application to

sport and exercise sciences. The unit will provide graduates with the skills to understand and conduct applied research and analyse data in ways that are relevant to sports and clinical practitioners and academics. Graduates will learn how to communicate research outcomes that can be understood by a variety of stakeholders (e.g., scientific community, coaches etc.). The unit will include a study of research methods both qualitative and quantitative; statistical tests; planning, forming and designing data collection for research; and critically analyse scientific literature.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Analyse and critique contemporary perspectives and theories related to research in the field of sport and exercise sciences;
2. Clarify the essential elements and processes involved in undertaking applied statistical analysis;
3. Undertake and communicate complex statistical analysis; and
4. Devise a methodology to collect and analyse data that can be applied to a minor thesis or industry project.

**Class Contact:** Unit is offered online with a 2 day face to face burst mode at the City Flinders campus.

**Required Reading:** Vincent, WJ and Weir JP., 2012 4th Ed., Statistics in kinesiology, Human Kinetics SPORTSCIENCE - A Peer-Reviewed Journal and Site for Sport Research - [www.sportsci.org](http://www.sportsci.org)

**Assessment:** Exercise, Weekly online exercise based on the content of the module (10 individual worksheets each worth 7%), 70%. Project, Research proposal, 30%.

### SFS7011 Enhancing Muscular Performance

**Locations:** Online.

**Prerequisites:** Nil.

**Description:** High performance staff in football must be able to design appropriate conditioning programs to enhance the athletic capacity of footballers. This unit will give students exposure to the various methods of football-specific conditioning and provide a framework for integrating this information into a single program. Students will gain an understanding of the theory and application of conditioning, including key physical capacities to develop, training principles, program progression and possible interference effects of various exercise modalities on each other. Students will develop the ability to critically appraise the conditioning programs used by high performance staff.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Justify the physiological and mechanical basis underlying balance, strength, power, speed and agility;
2. Evaluate and critique current muscular and movement assessment techniques;
3. Critique and implement current knowledge and research of training methods to optimise balance, strength, power, speed and agility; and,
4. Present work at the appropriate academic standard.

**Class Contact:** Online 3.0 hrs Total: 36 hrs online

**Required Reading:** Van Winckel J, Tenney D, Helsen W, McMillan K, Meert JP, Bradley P The science and practical application *Moveo Ergo Sum* / Leuven ISBN-NUMBER : 9789082132304

**Assessment:** Assignment, Assignment on determinants of muscle function, 35%. Assignment, Assignment on assessing strength, power, speed and agility, 35%. Case Study, Based on several case studies students will formulate a written and verbal report on the success of a training program to a coach, 30%.

### SFS7012 Sports Analytics

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** The information available to a sports scientist is diverse and constantly

increasing due to advancements in technology and database and communication systems. Similarly data related to club memberships, promotional strategies, player contracts and viewership is readily available to sporting club managers. There is a need in sport to store, analyse, consolidate and interpret data and communicate this information to coaches and support staff in a timely manner. Additionally the sports scientist must be able to translate this information into practice. This unit will introduce students to data analytics (e.g. finding meaningful patterns within large data sets) and its use in sport. Students will learn how to manage large data sets from a range of sources including athlete tracking (e.g. GPS), injury, match statistics and athlete wellbeing. Students will be introduced to a range of analysis techniques and will learn how to develop their own algorithms and identify key-performance indicators. Students will learn how to critically appraise and use technology in order to complement their knowledge base and practice.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Design, implement and evaluate methods for the management of data;
2. Devise algorithms to identify key-performance indicators within data sets obtained from various sources;
3. Implement a range of statistical methods to interpret data that can be used for both short and long term practical application;
4. Appraise and use technology to complement their knowledge base and practice; and
5. Elucidate complex information based on big data sets to coaches and support staff.

**Class Contact:** Thirty (30) hours for one semester, comprising online lectures and burst mode face-to-face tutorials. The expectation for independent learning is 3 hours per week. Recommended out-of-class activities include; reading the assigned research papers, assignment work, study/revision of lecture content.

**Required Reading:** Selected readings will be made available via the unit VU Collaborate site.

**Assessment:** Test, Two online quizzes, 20%. Test, Two online quizzes, 20%. Project, Data analysis project, 45%. Presentation, Video-based presentation about the results of the project, 15%.

### SFS7013 Applied Research Project

**Locations:** Industry, Footscray Park, The Capstone task can be undertaken within any football club of choice.

**Prerequisites:** SFS7010 - Applied Sports Statistics

**Description:** This unit focuses on drawing from theoretical knowledge and practical skills that the students developed during their degree, with the aim of producing a portfolio of evidence of how the introduction of a new methodology in the workplace changes its current practice. At the conclusion of this unit students will have gained the ability to work independently and under supervision to conduct a defined workplace project and communicate the findings. The main difference with the Minor Thesis is that a Capstone must produce a measurable and applicable change to current practice which is documented mainly through the collection of a portfolio and presented via oral presentation.

**Credit Points:** 36

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Conceptually map the gaps in the current practice of their discipline inclusive of different cultural perspectives;
2. Work independently and collaboratively to conduct investigation with a high level of personal autonomy and accountability;
3. Critically review scholarly literature that may assist in conducting an investigation;
4. Devise a plan to implement outcomes of the investigation to innovate practice; and
5. Effectively communicate outcomes of the intervention to different stakeholders at both the local and global level.

**Class Contact:** Thirty-six (36) hours for one semester comprising 6 hours of face-to-face meetings with nominated supervisor and 30 hours of independent work in the workplace.

**Required Reading:** The required readings will be discussed with the supervisor of the project

**Assessment:** Presentation, Oral presentation on the project proposal, 20%. Portfolio, Collection of evidence of the investigation performed and modification of the practice, 60%. Report, Written report summarising the results of the investigation, 20%.

### SFS7014 Developing Talented Players

**Locations:** Footscray Park.

**Prerequisites:** SFS6005 - Monitoring Load and Recovery in Football

**Description:** This module is focussed on the development of talent ID methodology in Football. It will increase the graduates' ability to design and direct training sessions that are tailored to the needs of football players according to their biological age and skill level. This unit will assist the students to gain deep knowledge regarding the training tools utilised in the development of young football players, with the ultimate aim of having a holistic view of training and strength & conditioning in youth football. This unit will be offered within a study tour as part of a 5-year partnership agreement between Victoria University and the Real Madrid Graduate School/UEM. The partnership includes different activities focussed on staff and student mobility and it extends onto other courses within the College of Sport and Exercise Science. This unit will be part of a set of two units offered in a 2-week residential period.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Conceptually map and reflect on the successful models of football player development to implement them in a plan;
2. Critically review and dispute new and available technologies to apply them in the development of young athletes; and
3. Design and evaluate specific training plans based on the performance models available for different age groups.

**Class Contact:** 30 hours in a one-week burst mode 6 hours online Contact hours will be organised as follow: Five days of class, each with 6 hours of learning (4h of face-to-face class + 2h of attendance at a training session). Depending on the availability of youth football teams this could change slightly, but overall there will be 20h of face-to-face classes and 10h of training attendance.

**Required Reading:** Casais, L., Dominguez, E., & Lago-Peñas, C., 2010 Fútbol base II: el entrenamiento en categorías de formación: McSports. Williams, AM., Ward, P., Bell-Walker, J. and Ford, PR., Perceptual-cognitive expertise, practice history profiles and recall performance in soccer, British Journal Of Psychology (2012) 103 393-411

**Assessment:** Presentation, Oral Presentation; Implementation of plan, 30%. Assignment, Reflective journal aimed at crafting a theoretical plan of Talent ID, 70%.

### SFS7015 Learning to Lead People in High Performance Teams

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit has been developed to provide students with an understanding of advanced concepts in leadership and human resources management applied to the specific context of football. As graduates of this Master degree, students will enter the football workplace which is typically very challenging and unstable in nature. This unit will provide the students with both the theoretical knowledge and practical tools to appreciate their own leadership style and improve the way they interact with other staff members and manage group dynamics. This unit will be offered within a study tour as part of a 5-year partnership agreement between Victoria University and the

Real Madrid Graduate School/UEM. The partnership includes different activities focussed on staff and student mobility and it extends onto other courses within the College of Sport and Exercise Science. This unit will be part of a set of two units offered in a 2-week residential period.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Conceptually map leadership theory, practice and contemporary issues in a globalised football environment taking a critical perspective;
2. Show evidence of enhanced personal knowledge, skills and attitudes (including cultural competence) as they relate to the effective exercise of leadership in football;
3. Create a personal leadership statement and action plan that demonstrates sound critical analysis and an informed appraisal of an authentic sport leader;
4. Reflect on their current level of ability to both lead and work within teams to assess and solve complex problems, motivate and inspire others and act strategically in football; and
5. In collaboration with others, reflect on responsibility and accountability for conflict management and mediation.

**Class Contact:** 24 hours in a one week burst mode (6 x 4hrs). 12 hours online.

**Required Reading:** Hampson, R., & Jowett, S. (2012). Effects of coach leadership and coach-Athlete relationship on collective efficacy. *Scandinavian journal of medicine & science in sports.*

**Assessment:** Presentation, Oral Presentation aimed at implementing a leadership plan, 30%. Assignment, Reflective Journal to craft a leadership statement and plan, 70%.

### SFS7016 Performance Analysis in Football

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** The industry of sport science and high performance in football codes requires practitioners to be aware of - and proficient in - many different areas of knowledge. Among them, video analysis is experiencing a period of incredible growth, due to the improvements in technology allowing coaches and sports scientists to film, code and analyse games or training sessions with relative ease. This unit aims at providing students with an advanced understanding of the requirements for video analysis in elite football settings by engaging with world-leader industry partners and by interacting with professionals in all major football codes in Melbourne. At the end of this unit you will be an accredited video analyst with theoretical knowledge of performance analysis, technical expertise, and in tune with how video analysis is used in sport science research. Important Note: this unit will require the use of a specific video analysis software that operates only on Apple Mac. Please contact the unit coordinator to discuss available options if you do not own a Mac and if you cannot get regular access to one for the duration of this unit.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Implement an industry recognised best practice analysis program to exhibit fundamental video analysis skills in the football codes;
2. Deconstruct theory, technical and tactical elements of a game, categorise patterns and analyse results; and
3. Critically reflect on the game analysis and present to an interprofessional audience.

**Class Contact:** An initial 4h online introductory block 12 hours face-to-face (3 x 4 hours intensive visits to football clubs' Head of Performance Analysis) 12 hours online

**Required Reading:** Selected readings will be made available via the unit VU Collaborate site.

**Assessment:** Test, Online-based Quizzes to test knowledge of the basic elements of

Video Analysis in Football., 25%. Project, Coding and analysis of pre-recorded football games., 25%. Presentation, Video-based presentation of the results of the project., 25%. Practicum, Set-up a live recording and coding session during a game., 25%.

### SFS7017 Minor Thesis

**Locations:** Footscray Park.

**Prerequisites:** SFS7010 - Applied Sports Statistics

**Description:** In this unit, students independently conduct research which demonstrates their ability to define a problem, and search and review the relevant literature. Students develop a methodology and apply it to an appropriate problem or situation. They will develop good data collection and analysis skills, presenting the results in a written thesis of high standard. A supervisor is allocated to each student.

**Credit Points:** 36

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically review relevant and current scholarly literature/s relating to the thesis topic;
2. Conduct a substantial independent research project under supervision with a high level of personal autonomy and accountability;
3. Work collaboratively and ethically in designing and conducting research and communicating research outcomes
4. Interrogate and challenge complex information, and synthesise a range of conceptual and empirical materials to draw defensible conclusions; and
5. Authoritatively and effectively communicate structured, coherent ideas in a sustained written composition at a standard acceptable for academic peer review.

**Class Contact:** Regular meetings with the chosen supervisor for the minor thesis will be of 1 hour per week. The remaining hours will be dependent on the data collection process.

