# COLLEGE OF SPORT AND EXERCISE SCIENCE HANDBOOK 2021

# DISCLAIMER

The information contained in Victoria University's 2021 College of Sport and Exercise Science was current at 01 December 2020

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

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

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



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# HOW TO USE THIS HANDBOOK

Victoria University's 2021 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 2021.

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 2021.

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 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 unforseen 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 2021.

This information is also available online on the University's searchable courses database at 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. SUPERVISED PLACEMENT Changes relating to the number of supervision hours required for accreditation has been introduced by the accreditation body, Exercise and Sport Science Australia (ESSA), in recognition of challenges in the current COVID-19 climate. The change in required hours impacts on the level of accreditation students are eligible for at the end of the course. A minimum of 80 hours of supervision is required for provisional accreditation in which students then have 2 years to obtain the remaining hours to get the 140.

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 |
| SCL3004 | Sport and Exercise Practice | 12 |
| SCL2000 | Physical Activity and Health in Society | 12 |
| AHE3125 | Applied Exercise Psychology | 12 |
| AHE3126 | Motor Control | 12 |
| AHE3200 | Professional Ethics | 12 |
| SCL3101 | Advanced Training and Conditioning | 12 |
| SFI2001 | Fitness Training Systems | 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. SUPERVISED PLACEMENT Changes relating to the number of supervision hours required for accreditation has been introduced by the accreditation body, Exercise and Sport Science Australia (ESSA), in recognition of challenges in the current COVID-19 climate. The change in required hours impacts on the level of accreditation students are eligible for at the end of the course. A minimum of 80 hours of supervision is required for provisional accreditation in which students then have 2 years to obtain the remaining hours to get the 140.

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 |
| SCL2000 | Physical Activity and Health in Society | 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 |
| SFI2001 | Fitness Training Systems | 12 |

## 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) has been strategically designed as an Exercise and Sport Science Australia (ESSA) accredited course. The Graduate Certificate in Clinical Exercise Science and Rehabilitation (ATEP) is nested within AMEP to provide an alternative course exit point. To gain access to a Medicare Provider number and work as a registered Allied Health professional (e.g. Accredited Exercise Physiologist, AEP) under the Australian government's Medicare health schemes (such as Department of Veterans' Affairs, Health funds or WorkCover), graduates must qualify for professional practitioner accreditation with ESSA. On successful completion of AMEP, graduates can apply to ESSA for accreditation as an Exercise Physiologist. AMEP offers two options (by coursework or by minor thesis), which will allow students to choose between a course of study focussed on the application of research consumption for professional practice, or by completion of minor thesis as ideal preparation for subsequent higher degree study (i.e. a PhD).

**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 evidence-based skills and competencies in rehabilitation for Exercise and Sports Science Australia (ESSA) defined domains (cardiovascular, metabolic, respiratory, musculoskeletal, neurological and mental health conditions, and cancer), which will assist in gaining accreditation with ESSA; 3. Critically analyse, reflect on and implement skills for clinical practice; 4. Refine and adapt evaluation skills and tools to self-assess; and, 5. Evaluate, design and conduct active research which exhibits independence of thought in the field of clinical exercise science and rehabilitation.

**Careers:** The AMEP course is undergoing re-accreditation with the ESSA Course Accreditation Committee – successful re-accreditation will mean that on completion of AMEP graduates can apply to ESSA to become an accredited Exercise Physiologist (AEP). AEPs are eligible for a provider number and work under the Australian compensable healthcare schemes, such as Medicare.

**Course Duration:** 1.5 years

**Admission Requirements:** 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. 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

**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 7 (with no band less than 7.0 in Listening, Reading, Writing and Speaking)

**Admission Requirements Other:** 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). Complete a Graduate Entry Assessment (GEA) (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. https://www.essa.org.au/Public/EDUCATION_PROVIDERS/Accredited_Courses.aspx CLINICAL PLACEMENTS Work Integrated Learning (WIL) placement hours are obtained in the units SCL6104 Clinical Exercise Practice and SCL7000 Advanced Case Management and Practice, and total a minimum of 220 hours (as allowed by ESSA under Individual Provisional Accreditation requirements due to COVID). The minimum hours are calculated as: Placements supported (onsite or offsite) - 70% of

220 - 360 hours = 154 - 252 hours Placements supported (onsite) - 30% of 220 – 360 hours = 66 - 108 hours Students may negotiate additional hours beyond the minimum 220 hours, up to a maximum of 360 hours, on a case by case basis. Clinical placement hours are split between SCL6104 and SCL7000. Placement hour requirements must be accrued within 3 months of completing each unit (full-time) or 6 months (part-time); not necessarily in one block or at one institution.