**Required Reading:** Given the nature of this unit, the required readings will be provided by each Minor Thesis Supervisor at the beginning of the semester

**Assessment:** Thesis, Minor Thesis - Written work of 14,000 - 16,000 words, Pass/Fail.

### SHE1001 Nutrition and Health for Physical Education

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit introduces students to nutrition, healthy eating practices and the economic and sociocultural reasons behind people's food choices. It explores the main nutrient groups, and how diet and nutrition have a critical role in the promotion of healthy living and the prevention of chronic lifestyle-related diseases. Students investigate good and bad nutritional practices and how they affect growth, development and activity levels. While the unit looks broadly at global nutritional trends, it also emphasises current and emerging trends across Australia. The unit takes a sociological approach to understanding some of the lifestyle and social factors that impact people's food choices, including fad diets, body image, stereotypes and the media.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Apply theoretical knowledge of nutritional requirements for health and wellness;
2. Demonstrate knowledge of the Australian Guide to Healthy Eating;
3. Employ a health promotion framework to improve healthy eating;
4. Investigate how social and economic factors affect nutrition and food choices.

**Class Contact:** Class 3.0 hrs

**Required Reading:** Selected readings will be made available via the unit VU Collaborate site.

**Assessment:**Test, Online test, 10%. Test, In-class test, 10%. Assignment, Food diary, 30%. Presentation, Multimedia presentation, 50%.

## SHE1002 Growth Development and Ageing

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit provides a basis for the application of knowledge in growth, development and ageing in health, physical education, and human movement. It examines physical growth, and the cognitive, psycho-social, and motor development of humans from childhood into adulthood. Genetic and environmental factors that interact to influence the processes of human growth, development and ageing are explored from a developmental perspective. The unit focuses on human development across the lifespan to give a balanced perspective on age-related changes in human function.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Analyse research-based knowledge of the physical growth, and the cognitive, psycho-social and motor development of humans throughout the lifespan;
2. Explain the developmental factors that interact to influence growth, development, and ageing;
3. Apply and adapt knowledge about physical growth and human development in health and physical education and human movement to advise on age specific programs; and
4. In collaboration with others, clearly and coherently communicate the adaption of concepts, principles or techniques in growth, development and ageing to specific situations.

**Class Contact:**Class3.0 hrs

**Required Reading:**Sigelman, C.K., Rider, E.A., & De George-Walker, L. (2012) Lifespan Human Development: Australian and New Zealand Edition Melbourne/Cengage

**Assessment:**Report, Report, 20%. Presentation, Group presentation, 30%. Examination, Mid-term exam, 20%. Examination, Final exam, 30%.

## SHE2001 Adolescent Health

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit explores concepts, issues and programs dealing with the physical, psychological, cognitive, emotional and social health and wellbeing of adolescents. The unit addresses health issues facing young adults, such as family, challenge, risk and safety, as well as global, national and school/community health issues including depression, suicide, bullying, resilience, anxiety, body image, self-esteem, identity and self-concept. The unit also examines the role harm minimisation and the media play in the development of drug education. Students will identify appropriate health resources that are available at local, state, national and international levels. The unit includes strategies that adolescents can use to feel safe in their communities.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Investigate and argue the impact of physical, cognitive, psychological and social perspectives on adolescent health and wellbeing;
2. Analyse the major factors affecting the mental health of adolescents and discuss a range of protective measures to reduce the risk of mental disorders and illness;
3. Evaluate a variety of resources designed to support the mental health and wellbeing of adolescents; and
4. Apply their knowledge of current educational approaches to issues such as risk taking, drug and alcohol abuse, bullying and violence.

**Class Contact:**Class3.0 hrs

**Required Reading:**Selected readings will be made available via the unit VU Collaborate site.

**Assessment:**Test, On-line Tests x 3, 20%. Presentation, In-class Group Presentation, 20%. Report, Evidence Based Report, 30%. Presentation, Health Expo Presentation, 30%.

## SHE2002 Sexuality and Relationships

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit examines the sexual health of individuals, groups and populations. It explores the role families play in identity construction and affirmative relationships. Using a socio-biological model, students explore a range of sociocultural, biological, developmental, psychological and legal theories and practices, and their connection to identity and sexuality. Students analyse relationship development, identity formation, same sex attraction and sexual and familial relationships. They investigate harmful discourses, practices and behaviours such as homophobia, bullying and stereotyping that obstruct the development of affirmative relationships. The unit explores in detail issues such as mandatory reporting and the regulatory and legal frameworks related to human sexuality. Students use a development model to explore human reproduction. They examine the sexual health of people across the lifespan, and in particular the sexual health of adolescents and young people. They also investigate sexual practices such as abstinence, sexually transmitted infections and STI prevention. Students are encouraged to think critically and collaboratively in order to discuss ways to support young people struggling with relationships and sexual /gender identification.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Analyse sociocultural influences that affect human sexuality and relationships;
2. Evaluate effectiveness of comprehensive and non-comprehensive sexuality programs;
3. Evaluate, assemble and deliver teaching and learning resources for sexual health education; and,
4. Demonstrate knowledge of legal, social and developmental factors that affect human sexuality.

**Class Contact:**Class3.0 hrsField TripNo room needed for class in session 11 as it is a 3 hr offsite roadshow

**Required Reading:**Selected readings will be made available via the unit VU Collaborate site.

**Assessment:**Test, Session quizzes x 10, 30%. Report, Paper dealing with a human sexuality issue, 25%. Practicum, Report (15%) and delivery of sexuality program (30%), 45%.

## SHE3001 Social Bases of Health: Global Perspectives

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit exposes students to a sociological approaches to health, wellbeing and disease and asks questions such as: who gets sick, who is healthy, how diseases are understood, and how health care practices are distributed and organised. Health and wellbeing are considered from individual and population perspectives with a particular focus on the social distribution and patterning of health and illness, inequalities in health, experiences of health and illness and the politics of health care. The unit focuses on both the Australian and global health contexts and students will participate in a 'public sociology' project to engage with sociological knowledge about health and suggest ways to improve health outcomes among at-risk groups using a social model of health.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Argue how social and cultural factors affect health outcomes at individual and population levels using sociological concepts and evidence; 2. Investigate a global health issue using a social model of health; and, 3. Contextualise sociological aspects of health to a non-specialist audience.

**Class Contact:** Class 3.0 hrs

**Required Reading:** Selected readings will be made available via the unit VU Collaborate site.

**Assessment:** Test, Topic responses x 2, 30%. Research Paper, Research summary and podcast review, 30%. Project, Contribute to different phases of 4 podcast episodes, 40%.

## SHE3002 Health Policy and Promotion

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** In this unit, students explore theories of global health promotion practices and the foundations and history of health promotion. They also examine the social and cultural influences that affect health for individuals and communities throughout the world. The unit examines different models and theories of health promotion and how behavioural change can take place through health promotion and planning and through greater understanding of service provision and policy frameworks. Students explore the way that health promotion empowers individuals and communities and some of the enablers and barriers to participation.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Explain and analyse the social ecological model of health 2. Critically analyse health promotion foundations, theories, behaviour changes, strategies and implementation processes for future applications within the health industry; 3. Design a health promotion campaign that addresses a global health issue; and 4. Communicate to a range of audiences the efficacy of a health promotion program and the strategies, policies and theories that underpin it.

**Class Contact:** Class 3.0 hrs

**Required Reading:** Selected readings will be made available via the unit VU Collaborate site.

**Assessment:** Research Paper, Research paper related to the social ecological model of health, 30%. Assignment, Design a health promotion campaign with supporting documentation, 50%. Test, Online test relating to lectures, readings and tutorial material, 20%.

## SMG7240 Behavioural Aspects of Active Living

**Locations:** St Albans.

**Prerequisites:** Nil.

**Description:** Improving participation in physical activity and reducing sedentary behaviour are important public health endeavours. As physical activity, and to a certain extent sedentary behaviour, involves a series of voluntary behavioural choices for an individual, it is important to recognise the impact of motivation and ability in active living. Furthermore, to accurately assess patterns of participation in physical activity and sedentary behaviours, and examine the impact of physical activity interventions on participation and health outcomes, it is necessary to accurately measure participation in these behaviours. A socio-ecological framework identifies intrapersonal and interpersonal aspects of behaviour as an important part of overall population behaviour and activity. This unit will take a psychosocial approach to active living. Students will be encouraged to (1) compare and contrast psychosocial theories of health behaviour in relation to physical activity and sedentary behaviour.

These theories will be evaluated in light of their relevance to a range of target populations and their ability to guide interventions for health promotion; (2) Evaluate methods to measure participation in physical activity and sedentary behaviour and the apply these measures in a variety of contexts and population groups; (3) Develop strategies to maximise the psychological health benefits of physical activity.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Appraise methods of measuring participation in physical activity and/or sedentary behaviour and prescribe them to a range of contexts and population groups 2. Conceptually map theories of health behaviour to physical activity and/or sedentary behaviour interventions; 3. Devise evidence based strategies that will facilitate individual adherence to physical activity (including reducing sedentary behaviour) and improve wellbeing from both physical and psychosocial perspectives; 4. Critically review theories of health behaviour, particularly as they apply to active living; 5. Evaluate and provide positive constructive feedback to peers.

**Class Contact:** Workshop 3.0 hrs

**Required Reading:** Selected readings will be made available via the unit VU Collaborate site.

**Assessment:** Case Study, Students will apply their knowledge of measurement of physical activity in to a scenario(s). Also includes peer feedback element (900 word equivalent), 20%. Essay, Essay / Report - Application of various theoretical behaviour models of health to physical activity behavior and intervention (3000 words equivalent), 45%. Presentation, Seminar Presentation - Recommendations for maximising intervention outcomes (2000 words equivalent), 35%.

## SOL2000 Natural Environments 2

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** In this unit students will consolidate their foundational knowledge and outdoor living and travel skills through an extended field lab in a remote natural environment. This field lab will provide them with an opportunity to inquire into the local environment and ecology and demonstrate their introductory outdoor leadership skills. Theoretical and practical work in this unit will foster further development of judgement and decision making skills, personal and group development and management and care for the environment. Indigenous ways of knowing and indigenous pedagogy will be explored. Off campus field laboratories in this unit may require a levy for incidental fees for accommodation, transport and camping. Please note: this unit will be delivered during the summer semester due to environmental constraints.

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Distinguish the specific equipment and food planning requirements for the environment of travel; 2. Review place based indigenous history and ways of knowing relative to the natural environment of travel; 3. Substantiate knowledge of flora and fauna in the natural environment of travel; and, 4. Demonstrate the required skills and techniques to manage personal well-being and safety in remote natural environments.

**Class Contact:** Class 3.0 hrs Field Trip Online 3.0 hrs Field Laboratory 150 hours Note: students will stay overnight for the field labs.

**Required Reading:** Priest, S., & Gass, M. A. (2018) *Effective Leadership in Adventure Programming*. Champaign, Illinois : Human Kinetics, [2018] Slattery, D. (2015) *Australian Alps: Kosciuszko, Alpine and Namadgi National Parks* CSIRO PUBLISHING

**Assessment:** Due to risk management and professional/industry requirements to demonstrate knowledge and skill within both simulated and workplace



environments, graded attendance and hurdle tasks apply to laboratory work and practicums. Assignment, Menu and Equipment Plan, 15%. Assignment, Written assignment (Place based indigenous environmental investigation), 20%. Test, Environment Specific Flora and Fauna, 15%. Laboratory Work, Log Book and Reflective Journal, 50%.

## SOL2001 River Environments 1

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit aims to increase students understanding of lower catchment geomorphology, river health, macro invertebrates, and catchment management within the unique lower river environments of the Murray-Darling basin. Students will develop the knowledge and skill to live, travel, and lead safe multi day journeys on rivers and lakes. As well, students will develop an appreciation of the physical, mental and social demands and benefits of these activities. Off campus field laboratories in this unit may require a levy for incidental fees for accommodation, transport and camping.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Investigate lower catchment geomorphology, river health, macro invertebrates, and catchment management specifically relevant to the Murray-Darling basin visited in the unit of study;
2. Exhibit the unique theoretical knowledge and practical skills required to live, travel, and lead safely in remote lower catchment river environments;
3. Facilitate the skills of canoeing whilst integrating a place based approach to environmental and cultural interpretation relevant to the location; and
4. Apply strategies to safely manage and lead groups in lower catchment river environments.

**Class Contact:**Class3.0 hrsField TripField Laboratory 81 hours: Field Lab 1 (4 days x 9 hrs) Field Lab 2 (5 days x 9 hrs) Note: students will stay overnight for the field labs. Week 4: No classes

**Required Reading:**Selected readings will be made available via the unit VU Collaborate site.

**Assessment:**Due to risk management and professional/industry requirements to demonstrate knowledge and skill within both simulated and workplace environments, graded attendance and hurdle tasks apply to laboratory work and practicums. Presentation, Environment Presentation, 15%. Laboratory Work, Technical Assessment, 40%. Laboratory Work, Facilitation Assessment (Simulations), 35%. Assignment, Logbook (Knowledge and skills analysis), 10%.

## SOL2002 Bush Environments

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit complies with industry standards and requirements as established by the Adventure Activity Standards and administered by Outdoors Victoria. Students develop lightweight camping skills, planning and logistics, facilitation and leadership skills to participate in and conduct day and extended overnight bushwalks. They gain sound knowledge of the theories and modes of instruction of bushwalking and an understanding of the physical, psychological and social demands of bushwalking and lightweight camping. Caring for, and appreciation of, the bush environment through the utilisation of minimal impact practices and industry-accepted standards are emphasised.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Advise appropriate bushwalking equipment for different uses and contexts with

2. Evaluate and make evidence-based judgements on the application of bushwalking in an educational and recreational setting as appropriate to various client groups;
3. Adapt navigational concepts and appropriate navigational practice in complex and unpredictable situations;
4. Analyse and reflect on the historical, philosophical and environmental contexts of bushwalking in Australia and review current requirements related to the safety and well being of individuals and groups; and
5. Collaborate, plan and prepare an extended bushwalk with professional judgement and leadership utilising minimal environment impact practices to industry-accepted standards.

**Class Contact:**Class3.0 hrsField TripOnline3.0 hrsField Laboratory 90 hours: Field Lab 1 (5 days x 9 hrs) Field Lab 2 (5 days x 9 hrs) Note: students will stay overnight for the field labs. Week 4: No classes

**Required Reading:**Harper, M 2007, The ways of the bushwalker: on foot in Australia, UNSW Press.

**Assessment:**Due to risk management and professional/industry requirements to demonstrate knowledge and skill within both simulated and workplace environments, graded attendance and hurdle tasks apply to laboratory work and practicums. Practicum, Practical navigation skills and application of theory during field trips, 20%. Test, Written navigation and trip planning test, 40%. Project, Field Lab Planning Project, 20%. Report, Reflective report, 20%.

## SOL2003 Mountain Environments

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit provides students with place based knowledge, ecology and environment specific understanding of land management and usage in central and southern Victoria. Mountain biking and cycle touring will be used as platforms to explore track and trail design and use development. Factors such as erosion and soil type specific to location and activity as well as human interaction with environments will be considered. Students will develop the knowledge and skill to live, travel, and lead safe multi day journeys in mountain environments. Students will develop an appreciation of the physical, mental and social demands and benefits of using adventure based activities to inquire into natural environments. Off campus field laboratories in this unit may require a levy for incidental fees for accommodation, transport and camping.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Report on land management strategies specifically relevant to the places visited in the unit of study;
2. Exhibit the theoretical knowledge and practical skills required to live, travel, and lead safely in the specific natural environment;
3. Manage a session of Mountain biking/cycle touring that incorporates a presentation of land management, and environmental and ecological impacts responding to specific place based knowledge; and,
4. Adapt strategies to safely manage and lead groups in mountain environments.

**Class Contact:**Class3.0 hrsField TripField Laboratory 108 hours: Field Lab 1 (4 days x 9hrs) Field Lab 2 (8 days x 9hrs) Note: students will stay overnight for the field labs. Week 4: No classes

**Required Reading:**McKnight, J. (2014) Mountain Biking : Skills, Techniques, Training Ramsbury : Crowood International Mountain Biking Association, (2017). Trail solutions - IMBA's guide to building sweet singletrack, IMBA, California

**Assessment:**Due to risk management and professional/industry requirements to demonstrate knowledge and skill within both simulated and workplace environments, graded attendance and hurdle tasks apply to laboratory work and practicums. Assignment, Report – land management, environment and ecological

strategies specific to the natural environment, 25%. Laboratory Work, Mountain environment technical, interpretive and leading skills (Simulations), 50%. Assignment, Logbook (reflective logbook), 25%.

### SOL2004 Risk Management in Natural Environments

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit provides students with knowledge and theory concerning risk management for individuals and groups in natural environments. Students will consider the natural environment and context specific development and interpretation of appropriate organisational policy, law, legal liability, industry accreditation and certification. Risk management theory will be applied to the development of professional ethics in this context. Students will be introduced to search and rescue and incident management process and skills. Off campus field laboratories in this unit may require a levy for incidental fees for accommodation, transport and camping.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Scrutinise industry standard risk management processes for Natural Environments;
2. Substantiate professional knowledge surrounding risk, duty of care and legal liability;
3. Develop risk management plans to provide for the safety and well-being of individuals and groups in natural environments; and,
4. Demonstrate the application of search and rescue and incident management skills and technique in natural environments.

**Class Contact:** Class 3.0 hrs Field Trip Field Laboratory 90 hours: Field Lab 1 (5 days x 9 hrs) Field Lab 2 (5 days x 9 hrs) Note: students will stay overnight for the field labs. Week 4: No class

**Required Reading:** Attarian, A., (2012) Risk Management in Outdoor and Adventure Programs - scenarios of accidents, incidents and misadventures. Human Kinetics, Champaign IL Dickson, T. J., & Gray, T. L., (2012) Risk Management in the Outdoors: A whole of organisation approach for education, sport and recreation. Cambridge University Press, United Kingdom

**Assessment:** Due to risk management and professional/industry requirements to demonstrate knowledge and skill within both simulated and workplace environments, graded attendance and hurdle tasks apply to laboratory work and practicums. Report, Industry Standards Report, 25%. Test, Risk, Duty of Care, Legal liability, 25%. Assignment, Written Assignment (risk management plan development), 25%. Laboratory Work, Field Lab Assessment (simulations), 25%.

### SOL2005 Rock Environments

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit aims to increase students understanding of geology, geomorphology, and Koori culture within the unique rock environments of Gariwerd, Mt Arapiles, Toon and region. Students will develop the knowledge and skill to live, travel, and lead a day journey in rock environments. As well, students will develop an appreciation of the physical, mental and social demands and benefits of these activities. Off campus field laboratories in this unit may require a levy for incidental fees for accommodation, transport and camping.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Interpret knowledge on geology, geomorphology, Koori culture, and land management. specifically relevant to the places visited in the unit of study;
2. Exhibit the theoretical knowledge and technical skills required to live, travel, and lead

safely in rock environments; 3. Manage a session of rock climbing that incorporates an integrated presentation of geology, geomorphology, Koori cultural, and land management, specifically relevant to the location; and, 4. Adapt strategies to safely manage and lead groups in rock environments.

**Class Contact:** Class 3.0 hrs Field Trip Field Laboratory 72 hours: Field Lab (8 days x 9 hrs) Note: students will stay overnight for the field labs. Week 4: No classes

**Required Reading:** Gaines, B., & Martin, J. D. (2014) Rock Climbing : The AMGA Single Pitch Manual Guilford : Falcon Guides Lockwood, K. (2007) Arapiles : A Million Mountains Natimuk, Vic. : Skink Press

**Assessment:** Due to risk management and professional/industry requirements to demonstrate knowledge and skill within both simulated and workplace environments, graded attendance and hurdle tasks apply to laboratory work and practicums. Report, Environment Research Report (group work), 20%. Journal, Guides Logbook, 10%. Test, Practical Test - Field Based Application of Skill and Knowledge, 50%. Test, Online Quiz, 20%.

### SOL2006 River Environments 2

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit aims to increase students understanding of upper catchment geomorphology, river health, hydrology, and catchment management within the unique upper river environments of the Great Dividing Range of Australia. Students will develop the knowledge and skill to live, travel, and lead safe journeys on white-water rivers. As well, students will develop an appreciation of the physical, mental and social demands and benefits of these activities. Off campus field laboratories in this unit may require a levy for incidental fees for accommodation, transport and camping.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Investigate the upper catchment geomorphology, river health, hydrology, and catchment management specifically relevant to the rivers of the Great Dividing Range visited in the unit of study;
2. Exhibit the unique theoretical knowledge and practical skills required to live, travel, and lead safely in remote upper catchment river environments;
3. Demonstrate the skills of raft guiding whilst integrating a place based approach to environmental and cultural interpretation relevant to the location;
4. Apply strategies to safely manage and lead groups in lower catchment river environments; and,
5. Demonstrate the skills of self-rescue and river rescue.

**Class Contact:** Class 3.0 hrs Field Trip Online 3.0 hrs Field Laboratory 108 hours: Field Lab 1 (4 days x 9hrs) Field Lab 2 (8 days x 9hrs) Note: students will stay overnight for the field labs. Week 4: No classes

**Required Reading:** Bechdel, L., & Ray, S. (2009). 4th ed River Rescue: A Manual for Whitewater Safety CFS Publishers, Ashville, NC,

**Assessment:** Due to risk management and professional/industry requirements to demonstrate knowledge and skill within both simulated and workplace environments, graded attendance and hurdle tasks apply to laboratory work and practicums. Presentation, Environment Presentation (Group work), 15%. Practicum, Practicum A - Practical skills and field work (WIL equivalent), 25%. Practicum, Practicum B - Practical skills and field work (WIL equivalent), 25%. Assignment, Written assignments – Guides Workbook, 35%.

### SOL2007 Alpine Environments

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit aims to increase students understanding of snow hydrology,

winter alpine ecology, and Alpine Resort Management. Students will develop the knowledge and skill to live, travel, and lead safe multi day journeys in winter alpine environments. As well, students will develop an appreciation of the physical, mental and social demands and benefits of these activities. Off campus field laboratories in this unit may require a levy for incidental fees for accommodation, transport and camping.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Report on snow hydrology, winter alpine ecology, and Alpine Resort management relevant to the alpine places visited in the unit of study;
2. Exhibit the theoretical knowledge and practical skills required to live, travel, and lead safely in remote winter alpine environments;
3. Lead a day of ski touring within a larger multi day tour that incorporates an integrated presentation of place based environmental and cultural knowledge specifically relevant to the location; and,
4. Apply strategies to safely manage and lead groups in winter alpine environments.

**Class Contact:** Class 3.0 hrs Field Trip Field Laboratory 108 hours: Field Lab 1 (4 days x 9 hrs) Field Lab 2 (8 days x 9 hrs) Note: students will stay overnight for the field labs. Week 4: No class

**Required Reading:** Hall, D., & Ulrich, J. (2015) Winter in the wilderness. [electronic resource] : a field guide to primitive survival skills Ithaca : Comstock Publishing Associates, a division of Cornell University Press Slattery, D. (2015) Australian Alps: Kosciuszko, Alpine and Namadgi National Parks CSIRO PUBLISHING

**Assessment:** Due to risk management and professional/industry requirements to demonstrate knowledge and skill within both simulated and workplace environments, graded attendance and hurdle tasks apply to laboratory work and practicums. Laboratory Work, Technical Skills, 35%. Laboratory Work, Leading and Guiding (Simulations), 35%. Presentation, Group Presentation - Audio Visual Presentation of Alpine Environments, 15%. Assignment, Logbook (Observations and experiences of place), 15%.