COURSE STRUCTURE

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

- 120 credit points core units
- 24 credit points research units (Option 1 or 2)

OPTION 1 - Coursework

- 24 credit points research coursework units

OPTION 2 - Thesis

- 24 credit points minor thesis units

Requirements of the accrediting body, Exercise and Sports Science Australia (ESSA):Students may need to complete either JQU0056 Cancer, Renal and Respiratory Domains or JQU0057 Respiratory Domain (JQAN ESSA 2018 Standards Bridging Course), on advice from the course chair depending on the combinations of units undertaken in the Master of Clinical Exercise and Rehabilitation.

Core Units:

| | | |
|---|---|---|
| SCL6000 | Exercise Assessments and Interventions for Cardiorespiratory Conditions | 12 |
| SCL6001 | Exercise Assessments and Interventions for Metabolic Conditions and Cancer | 12 |
| SCL6002 | Exercise and Mental Health | 12 |
| SCL6101 | Case Management for Clinical Exercise | 12 |
| SCL6104 | Clinical Exercise Practice | 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 |
| SCL7000 | Advanced Case Management and Practice | 12 |
| SES6005 | Research Methods and Applied Statistics | 12 |

OPTION 1 - Coursework

| | | |
|---|---|---|
| SFS7011 | Enhancing Muscular Performance | 12 |
| SMG7240 | Behavioural Aspects of Active Living | 12 |

OPTION 2 - Thesis

| | | |
|---|---|---|
| SCL7001 | Minor Thesis | 24 |

## Bachelor of Fitness

**Course Code:**SBFI
**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 |
| BHO1171 | 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 |
| HMIHNU | Health and Nutrition |
| SMISPM | Sport Management |
| SMISCO | Sport Coaching |
| SMIADS | 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 psychological skills to the effective and professional delivery of sport, exercise and active recreation programs; 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.

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 1unit) 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 1unit) 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.

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

| | |
|---|---|
| SMIHEA | Health (Sport Science Minor) |
| SMISSC | Advanced Sport Science |
| SMIFIT | Fitness and Conditioning |
| SMIOUT | Outdoor Recreation Leadership |
| SMISAC | Sport and Active Communities |
| HMIHNU | Health and Nutrition |
| SMIGAM | Games and Sports |
| SMISCO | Sport Coaching |
| AMITEM | The Entrepreneurial Mindset |
| SMIADS | 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

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 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 |
| SMIPDS | Professional Development in Sport and Outdoor Recreation |
| SMISAC | Sport and Active Communities |
| SMIGAM | Games and Sports |
| EMIAGL | Aboriginal Yulendj (Knowledge) and Community |
| SMIHUM | Human Movement |
| SMISCO | Sport Coaching |
| AMITEM | The Entrepreneurial Mindset |
| SMIADS | Adventure Sports |
| HMIATN | Applied Health Nutrition |

## 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.

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 |
| AMILIT | Literary Studies |
| AMIPSY | Psychology |
| AMIHIS | History |
| NMIMST | Mathematics/Statistics |

| | |
|---|---|
| SMIOUT | Outdoor Recreation Leadership |
| NMIENV | Environmental Science |
| NMIBIO | 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 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.

SMIAAE 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 |

Majors

| | |
|---|---|
| SMASPP | Sport Performance |
| SMAHUM | Human Movement |
| SMASCO | Sport Coaching |

Minors

| | |
|---|---|
| SMIFIT | Fitness and Conditioning |
| SMISAC | Sport and Active Communities |
| HMIHNU | Health and Nutrition |
| SMIAAE | Applied Anatomy for Exercise |
| SMIHUM | Human Movement |
| SMISPP | Sport Performance |
| SMISCO | Sport Coaching |
| SMIADS | 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.