## SOL2008 Outdoor Environments Practicum Specialisation

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit aims to increase students' knowledge of the natural environment(s) they are preparing to work in whilst consolidating leading and technical skills. Students are encouraged to focus on up to two environments for future professional specialisation. Students are encouraged to build professional experience in their chosen environments. A professional development plan is developed and agreed upon, this may take the form of peer leading, personal knowledge and skill development, or recognised professional knowledge and skill training. Off campus practicums in this unit may require a levy for incidental fees for accommodation, transport and camping.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Assess the professional knowledge and skill required to understand natural environments and safely lead others in them;
2. Investigate professional development opportunities to increase personal knowledge of natural environments and consolidate leading and technical skills;
3. Design a professional development plan to advance understanding in ecology, natural and cultural history, and land management, and to consolidate leading and technical skills; and,
4. Evaluate the outcomes of their own professional development through the use of both industry based and academic measures.

**Class Contact:** Class 3.0 hrs Field Trip Practicum 140 hours Week 4: No class

**Required Reading:** Selected readings will be made available via the unit VU

Collaborate site.

**Assessment:** Due to risk management and professional/industry requirements to demonstrate knowledge and skill within both simulated and workplace environments, graded attendance and hurdle tasks apply to laboratory work and practicums. Practicum, WIL (professional development), 50%. Assignment, Written assignment (Professional development plan), 25%. Assignment, Written assignment (Professional development plan evaluation), 25%.

## SOL2009 Outdoor Internship 1

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** Students undertake this unit in order to develop applied skills in natural environments and outdoor leadership. Throughout the internship students maintain a professional reflective journal in which they document facets of their learning as it unfolds through observation, participation, trial and error and the requirements to work under pressure as part of a team. Students will consider their place in diverse teams, organisations and consider how broader stakeholder groups are impacted or assisted by natural environments and outdoor leadership practices.

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Manage genuine workplace activities with autonomy and reflect on the experience;
2. Exhibit the skills and knowledge acquired in their natural environments and outdoor leadership studies to a professional setting;
3. Reflect on the role and value of natural environment and outdoor leadership expertise for participants and society;
4. Critique natural environment and outdoor leadership practices in relation to genuine workplace activities; and,
5. Devise a professional learning plan within an organisational environment.

**Class Contact:** 12 x 3 hr Classes (over whole year) Weeks 2-8 : Internship total 684 hours (Student) (0.4 position over 12 months (equating .4 EFT to 90 days x 7.5hrs))

**Required Reading:** Selected readings will be made available via the unit VU Collaborate site.

**Assessment:** Due to risk management and professional/industry requirements to demonstrate knowledge and skill within both simulated and workplace environments, graded attendance and hurdle tasks apply to laboratory work and practicums. Journal, Reflective Journal, Pass/Fail. Portfolio, Documentation or artefacts emerging from project activities, Pass/Fail. Report, Reflective critique with professional learning plan, Pass/Fail.

## SOL3000 Leading Facilitating and Interpreting in Natural Environments

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit aims to increase students understanding of different ways of being a leader in the outdoors and how this directly connects to program and participant outcomes. Throughout the unit students engage with alpine and winter mountain environments. Through these engagements leadership knowledge, skill, and attributes are developed with particular focus on group management for safe participation, judgment, affective skills, and self-awareness. The developing leader is empowered to engage with outdoor leadership discourse and to prepare an ongoing outdoor leadership development plan. Off campus field laboratories in this unit may require a levy for incidental fees for accommodation, transport and camping.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Apply outdoor leadership safety theory in analysing and solving complex human

centred problems; 2. Interrogate varying ways of being an outdoor leader and develop strategies for effective leadership and teaching; 3. Adapt theories of group management and dynamics to the outdoor environment to maximise engagement and solve complex human centred problems; 4. Recognise and apply a range of leadership approaches; and, 5. Identify and appraise the developing leaders identity, personal strengths and weaknesses in relation to outdoor leadership with responsibility and accountability.

**Class Contact:**Class3.0 hrsField TripOnline3.0 hrsField Laboratory 90 hours: Field Lab 1 (4 days x 9 hrs) Field Lab 2 (6 days x 9 hrs) Note: students will stay overnight for the field labs. Week 4: No classes

**Required Reading:**Selected readings will be made available via the unit VU Collaborate site.

**Assessment:**Due to risk management and professional/industry requirements to demonstrate knowledge and skill within both simulated and workplace environments, graded attendance and hurdle tasks apply to laboratory work and practicums. Exercise, Online Module - Winter Mountain Environments Safety Preparation, 20%. Practicum, Practicum A- Practical skills and field work (WIL equiv), 30%. Practicum, Practicum B - Practical skills and field work (WIL equiv), 30%. Assignment, Written assignments – Personal reflection and development plan, 20%.

### SOL3001 Programming and Logistics in Natural Environments

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit complies with industry standards and requirements as established by the Australian Adventure Activity Standards administered by the industry peak body Outdoors Victoria. In this unit students will develop and apply leadership skills developed in other core and major units to extended outdoor expeditions. There will be a focus on the theory and practice of expeditioning. Comprehensive risk management planning and implementation will be a feature of the studies. The relevance of expeditioning as an educational and recreational activity will be investigated with particular reference to the development of self-confidence and basic social skills such as trust. The unit will allow students to explore leadership and group management theories and understandings experientially. An extended expedition is considered to be a minimum of eight days in duration. Students will be required to pay field lab fees within this unit.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to: 1. Contextualise the theories and purposes of expeditions; 2. Exhibit planning and leadership skills for an expedition in a field based setting; 3. Collect and analyse data in relation to expedition experiences, current theory and literature; and 4. Evaluate the outcomes of the expedition analysing decisions made, drawing on theory and utilising critical thinking skills to refine leadership skills.

**Class Contact:**Class3.0 hrsField TripField Laboratory 90 hours: Field Lab 1 (5 days x 9 hrs) Field Lab 2 (5 days x 9 hrs) Note: students will stay overnight for the field labs. Week 4: No classes

**Required Reading:**Anderson, D., & Absolon, M. (2014) NOLS Expedition Planning: Stackpole Books Beames, S. (2010). Understanding educational expeditions: Sense Publishers.

**Assessment:**Due to risk management and professional/industry requirements to demonstrate knowledge and skill within both simulated and workplace environments, graded attendance and hurdle tasks apply to laboratory work and practicums. Laboratory Work, Lab 1 Requirements, 30%. Essay, Auto Ethnographic Essay, 40%. Laboratory Work, Lab 2 Requirements, 30%.

### SOL3002 Outdoor Internship 2

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**Students undertake this unit in order to develop applied skills in natural environments and outdoor leadership. Throughout the internship students maintain a professional reflective journal in which they document facets of their learning as it unfolds through observation, participation, trial and error and the requirements to work under pressure as part of a team. Students will consider their place in diverse teams, organisations and consider how broader stakeholder groups are impacted or assisted by natural environments and outdoor leadership practices.

**Credit Points:** 24

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Initiate a genuine workplace project that involves self-management and reflection on process; 2. Adapt the skills and knowledge acquired in their natural environments and outdoor leadership studies to a professional setting; 3. Articulate the role and value of natural environment and outdoor leadership expertise in an organisation; and, 4. Critically reflect on natural environment and outdoor leadership practices in relation to a genuine workplace project.

**Class Contact:**Class3.0 hrsThis 24 credit point unit runs over a calendar year:

Quarterly meetings with a VU staff member: End of year Workshop class.

**Required Reading:**Selected readings will be made available via the unit VU Collaborate site.

**Assessment:**Due to risk management and professional/industry requirements to demonstrate knowledge and skill within both simulated and workplace environments, graded attendance and hurdle tasks apply to laboratory work and practicums. Journal, Project research and development journal, Pass/Fail. Portfolio, Documentation or artefacts emerging from project activities, Pass/Fail. Report, Evaluative report, Pass/Fail.

### SPE1100 Principles of Movement Development

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit of study will provide a basis of knowledge in the areas of growth and movement development applied to contemporary physical activity and movement contexts. Physical growth, including the development of various body systems, structural growth and the role of nutrition, and the movement development characteristics of different stages and ages of development will be examined. Students will be introduced to instructional principles relevant for use in a physical activity and movement setting. Students will acquire key skills and knowledge to provide ongoing, developmentally appropriate movement opportunities for participants. Students will practise and apply the knowledge, understanding and skills necessary to maintain and enhance their own and others' physical and movement development for participation and performance in physical activity and movement contexts.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Apply a broad knowledge of physical growth and movement development to evaluate a range of complex problems in contemporary movement and physical activity contexts; 2. Adapt knowledge and skills to evaluate, assess, and instruct movement skills; 3. Locate and analyse research based knowledge of contemporary growth and movement development; 4. Provide developmentally appropriate movement opportunities for participants to practise and apply their movement skills for participation and performance; and 5. Demonstrate an understanding of instructional principles.

**Class Contact:**Class3.0 hrs

**Required Reading:**Information on any additional resources required for this unit can be found on VU Collaborate.

**Assessment:**Assignment, Worksheets x 3 (5% each) - Week 1, 15%. Assignment, Worksheets x 5 (5% each), 25%. Report, PMI (Plus, Minus, Interesting - critical thinking tool), 30%. Presentation, Instructional Experience, 30%.

## **SPE1200 Applied Movement Science**

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit applies movement science to the analysis and acquisition of movement skills in children through exploration of how movement skills are learned and performed. Students will examine skill acquisition and biomechanical concepts including: movement skills; theories of movement skill acquisition; instruction, practice design and feedback; assessment of movement skills; analysis of movement; the manipulation and modification of effort, time, force, and objects; and the effect forces have on bodies and motion. The unit will help students develop skills and knowledge to support the acquisition, application and evaluation of movement skills, concepts, and strategic awareness in order to support learners in responding creatively and competently in a variety of physical activity contexts and settings. Students develop theoretical understanding of implementing and evaluating approaches to skill analysis, assessment and acquisition common to movement settings. Participation in practical experiences will illustrate theoretical concepts of how to analyse, develop, and refine movement. Students will explore the acquisition and analysis of movement skills, concepts and strategies to confidently and competently participate in a range of physical activities.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to: 1. Present a clear coherent and independent exposition of knowledge and ideas in skill acquisition and biomechanics; 2. Classify and analyse the performance of movement skills in physical activity and sport using skill acquisition and biomechanical principles; 3. Determine changes in skill acquisition and performance in children; 4. Apply biomechanical and skill acquisition principles to analyse, develop, and refine movement for participation and performance in a range of physical activities; and 5. Develop understanding to support learners to acquire, apply and evaluate movement skills, concepts, and strategic awareness in order to respond creatively and competently in a variety of physical activity contexts and settings.

**Class Contact:**Class3.0 hrs

**Required Reading:**Selected readings will be made available via the unit VU Collaborate site.

**Assessment:**Test, Online tests, 20%. Report, Practical reports, 40%. Assignment, Reflective workbook, 40%.

## **SPE2000 Rhythmic and Expressive Movement**

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit provides students with an overview and practical experience of rhythmic and expressive movement for children's physical activity participation. It will examine: movement sequences using different body parts and in response to stimuli; designing and performing imaginative movement sequences; combining elements of effort, space, time, and objects to perform movement sequences; and exploration of rhythmic and expressive movement forms.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Apply knowledge of movement patterns and concepts to analyse and create movement sequences according to given criteria; 2. Develop activities to enhance movement skills, participation and performance in rhythmic and expressive movement with creativity; 3. Demonstrate knowledge of movement concepts and safe practices; and, 4. Compose and perform movement sequences using exposition and analyse of the impact of effort, space, time, and objects on movement.

**Class Contact:**Class3.0 hrs

**Required Reading:**Selected readings will be made available via the unit VU Collaborate site.

**Assessment:**Test, Online quiz x 2 (15% each), 30%. Assignment, Instructional Plan, 20%. Presentation, Instructional Experience, 30%. Performance, Rhythmic and expressive movement, 20%. Attendance: Attendance at tutorials is a required component for the satisfactory completion of this unit. A minimum of 80% attendance of all tutorials classes is required to be eligible for a pass in this unit.

## **SPE2001 Major and Minor Games**

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit provides students with an overview and practical experience of minor and major games for children's physical activity participation. This unit has a focus on small-sided and modified games from different game categories including; team building and cooperation games; reaction and chasing games; warm-up games; Game Sense games; general games; circuit activities; and cultural games. Students will develop an understanding of these game categories; develop knowledge and skills to apply movement concepts and strategies in minor and major games; modify games and activities for participation and skill development; and instruct games and activities for participation and skill development. These concepts will be explored through theoretical understanding and participation in minor and major games. This unit also has a large component of Practice Integrated Learning (PIL), in which students will demonstrate their ability to develop and instruct modified games based on a game category to a community group of school-aged children.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to: 1. Evaluate different types of major and minor games and activities for participation in physical education as relevant to contemporary settings; 2. Design experiences to apply movement skills, concepts and strategies in major and minor games and activities with responsibility and accountability; 3. Modify major and minor games and activities for participation and skill development with creativity and judgement; and, 4. Adapt major and minor games and activities to develop movement skills and concepts in games to suit participant groups.

**Class Contact:**Class1.0 hrLab2.0 hrs

**Required Reading:**Breed. R., & Spittle, M. (2011). *Developing Game Sense Through Tactical Learning: A Resource for Teachers and Coaches*. Port Melbourne: Cambridge.

**Assessment:**Presentation, Online Case Study, 30%. Journal, Instructional Plans and Reflections, 40%. Presentation, Instructional Experience, 30%.

## **SPE2004 Growth and Motor Development**

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit of study provides an introduction to concepts in growth and motor development and the development of fundamental movement skills. The following areas will be examined: basic development principles, terms, issues, and

theoretical approaches to growth and motor development; physical, cognitive, perceptual and biological growth and development; description of motor behaviour characteristics at different stages of development; movement assessment; and fundamental movement skill development. Students will engage in practical activities related to fundamental movement skills.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Differentiate terminology associated with growth and motor development;
2. Evaluate changes that occur in growth and motor development; and
3. Determine the development and assessment of fundamental movement skills.

**Class Contact:** Lab 3.0 hrs

**Required Reading:** Gabbard, P.C. (2013). (6th ed.). Lifelong Motor Development. Harlow, UK: Pearson.

**Assessment:** Assignment, Log Book - Part 1, 20%. Assignment, Log Book - Part 2, 20%. Report, Fundamental Motor Skill Report, 30%. Test, Online Test, 30%.

## SPE2100 Biophysical Perspectives On Movement

**Locations:** Footscray Park.

**Prerequisites:** SPE1100 - Principles of Movement Development SPE2100 - Applied Movement Science

**Description:** This unit explores human movement from a biophysical perspective through the study of functional anatomy, human physiology, and exercise physiology. Students will develop a comprehensive understanding of anatomical concepts in order to determine how the body moves. In doing so, students will study the structure and function of the musculoskeletal, cardiovascular and respiratory systems and how they interact with each other to enable human movement. This unit will detail the mechanisms responsible for the physiological changes during exercise, while also examining the acute and chronic physiological adaptations to training. Students will also investigate the components of fitness, principles of exercise training, training program design, interaction of the three energy systems, factors related to fatigue during exercise, basic fitness testing protocols; and physiological strategies to enhance recovery.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Apply their understanding of biophysical concepts to explain and analyse movement using anatomical terminology;
2. Convey their knowledge of the structure, function and interactions of the musculoskeletal, cardiovascular and respiratory systems;
3. Identify and describe the normal physiological responses to exercise and explain how energy is obtained, stored, transferred and used during exercise; and
4. Critically analyse the acute and chronic physiological adaptations to training, and use the basic principles of training to plan and implement safe and effective training programs.

**Class Contact:** Class 1.0 hr Lab 2.0 hrs

**Required Reading:** Abernethy, B., Kippers, V., Hanrahan, S., Pandey, M., McManus, A., & Mackinnon, L. (2013). (3rd ed). Biophysical Foundations of Human Movement. Champaign, IL: Human Kinetics.

**Assessment:** Test, Online Quiz, 20%. Report, Laboratory Report, 30%. Assignment, Training Program, 30%. Test, In-Class Test, 20%.

## SPE2200 Games and Sports

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit provides students with an exploration and experience of games and sports, including athletics, for participation and performance in contemporary

physical activity and movement contexts. Students will develop an understanding of different types of games and sports, including athletics; experience the delivery of movement opportunities through games, sports, and athletics; use their knowledge and skills to apply movement concepts and strategies in games, sports and athletics; practice specialised movement skills and apply them in different movement situations; transfer movement concepts and strategies between games; modify games and activities for participation and skill development; and use feedback to improve performance in games, sports, and athletics. These concepts will be explored through theoretical understanding and participation in games, sports, and athletics.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Contextualise and review different types of games and sports related to physical activity participation;
2. Design and demonstrate experiences to apply movement skills, concepts and strategies in games, sports, and athletics with responsibility and accountability;
3. Modify games and activities for participation and skill development for children with creativity and judgement; and
4. Develop and demonstrate activities to develop specialised movement skills in games, sports, and athletics.

**Class Contact:** Class 1.0 hr Lab 2.0 hrs

**Required Reading:** Selected readings will be made available via the unit VU Collaborate site.

**Assessment:** Test, Online quizzes x 6 (auto graded), 40%. Assignment, Sport Information Cards (Group Assessment), 30%. Presentation, Instructional experience (Group Assessment), 30%.

## SPE3005 Perspectives On Physical Education

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit provides an opportunity for students to integrate and apply their discipline-specific knowledge and skills acquired through their course to their transition to careers in physical education. Students conduct a project exploring their personal conceptualisation of physical education; explore the ethical dimensions of roles in physical education; and develop knowledge and skills to enable them to be proactive and strategic in career planning in the physical education and associated industry sectors. Topics explored include views of contemporary physical education practice; changing understandings of physical education; professional ethics; career professional development, and physical education and exercise and sport science industry engagement.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically analyse and evaluate theoretical knowledge and technical information with autonomy, responsibility and judgment in order to both anticipate and creatively solve problems related to professional practice;
2. Determine and evaluate the ethical implications of professional practice in physical education and associated industry sectors;
3. Articulate a personal conceptualisation of physical education and argue the importance of physical education in the development of the whole person for application in the current job market; and
4. Derive ethical positions and coherently justify that position in relation to their goals in work and learning.

**Class Contact:** Class 3.0 hrs

**Required Reading:** Selected readings will be made available via the unit VU Collaborate site.

**Assessment:** Report, Employability report, 20%. Journal, Journal response, 15%. Case Study, Case Study hypothetical, 15%. Presentation, Multimedia presentation, 50%.

## SPE3006 Sport Ethics

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit is designed to develop students' awareness and appreciation of the ethical dimensions and key principles as they are applied to contemporary issues in the sport science and physical education context. The unit will facilitate the development of students' ability to analyse critically various issues, policies, laws, practices, and relationships within sport. Special attention will be paid to the development of ethical reasoning as it is practically applied to topics such as: anti-doping, sport technology, talent identification, coaching, diversity and anti-discrimination (e.g., gender, sexuality, transgender, intersex, race, religion, disability), children's rights and protection; and player development and welfare.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Distinguish and apply critical thinking and ethical reasoning in the sport science and physical education context; 2. Evaluate ethically issues, policies, practices and relationships in sport science and physical education; and, 3. Respond to ethical predicaments in oral and written form.

**Class Contact:**Seminar3.0 hrs

**Required Reading:**Selected books and book chapters will be made available via the unit VU Collaborate site.

**Assessment:**Test, Unit tests x 2 (@ 20% each), 40%. Report, 1 x 1200 word written report, 30%. Presentation, Group Oral Presentation, 30%.

## SPE3100 Psychosocial Aspects of Health and Physical Activity

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit explores the range of psychosocial influences on health, physical activity, sport and exercise contexts in contemporary society. Students will examine sociological, historical, and psychological concepts that influence health and physical activity including interactions of personal, social and environmental factors. Topics include the relationship between health and physical activity, psychosocial and health benefits of physical activity participation, physical activity across the lifespan, theories of physical activity participation, physical activity and health promotion interventions and initiatives, inclusiveness and diversity in physical activity, methods of assessing physical activity and sedentary behaviour, national physical activity and sedentary behaviour guidelines, and the role of organisations in promoting physical activity and health. Understanding is developed through researching, analysing, applying contemporary practices in health and movement fields. Students will gain authentic practical experience of recreational and lifelong physical activities underpinning delivery of movement experiences and engagement in health and physical activity such as aquatics, challenge and adventure activities, minor games and modified sports. The unit will enable students to implement psychosocial understandings of lifelong health and participation in physical activity into practice within physical education and exercise and sport science.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Critically evaluate the influence of psychosocial factors on health, physical activity, sport and exercise contexts in contemporary society; 2. Use theoretical knowledge and practical skills to critique health and physical activity promotion initiatives and the assessment of physical activity and sedentary behaviour; 3. Identify and describe how personal, social and environmental contexts shape and provide opportunities for health and physical activity behaviours; 4. Contextualise the importance of participation in recreational and lifelong physical activities as

movement experiences in promoting engagement in health and physical activity; and

5. Plan, prepare and participate in appropriate, safe and inclusive movement experiences to support lifelong health and physical activity participation.

**Class Contact:**Class3.0 hrs

**Required Reading:**Selected readings will be made available via the unit VU Collaborate site.

**Assessment:**Report, Evidence-based group report and presentation, 50%. Assignment, Inquiry Project, 30%. Journal, Reflective Journal, 20%.

## SPE3200 Elements and Practice of Movement

**Locations:**Footscray Park.

**Prerequisites:**SPE1100 - Principles of Movement DevelopmentSPE1200 - Applied Movement Science

**Description:**This unit involves the exploration, analysis and development of movement skills and concepts through rhythmic and expressive movement and fitness based activities. Students will apply their skills and knowledge of skill acquisition, biomechanics, and growth and movement development to create and adapt appropriate movement experiences and provide and apply feedback to enhance participation and performance in a range of movement activities. Students will explore the elements and practice of rhythmic and expressive movement and movement for health and fitness in contemporary physical activity and movement contexts such as dance, gymnastics and lifestyle exercise based programs.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Analyse and compose movement sequences according to given criteria; 2. Design and deliver activities to enhance movement skills, participation and performance in rhythmic and expressive movement; 3. Analyse movement sequences to provide appropriate feedback and instruction; 4. Engage in collaborative practices to choreograph and perform movement experiences incorporating the elements of dance; and, 5. Articulate and integrate safe practices in both instructional and performance environments.

**Class Contact:**Lab3.0 hrs

**Required Reading:**Selected readings will be made available via the unit VU Collaborate site.

**Assessment:**Test, Online Tests x 2, 30%. Project, Instructional Plan, 20%. Presentation, Instructional Experience, 30%. Performance, Creative Movement Performance, 20%.

## SSC2002 Prevention, Management and Recovery from Injury

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**Injuries are the unwanted side effects of active engagement in sport. It is estimated that annually one in six Australians suffer a sports related injury. Sport coaches often witness injuries first hand and are often responsible for initial injury management until professional help is sought when major injuries occur and the ongoing management when minor injuries occur. Hence, sport coaches play an important role in the overall management of injuries, and the development of knowledge and expertise of injuries, illness and recovery are vitally important for sport coaches. Coaches who possess at least a fundamental knowledge of injury, illness and recovery will not only feel more competent and confident but importantly, will be able to reduce the stress and overall prognosis for athletes.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Identify common sporting injuries, differentiating factors and musculoskeletal

screening techniques 2. Determine the immune response to exercise, and identify strategies to minimise illness 3. Evaluate the psychosocial drivers of injury and illness 4. Acquire knowledge of current best practice in recovery strategies from an evidence-based perspective 5. Acquire skills in modifying training and competition, to manage injuries, illness or specific populations (e.g., disability) 6. To demonstrate an understanding of ethical practice from the perspective of setting boundaries and the referral process

**Class Contact:**Class3.0 hrs

**Required Reading:**Gotlin, RS (ed) 2008, Sports injuries guidebook: athletes' and coaches' resource for identification, treatment and recovery, Champaign, IL: Human Kinetics

**Assessment:**Practicum, Practical testing scenarios (10%, 15%, 15%), 40%. Presentation, Poster (20%) & Oral Presentation (10%), 30%. Test, In-class quiz, 30%.