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 |
| BAO1101 | Accounting for Decision Making | 12 |
| BCO1102 | Information Systems for Business | 12 |
| BHO1171 | Introduction to Marketing | 12 |
| SSM1203 | Human Resources for Sport and Active Recreation | 12 |

Year 2, Semester 1

| | | |
|---|---|---|
| BEO1106 | Business Statistics | 12 |
| BLO1105 | Business Law | 12 |
| BEO1105 | 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 |
| BMAMRK | 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 Institutue 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.

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:-

- SMIOUT 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

| | | |
|---|---|---|
| BHO1171 | 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

SMIHEA Health (Sport Science Minor)

SMIOUT Outdoor Recreation Leadership

SMISAC Sport and Active Communities

SMIGAM Games and Sports

SMISCO Sport Coaching

SMIADS Adventure Sports

## Master of Sport Business

**Course Code:** SMBS
**Campus:** City Flinders.

**About this course:** The Master of Sport Business 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 Management 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 & SFS7015 Learning to Lead People in High Performance Teams, offering a two-week study abroad experience in Europe that "lifts and shifts" the classroom from the VU home campus to professional sport organisations such as 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 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; and, 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 will be suited to a range of management and leadership roles in Sport Business. Professional capabilities in sport integrity, sport partnerships, sport marketing, port economics and finance, strategic management, 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, students will be required to complete 144 credit points consisting of:

- 96 credit points core units
- 48 credit points specialisation studies selected from the approved list

| | | |
|---|---|---|
| SES6004 | Current Issues and Trends in Sport | 12 |
| SES6005 | Research Methods and Applied Statistics | 12 |
| SES7002 | Industry Engagement | 12 |
| SFS6002 | Sport Integrity and Ethics | 12 |
| SFS7015 | Learning to Lead People in High Performance Teams | 12 |
| SSI6003 | Strategic Sport Marketing | 12 |
| SSI6004 | Strategic Planning and Management for Sport Business | 12 |
| SSI7002 | Sport Facility and Event Management | 12 |

Specialisations

| | |
|---|---|
| SSPMNT | Minor Thesis |
| SSPAPR | Applied Research |
| SSPMGT | Management |

## Master of Sport and Exercise Science

**Course Code:** SMES
**Campus:** Footscray Park.

**About this course:** The sport industry continues to grow through the increasing participation at all levels, leading to increased demand for improved performance by athletes, and better athlete management. In response, sport organisations now seek professionals and specialists with high-level skills in sports science, coaching, talent management, strength and conditioning, and analytics. Developed on the needs of industry and the demand for expert graduates with a comprehensive education in the field of sport and exercise 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 sporting disciplines.

**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 sport and exercise sciences; 2. Advise specialist and non-specialist stakeholders using a range of interpersonal skills to communicate effectively in an environment with competing pressures, priorities and power dynamics; 3. Implement research methods and statistical skills which exhibit evidence of independent thought in the field of sport and exercise science; 4. Analyse and evaluate current issues in sport to exemplify and guide ethical

behaviour and integrity within diverse national and international contexts; and, 5. Formulate and implement plans, in response to contemporary and future high-performance sport challenges and evaluate outcomes adaption and improvement.

**Careers:** Graduates from the Master of Sport and Exercise Science may be employed in the following roles:

- Director of Sports Science
- Sport Scientist
- High Performance manager
- Head of Strength and Conditioning
- Strength and Conditioning Coach
- Data Analyst
- Performance Analyst

**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.

COURSE STRUCTURE

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

- 96 credit points core units
- 48 credit points specialisation studies selected from the approved list

| | | |
|---|---|---|
| SES6000 | Monitoring Performance and Recovery in Athletes | 12 |
| SES6005 | Research Methods and Applied Statistics | 12 |
| SES7002 | Industry Engagement | 12 |
| SFS6002 | Sport Integrity and Ethics | 12 |
| SES6004 | Current Issues and Trends in Sport | 12 |
| SFS7011 | Enhancing Muscular Performance | 12 |
| SFS7014 | Developing Talented Players | 12 |
| SFS7015 | Learning to Lead People in High Performance Teams | 12 |