### SSC2003 Sport Coaching: Applied Conditioning

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit introduces students to the concept, theories and practical implications of physical conditioning for a range of athlete abilities across a broad spectrum of land-based sports. Learners will explore the knowledge and practical application of speed training for athletes from beginner to advanced levels.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Use cognitive skills to review, analyse, consolidate and synthesise knowledge pertinent to current theory and research of speed training, reaction, acceleration, maximum speed, speed endurance;
2. Review the fundamentals of running and agility mechanics, as well as rationalise and demonstrate knowledge of applied drills;
3. Elucidate the key features of aerobic endurance systems;
4. Rationalise a broad and coherent body of knowledge within a range of strength training exercises and flexibility formats; and,
5. Analyse and advise the key features of mobility, warm-up/cool-down and recovery to a variety of key stakeholders.

**Class Contact:**Lab1.0 hrWorkshop2.0 hrs

**Required Reading:**Selected readings will be made available via the unit VU Collaborate site.

**Assessment:**Practicum, Tests x3 @ 10% each (15 minutes overall), 30%. Portfolio, 1.Visual Coaching Pro or other exercise program 10%; 2.Exercise workbook 20%; 3.Post class activities (H5P) 10%, 40%. Practicum, PIL – Conditioning program: In teams, students will design, develop and implement a specific conditioning program., 30%.

### SSC3002 Sport Coaching: Talent Identification & Development

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**The search for sport talent is almost as old as competitive sport. The modern advent of talent identification in sport (TID) dates back to the programs developed in the former Soviet and Eastern bloc countries in the 1960s and 1970s and was responsible for many Olympic successes. Now, some 40 years on, few areas in sport are as contentious as the ongoing debate of TID. While some experts argue that TID potentially provides talented players with opportunities possible to develop their potential, other experts argue that TID science lacks credibility and practice, is often flawed scientifically and/or ethically. It has also been said that, 'The best form of TID is mass participation.' This unit introduces students to TID and how it has historically been used, and at times misused. Students learn about TID

theory and practices but also importantly underlying philosophical questions relevant to TID. There is also a focus on reconciling the dual objectives of mass participation and talent developed.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Demonstrate understanding of giftedness and talent in a range of contexts;
2. Distinguish between what is talent identification (and what isn't talent identification) from a multi-disciplinary perspective;
3. Demonstrate understanding of the ethical implications and potential concerns, challenges and dilemmas relating to TID;
4. Demonstrate understanding of the typical stages of long term athlete development (LTAD), as well as current best practice in TID;
5. Work effectively with parents of talented children

**Class Contact:**Lecture1.0 hrTutorial1.5 hrs

**Required Reading:**Selected readings will be made available via the unit VU Collaborate site.

**Assessment:**Report, Laboratory reports, 30%. Presentation, Group presentation, 20%. Other, Class Debate (Presentation), 20%. Examination, Theory Exam, 30%. Non assessed Class Debates map to LO 5 & 6 and GC 1c, 1d, 2a, 2b.

### SSI6001 Sport Integrity Leadership

**Locations:**City Flinders.

**Prerequisites:**Nil.

**Description:**This unit investigates concepts of leadership and their association with sport integrity at the individual, practice and organisation levels. Through personal reflection and relevant literature, plus expert presentations and group discussion of case studies, students will develop the awareness of leadership principles and the competency to apply them to decision making, problem solving, and integrity development in the sport business context, both locally and globally. Each module within the unit builds the students' knowledge and understanding of integrity leadership in terms of theoretical and conceptual frameworks, and the research evidence to support them.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Reflect critically on the development of personal integrity and leadership capability
2. Analyse and evaluate leadership integrity issues in applied sport cases.
3. Develop principle and evidence-based strategies to lead cultural and organisational change related to an integrity challenge in sport

**Class Contact:** 24 hours face-to-face burst mode (3 days x 8 hours each day) 12 hours online

**Required Reading:**Recommended readings will be made available via the unit VU Collaborate site.

**Assessment:**Report, Personal Leadership Capability Report, 30%. Report, Leadership Integrity Case Analysis Report, 30%. Project, Sport Industry Leadership and Change Report, 40%.

### SSI6002 Sport, Law and Regulation

**Locations:**City Flinders.

**Prerequisites:**Nil.

**Description:**Sport - it's all about the rules! Behind the rules lies the legal framework. This unit identifies the legal frameworks of sport: the constitutions and rules of sporting organisations, their rule-making processes, contracts, risk management, duties of care in relation to facilities, equipment and participation, selection processes and the possible legal challenges to them, conduct rules, integrity, discipline both on and off the field and more. The unit will be delivered with the assistance of major



sporting organisations.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Analyse and present knowledge of key legal areas and their application to sport;
2. Critically review a range of legal issues in sport;
3. Investigate relevant legal principles, legislation and rules to issues arising in sport contexts;
4. Critique the application of law in the policies, practices and culture of a sporting organisation or club; and
5. Contextualise and solve problems in a range of applied practical cases in elite and/or community-based sport organisations.

**Class Contact:** 24 hours face-to-face burst mode (3 days x 8 hours each day) 12 hours online

**Required Reading:** Thorpe, D, Buti, A, Davies, C, Fridman, S and Jonson, P., 2013, 2nd ed Sports Law Oxford Veljanovski, A., 2011 2nd ed Sports Law LexisNexis Case Summaries

**Assessment:** Test, Short Answer, 1 hour, 20%. Report, Field Experience Project Report, 40%. Case Study, Case Studies Report, 40%.

### SSI6003 Strategic Sport Marketing

**Locations:** City Flinders.

**Prerequisites:** Nil.

**Description:** This unit in Strategic Sport Marketing develops knowledge and skill in the marketing process as it relates to strategic market planning; segmentation, targeting, positioning, and delivery in consideration of multiple analysis models; processes implemented to understanding the sport consumer; application of logistical processes to aid in delivering products and services; and the promotional and public relations activities across traditional and specialised areas of the sport industry. Primary focus will be on the application of marketing principles to specific sport scenarios.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Articulate the intricacies of the sport marketing mix, sport marketing analysis, and sport marketing planning through the integration of socially responsible and ethical practices.
2. Appraise the value of sport marketing research internal reports, intelligence systems, decision support systems, and consumer behaviour analysis to better understand consumers and make appropriate strategic decisions for sport organisations.
3. Analyse the relationship of quality product and logistical management to successful retail management, sales management, and e-marketing management.
4. Assess the role of communication management in the enhancement of promotions, advertising, and sponsorships for various sport businesses.
5. Implement emerging competencies in the areas of social media and digital/mobile networking; international and global marketing; and various impacts and legacies.

**Class Contact:** 12 hours face-to-face lecture (1 day x 7 hours; 1 day x 3 hours and 1 day x 2 hours) 24 hours online

**Required Reading:** Schwarz, E.C. and Hunter, J.D. (2017). 3rd ed. Advanced Theory and Practice in Sport Marketing, Oxford, UK: Routledge. ISBN 13: 978-1-138-06158-3

**Assessment:** Case Study, Case Study Analysis., 20%. ICT (Wiki, Web sites), Discussion board contributions., 40%. Report, Marketing plan report (includes a 15-20 minute Multimedia presentation (report 25%; presentation 15%)), 40%.

### SSI6004 Strategic Planning and Management for Sport Business

**Locations:** City Flinders.

**Prerequisites:** Nil.

**Description:** This unit in Strategic Planning and Management in Sport Business will

focus on applying various concepts and analytical tools to strategic organisational problems and issues in sport business management with the end goal of resolution leading to optimisation for the total sport enterprise. Through analysis of the forces that shape strategic decisions, and the basic tools sport managers and leaders use in their attempt to maximise the value of the sport organisation, students will use team processes, agendas, brainstorming techniques, critical thinking skills, and creativity tools to explain how to move sport organisations forward in a positive direction towards a vision.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Design short-term and long-term strategic decisions using financial, marketing research, operations and sales data.
2. Formulate a strategic business plan that articulates the implementation of strategic changes to a real sport business.
3. Evaluate the methods for making substantive recommendations to senior management of a sport organisation involving several areas of the company simultaneously.
4. Implement techniques of strategic planning and management to a variety of sport business situations.
5. Analyse and research sport business industry problems in a wide variety of sport organisational settings in order to evaluate findings and prioritise change.

**Class Contact:** Total hours: 36 16 hours face-to-face burst mode (2 days x 8 hours each day) 20 hours online

**Required Reading:** Chadwick, S., Arthur, D. & Beech, J. (2017). 2nd ed. International Cases in the Business of Sport, Oxford, UK: Routledge. Boyle, I. (2016). Organisational Performance Management in Sport. Oxford, UK: Routledge.

**Assessment:** Case Study, Case Analysis 1, 15%. Case Study, Case Analysis 2, 15%. ICT (Wiki, Web sites), Weekly discussion board contributions., 30%. Report, Strategic planning report (includes a 15-20 minute Multimedia presentation), 40%.

### SSI7002 Sport Facility and Event Management

**Locations:** City Flinders, Universidad Europea, Madrid, Spain.

**Prerequisites:** Nil.

**Description:** The unit provides students with both in-depth theoretical knowledge and practical understanding of the administrative functions that support the professional management of sport facilities and sport events. The unit will focus on elements of planning, design, management, and delivery. Special emphasis will be given to risk management, security and safety, service quality, and performance evaluation. The unit will be structured around case analysis and problem solving utilising class discussions, guest speakers, and facility/event visitations. This unit is part of a set of two units offering a two week study abroad experience in Madrid, Spain which "lifts and shifts" the classroom from the VU home campus to Real Madrid and includes guest speakers. The cost is included in the unit fees and covers standard airfare, accommodation and a meal plan. Students wishing to upgrade or deviate from the set plan are responsible for the additional costs. Mid-year enrolments are not eligible to do the study tour in their first semester.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically review conceptual and theoretical frameworks of strategic planning, operational management, service delivery, performance evaluation with advanced specialist knowledge and managerial expertise within sport facility and event management;
2. Conceptualise and contextualise theory, technical knowledge and skills in diverse contexts that underpin the effective management of sport facilities and events;
3. Analyse information with clarity and judgement in order to both anticipate and creatively solve problems related to the management of sport facilities and events; and
4. Adapt knowledge and managerial skills to make

decisions that provide inclusive, sustainable, and culturally relevant sport facility and event services.

**Class Contact:** Seminar 5.0 hrs Thirty-six (36) hours for one semester comprising a 5 hour introductory seminar and 31 hours of blended learning including online activities. In addition, students complete a study abroad trip to Madrid, Spain.

**Required Reading:** Schwarz, E. C., Hall, S. A., and Shibli, S. (2015) Sport facility operations management: A global perspective (2nd Edition) Routledge

**Assessment:** Other, Weekly discussion board contributions., 25%. Portfolio, Journal of Study Abroad experience., 40%. Report, Facility / Event Project Report, 35%.

### SSI7003 Global Sport Business

**Locations:** City Flinders, Universidad Europea, Madrid, Spain.

**Prerequisites:** Nil.

**Description:** This unit provides a detailed analysis of sport in a global context. Through the use of international case studies it aims to give students a deep understanding of the processes of globalisation and the ways in which they have shaped the structure and conduct of sport around the world. Students will initially explore the commercialisation of sport and trace its evolution into a business. Various commercial themes will be addressed, including a detailed study of sport consumption. Special attention will be given to the motivations and behaviour of sports consumers, together with strategies for engaging with diverse groups and cultures. Students will also examine the impact of technology and the entrenchment of it in media entertainment. This will lead into a critical evaluation of sport-commerce as an industrial sector, a contributor to economic growth, and arena of political influence. This unit is part of a set of two units offering a two week study abroad experience in Madrid, Spain which "lifts and shifts" the classroom from the VU home campus to Real Madrid and includes guest speakers. The cost is included in the unit fees and covers standard airfare, accommodation and a meal plan. Students wishing to upgrade or deviate from the set plan are responsible for the additional costs. Mid-year enrolments are not eligible to do the study tour in their first semester.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: 1. Evaluate the ever evolving process of the globalisation of sport; 2. Devise a global structure of the sport industry; 3. Critically reflect on the power relations and who are the key global players influencing the development and progress of sport (business); 4. Critically review the interrelationship between sport and culture in the industry and provide wellargued opinions about planned and unplanned cultural change; 5. Critique the links between political agendas and sport business; and 6. Propose critical opinions about sport and its place in a global society.