Specialisations

| | |
|---|---|
| SSPSTC | Strength and Conditioning |
| SSPFBP | Football Performance |
| SSPPFA | Performance Analytics |
| SSPMNT | Minor Thesis |
| SSPAPR | Applied Research |

## 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 courser 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 plans 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:**

**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 (Football), students will be required to complete 48 credit points consisting of:

- 48 credit points core units

| | | |
|---|---|---|
| SES6000 | Monitoring Performance and Recovery in Athletes | 12 |
| SES6004 | Current Issues and Trends in Sport | 12 |
| SES6005 | Research Methods and Applied Statistics | 12 |

| | | |
|---|---|---|
| SFS7016 | Performance Analysis in Football | 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.

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.

| | | |
|---|---|---|
| SES7003 | Data Management in Sport | 12 |
| SFS6002 | Sport Integrity and Ethics | 12 |
| SFS7015 | Learning to Lead People in High Performance Teams | 12 |
| SSI6004 | Strategic Planning and Management for Sport Business | 12 |

## Graduate Certificate in Data Analytics for Sport Performance

**Course Code:** STSP
**Campus:** Footscray Park.

**About this course:** Data growth in sport is continuing at a rapid rate, as in many disciplines. Sport is seeing an increase in data analytics requirements, however many of the courses currently available in the market cover only a limited part of the pipeline and do not address the overall performance perspective. This Graduate Certificate will help students gain a formal qualification in data science with a unique sports context. The course will give students unique insights into sports performance analytics from true industry leaders, access the latest research insights, and the ability to learn an essential programming language that will enable them to be job-ready.

**Course Objectives:** On successful completion of this course, students will be able to: 1. Analyse, visualise and interpret sports performance data, using a programming language and translate results to technical and non-technical audiences; 2. Contextualise knowledge and theory on analysing spatiotemporal data to shape innovative practice in sports performance analytics; 3. Critically appraise and use data from sport technologies and articulate information into practice; and, 4. Devise how decision-support systems can assist humans to synthesise and elucidate data effectively in a high-performance sporting environment with competing pressures and priorities.

- Data Analyst
- Sport Scientist

**Careers:**

**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 award of Graduate Certificate Analytics for Sport Performance, students will be required to complete 48 credit points consisting of:

- 48 credit points of core units

| | | |
|---|---|---|
| SES6001 | Introduction to Sports Analytics | 12 |
| SES6003 | Programming for Sports Performance | 12 |
| SES7005 | Spatiotemporal Data Analysis in Sport | 12 |
| SES7006 | Analytics for Decision Making in Sports Performance | 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 |
| SSM2103 | Historical and Cultural Aspects of Australian Sport | 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 |
| SPE1000 Movement Skill Acquisition | | |
| SPE1100 | Principles of Movement Development | 12 |
| SPE2000 | Rhythmic and Expressive Movement | 12 |
| SPE2001 | Major and Minor Games | 12 |
| SPE2200 | Games and Sports | 12 |
| SPE3005 | Perspectives On Physical Education | 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 |
| SSM2104 | Programming for Sport Development and Community Action | 12 |
| SSM2204 | Sport Sponsorships and Partnerships | 12 |
| SSM2205 | Sociology of Sport and Active Recreation | 12 |
| SSM3103 | Sport Facility Management | 12 |
| SSM3104 | Research and Evaluation in Sport | 12 |
| SSM3204 | Building and Sustaining Sport Participation | 12 |
| SSM3205 | Sport Event Management | 12 |

## 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 |

### SSPAPR Applied Research

**Locations:** Footscray Park

This specialisation allows students enrolled in the Master of Sport and Exercise Science and Master of Sport Business to conclude their degree with an Applied Research project to be undertaken in collaboration with an industry partner. The specialisation gives students who are interested in applied research the opportunity to further develop research skills and to be involved in a project that generates a defined, measurable outcome that can be applied to the industry partner's practice.