**Class Contact:** Seminar 5.0 hrs Thirty-six (36) hours for one semester comprising a 5 hour introductory seminar and 31 hours of blended learning including online activities. In addition, students complete a study abroad trip to Madrid, Spain.

**Required Reading:** Selected readings will be made available via the unit VU Collaborate site.

**Assessment:** Literature Review, Critical popular article on a sport business issue., 30%. Case Study, Case study analysis., 20%. Case Study, Case study analysis., 25%. Presentation, Presentation on a current sport business opportunity., 25%.

### SSI7004 Sport Economics and Finance

**Locations:** City Flinders.

**Prerequisites:** Nil.

**Description:** This unit gives students a grounding in the basics of sport economics and finance to enable students to be financially literate and comfortably use numerical

data to plan and manage the economic affairs of sport and active recreation enterprises. Students will become proficient in the critical analysis of balance sheets, income and expenditure statements, and cash flow statements. Benefit-risk analysis will be used to compare and contrast different financing tools for both the short and long term. Special attention will be given to financial performance, and how financial ratios can be used to diagnose the financial health of sport and recreation organisations, events, tournaments and programs. Techniques for constructing budgets, estimating and monitoring future revenue, expenses, and profit levels will also be discussed.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Enhance their economic and financial literacy by explaining and integrating key terms and operating principles, including money as a store of value, cash as the idealized form of liquidity, accrual accounting, wealth creation and valuation, profit-making, debt and risk management, return on investment, monetisation of non-market exchanges, triple bottom line accounting, and cost-benefit analysis;
2. Interpret and assess financial statements through the use of ratio analysis, and use the findings to assess the past performance of sport enterprises, and improve future outcomes and overall sustainability;
3. Appraise the government's role as an allocator of resources to the sport sector, and critically assess the impact and legacies of sport events, sporting competitions, and active recreation programs on host cities, towns, and local communities, taking into account economic, social, environmental, and health & well-being outcomes; and,
4. Interpret the role of data analytics as a tool for improving both the on-and off-field performance of sport enterprises.

**Class Contact:** Total hrs: 36 12 hours face-to-face lecture (2 days x 3.5 hours; 1 day x 3 hours and 1 day x 2 hours) 24 hours online

**Required Reading:** Brown, M., Rascher, D., Nagel, M. & McEvoy. (2016) Financial Management in the Sport Industry. Scottsdale, Holcomb Hathaway Stewart, B. (2015) Sport Funding and Finance. London, Routledge.

**Assessment:** Report, Financial diagnosis., 30%. ICT (Wiki, Web sites), Discussion board Contributions, 40%. Project, Economic impact statement - Cost-benefit analysis (including a 15-20 minute Multimedia presentation), 30%.

### SSM2002 Career Development and Employability 1

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit aims to bring students into career maturity before they graduate from the course. Students learn the skills, knowledge and insights to become proactive and strategic career builders and gain an understanding of the variety of career options within related industries aligned to sport, recreation & sport science sectors. They learn the importance of gaining work-related experience and also develop understanding to improve their career outcomes. Students learn job hunting skills by securing a career placement of their choice. This placement should improve their career options and employability after graduation.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Demonstrate significant knowledge and understanding of work and career choices and requirements;
2. Prioritise and reflect on a broad range of strategies for achieving own career and learning goals;
3. Collaborate effectively with responsibility for own and team outcomes, to complete tasks, evaluate and respond to own and others performance using given parameters; and
4. Communicate effectively both orally and in writing, on a broad range of contemporary topics as a professional demonstrating significant control over key genres/text types.

**Class Contact:** Class 3.0 hrs Plus career placement within related industries aligned to

sport, recreation & sport science: 70 hours.

**Required Reading:** Dressler, A 2018, Career Development and Employability Report Writing Guidelines, Melb: Victoria University Publication (amended by Mary Grant, 2018). Funk, R 2018, Career Development and Employability guidelines, Melb: Victoria University Publication (amended by Mary Grant, 2018). Required texts provided in class and online.

**Assessment:** Assignment, Self-directed Career Search and Profile, 10%. Assignment, Achievement-focused Resume, 25%. Presentation, Industry Information Visit & Presentation, 15%. Report, Successful completion of 70 hours, written reflection based on placement and evaluation from host supervisor., 50%.

### SSM2003 Ethics in Sport Management and Active Recreation

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit is designed to develop the students awareness and appreciation of the ethical dimensions of sport management and active recreation. The unit will facilitate the development of the students ability to analyse critically various issues, policies, practices and relationships within sport so as to inform sport management, active recreation and professional work cultures. Special attention will be paid to the development of ethical reasoning and its practical application to topics such as: anti-doping, match fixing, diversity and anti-discrimination (e.g., gender and sexuality, race, ethnicity and religion, ability and disability); health and safety (e.g., injuries, childrens rights and protection, animal welfare, environmental protection).

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Analyse concepts of ethics, morals and values;
2. Use critical reasoning to analyse argument forms and detect fallacies;
3. Apply ethical reasoning and ethical reasoning approaches to evaluate applied cases; and
4. Use ethical reasoning to identify, solve problems and recommend professional practice improvements in sport, sport management and active recreation.

**Class Contact:** Class 3.0 hrs

**Required Reading:** Selected readings will be made available via the unit VU Collaborate site.

**Assessment:** Test, Test - short answer, 15%. Test, Test - short answer, 15%. Report, Tutorial Workshop Reports - Progressive reports x 7 (10% each), 70%.

### SSM2103 Historical and Cultural Aspects of Australian Sport

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** The aim of this unit is to provide students with an understanding of the social and cultural factors that, over time, have influenced the development of sport, recreation and leisure in Australia. The first part of the unit therefore provides an extended narrative framework which explores the evolution of sport in Australia from Aboriginal occupation to the late 20th century, with special emphasis given to developments in the Federation era and in the decades immediately following World War II. A number of sports and pastimes are considered as specific case studies, and students are encouraged to examine these case studies in the light of relevant key ideas, debates and concepts. The unit also includes a Work Integrated Learning project based around aspects of sporting heritage, and with particular attention given to the academic skills of reading, writing and research.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Explain the development of sport as a significant social and cultural force in Australian life;
2. Find, critically use and analyse primary documents in the field of

sport history;

3. Critically discuss and research aspects of sport, recreation and leisure in an Australian context; and
4. Assess relationships between historical knowledge and the understanding of current issues associated with sport, recreation and leisure.

**Class Contact:** Class 3.0 hrs

**Required Reading:** Selected readings will be made available via the unit VU Collaborate site.

**Assessment:** Research Paper, Research paper (Digital history presentation/Blog idea), 40%. Literature Review, Applied Research - Research Commentary, 20%. Test, Daily quizzes, 40%.

### SSM2104 Programming for Sport Development and Community Action

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit provides an overview of recreation program planning, development and implementation. It seeks to encourage and support the development of a personal programming philosophy based on an appreciation of the scope of recreation programming and recreation benefits. Recreation programs are one of the key mechanisms for consumers to experience a variety of recreation services. The unit aims to provide students with the knowledge and information to develop, plan, document and deliver recreation programs to different client groups. This unit is an essential second-year unit that sets the framework for recreation professionals to gain the skills to organise and deliver recreation services.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Apply Program Development Cycle to contemporary recreation programs;
2. Conduct a needs assessment for a range of given recreation programs;
3. Implement and evaluate a recreation program; and
4. Critically analyse the basic social and psychological concepts inherent in leisure programs and what people respond to.

**Class Contact:** Class 3.0 hrs

**Required Reading:** Rossman, J R. & Schlatter, B. 2017 7th ed, Recreation programming: Designing and Staging Leisure Experiences, Sagamore: Champaign, Illinois. Please note: The 5th & 6th edition of the Rossman/Schlatter text are also suitable.

**Assessment:** Report, Report and presentation of recreation visit, 20%. Project, Program activities - action plan, 10%. Other, Program plan for recreation activity, 30%. Test, Quiz - 2 progressive assessments (20% each), 40%.

### SSM2204 Sport Sponsorships and Partnerships

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit introduces students to a variety of strategies that may be used to broaden the funding base of organisations and partnerships between organisations. Students are given a sound knowledge and develop skills to apply processes and procedures in sourcing sponsorships and partnerships. The unit concentrates on: Sponsor objectives and benefits, Identifying and approaching sponsors, Developing and packaging sponsorship proposals and evaluating the sponsorship. Students prepare and present a sponsor partnership proposal in collaboration with a selected club and obtain industry, peer and teacher feedback on the success of the proposal.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Interpret the key sport sponsorship/partnership competencies of prospecting,

identifying needs, financial implications, proposal/agreement development, and evaluation; 2. Scrutinise club sponsor proposals and design or modify new or additional components for club sponsor proposals; 3. Collaborate in groups and with a manager from a selected sport / active recreation club and negotiate processes associated with a sponsor partnership proposal; and, 4. Organise, manage and present a sponsor partnership proposal.

**Class Contact:**Class3.0 hrs

**Required Reading:**A selection of online reading will be prescribed. Stolar, D. K. & Nagel, M. S. (2017). (5th ed.). Developing successful sport sponsorship plans. Morgantown, WV: Fitness Information Technology

**Assessment:**Test, Online quiz, 10%. Assignment, Sport sponsorship proposal (2 parts), 60%. Presentation, Sponsorship proposal and club presentations, 20%. Report, Sport industry partner evaluation form, 10%.

## SSM2205 Sociology of Sport and Active Recreation

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit invites students to think sociologically about sport and active recreation. Key sociological themes and issues are covered, enabling an understanding of the contemporary social world and how it shapes sport and active recreation. Through this knowledge, students are encouraged to critically examine some of the pressing social challenges concerning sport and active recreation in both the Global North and the Global South. The ideas developed in this unit are essential to an understanding of sport and active recreation planning, programming, management, leadership and marketing, all of which are fundamental processes utilised in the rest of the course. How can sport "make a difference" in society beyond the playing field? Why are there sports identified as boys or girls sports? How do different sports organisations and cultures experience and respond to violence, racism and performance-enhancing drug use? How do professionalisation and commercialisation reshape amateur and community expressions of sport? Case studies will be used and relevant sociological theories and concepts put to work. Assessments and exercises will allow students to focus on a chosen aspect of sport, and on particular sports of their interest.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to: 1. Identify various approaches to sport and active recreation in recent sociological work; 2. Critically analyse sociological perspectives on sport and recreation in contemporary Australia; 3. Use sociological theories, concepts and methods to analyse and think creatively about empirical problems in relation to contemporary sport in a range of local and global contexts 4. Communicate sociological ideas about sport and active recreation effectively in oral and written formats, including blogs.

**Class Contact:**Class3.0 hrs

**Required Reading:**Various articles, book chapters and online and audio-visual materials will be used in the course. Electronic copies of, or links to, the required readings will be made available to students on VU Collaborate.

**Assessment:**Presentation, Class presentation, 30%. Other, Online blog journal (5 x blog), 70%.

## SSM3000 Inclusion and Social Responsibility in Sport and Active Recreation

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**The unit includes an overview of contemporary inclusive and socially responsible practices in the sport and active recreation industry and how they comply

with government policies, legislation, and meet the community needs and expectations. It provides an insight into the diverse needs of under-represented communities/peoples in sport and active recreation, the unique resources sport and active recreational organisations have, and the social responsible initiatives offered to help the community to support social causes and address social issues.

Underrepresented communities/peoples include: people with disabilities, ethnically diverse and CALD communities, Indigenous people, the homeless, refugees, and the lesbian, gay, bisexual, transgender and intersex (LGBTI) communities. Social responsibility focuses on the voluntary actions sport and active recreational organisations undertake to fulfil their social responsibility.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Conceptualise sport and recreation for development, inclusive environments, social responsibility, social justice and equal opportunity in working with and understanding and the diverse needs of population groups that are under-represented in sport and active recreation; 2. Analyse and evaluate inclusive and social responsible sport and recreation industry practices, programs and policies; 3. Articulate their personal and professional philosophy of sport and recreation within an inclusive, accepting, and social responsible context; and 4. Devise inclusive and socially responsible programs for sport and recreation organisations.

**Class Contact:**Class3.0 hrs

**Required Reading:**Selected readings will be made available via the unit VU Collaborate site.

**Assessment:**Test, Test in week 6 covering theory., 30%. Test, Test in week 12 covering theory., 30%. Assignment, Students assess the policy and programs of a sport or recreation association (paper -25%; 5 slides with a 100 word abstract -15%), 40%.

## SSM3002 Outdoor and Environmental Philosophy

**Locations:**Footscray Park, St Albans.

**Prerequisites:**Nil.

**Description:**In this unit students will explore a range of philosophical perspectives relating to human nature relationship, outdoor education and outdoor recreation. This exploration will allow them to critically formulate a personal philosophy regarding their capacity as an emerging professional and the contributions they can make to society through their decisions and actions.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Compare philosophical perspectives relating to outdoor and environmental education; 2. Critically identify a personal and professional commitment and philosophy which reflects values, ethics and morality in relation to experiences in the outdoors; 3. Synthesise issues relating to society and the environment in a socially critical manner; 4. Differentiate current ethical issues in outdoor education/recreation; and 5. Design and implement practical outdoor programs based on a sound theoretical basis.

**Class Contact:**Class3.0 hrsField TripField Laboratory 108 hours Field Lab (12 days x 9 hrs) Note: students will stay overnight for the field labs. Week 4: No classes

**Required Reading:**Selected readings will be made available via the unit VU Collaborate site.

**Assessment:**Due to risk management and professional/industry requirements to demonstrate knowledge and skill within both simulated and workplace environments, graded attendance and hurdle tasks apply to laboratory work and practicums. Literature Review, Online Literature Discussion posts, 15%. Laboratory

Work, Field Lab requirements, 10%. Presentation, Philosophy Book presentation, 10%. Exercise, Leadership and Personal Philosophy Exercise and Statement., 65%.

## SSM3003 Career Development and Employability 2

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit is designed to facilitate a successful transition to employment in the fields of sport and recreation management, outdoor recreation, youth work, exercise and sport science. Students follow a career development model to further develop their ability to proactively manage a career throughout their life. To enable students to advance employment opportunities the unit will integrate: self-understanding activities; career strategic plans; networking; interview techniques; and methods to generate a professional image and workplace achievements. It progresses critical understanding of how to identify strengths and competencies through education; employment experiences; work integrated learning; and extracurricular experiences. The unit enhances job hunting strategies and career insights to establish a career-focused placement designed to provide a pathway into a chosen field and improve the students current employment status.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Analyse skills, career values and personality to gain a clear career direction;
2. Advance self-marketing skills for lifelong career development focussing on communicating achievements during job interviews and professional image management;
3. Adapt and synthesise theoretical knowledge and skills to the workplace by undertaking a career placement in a responsible, accountable and collaborative manner;
4. Build on existing business communication skills and practices to enhance capability to be an effective professional communicator; and
5. Exercise independent critical thinking, practices and judgements and reflect within the career placement at the workplace setting.

**Class Contact:** Class 3.0 hrs Placement: 140 hours; external to the classroom extending beyond the block timeframe.

**Required Reading:** Class materials to be provided to students during their first tutorial.

**Assessment:** Portfolio, Completion of a range of self-marketing activities including an updated resume, business card, career pitch to be used at a business event, 20%. Workshop, Analysis of personal data to gain definite career directions and performance of a job interview, 30%. Report, Completion of a 140 hour career placement and professional report, 50%.

## SSM3101 Environmental Inquiry, Sustainability and Communities

**Locations:** Footscray Park, St Albans.

**Prerequisites:** Nil.

**Description:** This unit provides the opportunity through the use of integrated field based practicum to develop ethical understanding of current social and environmental issue and trends. This is done through applying a range of place based learning and leadership frameworks and analysing their own environmental and leadership understanding. The impact of their new understanding will be considered on both local and global levels. Feedback is provided to students both formally and informally via assessment, peer and teacher discussion.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Analyse their personal relationship with urban and non-urban environments with responsibility and accountability;
2. Critically evaluate the breadth of human relationships and their connections with urban and non-urban environments in Australia and globally;
3. Investigate ecological relationships within different

environments; 4. Resolve complex problems and adapt understandings of environmental interpretation in proposed solutions; and 5. Identify different ecological cycles and the intricacies of balancing individual and public good.

**Class Contact:** Class 3.0 hrs Field Trip Online 3.0 hrs Field Laboratory 90 hours: Field Lab (10 days x 9 hrs) Note: students will stay overnight for the field labs. Week 4: No classes

**Required Reading:** Selected readings will be made available via the unit VU Collaborate site.

**Assessment:** Practicum, Practical skills and field work, 30%. Assignment, Written assignments/presentations, 70%.

## SSM3103 Sport Facility Management

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit is designed to provide students with theoretical knowledge and practical experience with the administrative functions that support the management, planning and evaluation of sporting and community venues and facilities. The unit draws on the content in sport management, sport marketing and human resources management in sport as a basis to address the issues and problems in sport facility management. The unit aims to provide students with an understanding of key facility management concepts and theories and a capacity to apply these concepts in the sport and recreation facility industry. The skills and knowledge students obtain in this unit contribute to their sport career development.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Integrate conceptual understandings of strategic planning, operational management, staff development, service delivery, performance evaluation with advanced specialist knowledge and managerial know-how within sport facility management;
2. Adapt and apply theoretical and technical knowledge and skills in diverse contexts that underpin the effective management of sport facilities;
3. Critically review and apply information with initiative and judgement in order to both anticipate and creatively solve problems related to the management of sport facilities; and
4. Exhibit professional judgment, ethical standards, and social sensitivity by adapting knowledge and managerial skills to make decisions that provide inclusive, sustainable and culturally relevant sport facility services.

**Class Contact:** Class 3.0 hrs

**Required Reading:** Schwarz, E.C., Westerbeek, H., Liu, D., Emery, P. & Turner, P. (2017) 2nd Edn *Managing Sport Facilities and Major Events*, Abingdon, United Kingdom: Routledge Ammon, R, Southall, R & Blair, D 2010, *Sport facility management: organizing events and mitigating risks*, Morgantown, WV: Fitness Information Technology

**Assessment:** Research Paper, Research paper on Facility Management topic that is interest to student and applicable to chosen facility site visit (750 words), 20%. Presentation, Student presentation of data collected during facility site visits, 30%. Case Study, Students will research selected case studies and lead class discussion on topic, 10%. Report, Facility performance evaluation report. Students will submit an evaluation report on the performance of a sport or recreation facility (1200 words), 40%.

## SSM3104 Research and Evaluation in Sport

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** Research and evaluation are integral elements of sport management. Sport and recreation professionals need to understand the uses, processes and

implications of research and evaluation and be able to apply various research and evaluative techniques in their work. This unit provides students with a conceptual and practical introduction to research principles, methodologies, methods and applications. Students will familiarise themselves with the language of research, understand the research process, and learn how to design, conduct and critically review research.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Analyse the nature of research and evaluation and their applications to sport and active recreation
2. Critically review research and evaluation literature related to sport and active recreation
3. Identify and apply basic research principles and methods (quantitative and qualitative) suitable to particular research problems
4. Present research findings in oral and written formats

**Class Contact:** Class 1.0 hr Lab 2.0 hrs

**Required Reading:** Required readings Various articles, book chapters and online and audio-visual materials will be used in the course. Electronic copies of, or links to, the required readings will be made available to students on VU Collaborate.

**Recommended readings** While there is no set textbook for this course, the following books are recommended: - Alan Bryman (2015) *Social Research Methods* (5th edition). Oxford: Oxford University Press. - A.J. Veal & Simon Darcy (2014) *Research Methods in Sport Studies and Sport Management: A Practical Guide*. London: Routledge. Support materials and resources VU Collaborate will be used as the site for all support materials and resources. Students are strongly encouraged to check the SSM 3104 space regularly.

**Assessment:** Presentation, Oral presentation on research proposal, 20%. Review, Review of research literature, 20%. Test, Quiz to assess understanding of research concepts and principles, 20%. Report, Research report, 40%.

### SSM3204 Building and Sustaining Sport Participation

**Locations:** Footscray Park, In addition to an intensive seminar on campus, WIL based in sport and related community workplaces.

**Prerequisites:** Nil.

**Description:** The aim of this unit is to expand students' understanding and skills on strategies to enhance players, coaches / instructors, scorers, committee members and umpire / referee participation in organised and non-organised sport. Strategies may vary according to, for example, children, adults, gender, cultural or economic background, age bracket, or the life stage of the participant. Students will work with a selected club on strategies to recruit and retain a targeted group of participants and develop a resource to assist them in the workplace to attract and sustain participants.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Investigate and critique the processes associated with recruiting and retaining participants;
2. Review and reflect strategies used by a community sport / active recreation organisations to encourage participation for a targeted group such as players, coaches / instructors, scorers, committee members or umpires / referees;
3. Consult and negotiate in student groups with a manager from a selected sport / active recreation club to create or modify a framework to recruit and retain participants as players, coaches / instructors, scorers, committee members or umpire/referees;
4. Report the participation framework by presenting it to the students, teacher and club manager; and
5. Reflect on how an innovative framework to encourage participation can lead to effective recruitment and retention of a targeted group of participants.

**Class Contact:** Class 1.0 hr Online 2.0 hrs

**Required Reading:** A selection of online reading will be prescribed and posted in VU

Collaborate.

**Assessment:** Assignment, A reflective report on the design of the framework and collaboration with the club manager (approx. length 1000 word length), 30%. Assignment, A framework and associated strategies to recruit and retain a targeted group in participation (approx. 1500 word length), 50%. Presentation, A mock presentation to student groups on the framework, 10%. Presentation, A presentation to the club manager on the framework, 10%.

### SSM3205 Sport Event Management

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This capstone unit has three aims: to provide students with a hands-on approach to the theory, processes and procedures in designing, planning, staging and evaluating sport events; to introduce students to a range of events and increase their knowledge and competency base in the field of event management; and to introduce students to the principles and practices of project management and effective teamwork. This is a capstone final year unit that integrates all sport management principles and professional practices that have been covered in the sport management course. It provides a challenging and engaging event management experience that will transition students to postgraduate life.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Analyse the resources available in the sport event management field as they relate to the variety of events and the role of diverse service providers;
2. Integrate the conceptual understanding and professional practices of sport management through planning, staging and evaluating a live event;
3. Apply effective communication, teamwork and relationship building with the main event stakeholders;
4. Demonstrate leadership skills, effective teamwork, initiative and problem solving in the sport event management process; and
5. Critically reflect on, evaluate and improve upon individual and team performance during an event management process and write a final event evaluation report.

**Class Contact:** Class 3.0 hrs

**Required Reading:** Allen, J, O Toole, W, Harris, R & McDonnell, I. 2011, 5th edn, *Festival and special event management*, Wiley, Milton, Queensland,

**Assessment:** Examination, Event management exam (short answer 10-12 questions) (1000 words), 20%. Project, Communication, teamwork and event performance (WIL) (1000 words per student - team charter / team plans 15%; Position description assessment 20%), 35%. Report, Major event report / evaluation (1000 words), 25%. Project, Final sport and recreation event assessment by lecturer WIL, 20%.