| | | |
|---|---|---|
| SES7007 | Applied Research Project | 48 |

### SSPFBP Football Performance

**Locations:** Footscray Park

This specialisation allows students enrolled in the Master of Sport and Exercise Science to refine their knowledge and skills by applying them to different football codes of interest. The units included in this specialisation are designed to give students practical skills that can enhance their graduate profile and increase employability towards football clubs.

| | | |
|---|---|---|
| SES6001 | Introduction to Sports Analytics | 12 |
| SES7003 | Data Management in Sport | 12 |
| SES7004 | High Performance Coaching | 12 |
| SFS7016 | Performance Analysis in Football | 12 |

### SSPMGT Management

**Locations:** Footscray Park

This specialisation allows students in the Master of Sport Business to complete their course by undertaking additional units extending their knowledge on the business and management implications of the new economy domestically and globally through the application of financially sound principles and data-driven decision making processes.

| | | |
|---|---|---|
| AHX5501 | Sport Community Partnerships | 12 |
| SES7003 | Data Management in Sport | 12 |
| SSI7003 | Global Sport Business | 12 |
| SSI7004 | Sport Economics and Finance | 12 |

### SSPMNT Minor Thesis

**Locations:** Footscray Park

This specialisation allows students enrolled in any postgraduate degrees in the College to complete their course by undertaking a major research work. Upon completion of their Thesis, students can demonstrate to have engaged in substantial research-related work to apply for doctoral studies.

| | | |
|---|---|---|
| SES7008 | Minor Thesis | 48 |

### SSPPFA Performance Analytics

**Locations:** Footscray Park

Data growth in sport is continuing at a rapid rate, as in many disciplines. This specialisations addresses the data analytics problem from an overall sports performance perspective, allowing students to tackle the entire data pipeline. This specialisation will help students enrolled in the Master of Sport and Exercise Science to gain formal qualification in data science with a unique sports context.

| | | |
|---|---|---|
| SES6001 | Introduction to Sports Analytics | 12 |
| SES6003 | Programming for Sports Performance | 12 |
| SES7005 | Spatiotemporal Data Analysis in Sport | 12 |
| SES7006 | Analytics for Decision Making in Sports Performance | 12 |

### SSPSTC Strength and Conditioning

**Locations:** Online

The high performance/strength and conditioning field is an active arena where there is consistent need for highly competent coaches. More emphasis is now placed on coaches to have an understanding of the principles of strength and conditioning, performance testing and enhancement, athlete preparation, monitoring and recovery, as well as injury reduction and return to play. Individuals who can work independently and within a multi-discipline group are also sought-after.

| | | |
|---|---|---|
| SES6002 | Improving Speed Agility and Endurance | 12 |
| SES7000 | Return to Play | 12 |
| SES7001 | Developing Muscular Strength and Power | 12 |
| SES7003 | Data Management in Sport | 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.
**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
**Required Reading:** Selected readings will be made available via the unit VU Collaborate site.
**Assessment:** Project, A self-investigation of food and nutrient intake, 25%. Essay, Research paper discussing selected topical areas in food and nutrition, 35%. Presentation, Presentation of research paper topic (group), 20%. Test, Online test, 20%.

## AHE2006 Exercise Interventions for Healthy Populations

**Locations:** Footscray Park.
**Prerequisites:** SCL1002 - Exercise Physiology orRBM1528 - 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.Assess and analyse the impact of physical inactivity and sedentary behaviour on cardiovascular, metabolic and/or renal (CMR) diseases for the purposes of designing exercise programs; 2.Devise appropriate exercise interventions that consider clients' current level of physical activity, goals, preferences, needs, barriers and motives; 3.Select and conduct exercise assessments appropriate to clients' needs, goals and behaviours, and modifying prescription based on adverse physiological responses suggestive of CMR disease during physical exertion; 4.Recommend and employ safe, client-centred exercise limits for physical activity and exercise; and, 5.Design, compose and implement exercise and physical activity interventions that consider training, programming and exercise prescription principles for apparently healthy children, adults, the elderly and pregnant women.
**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. (2020) 8th 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, 15%. Case Study, (Part 1) Recorded video - evidence of selected tests, 25%. Case Study, (Part 2) Formal report of client case, 35%. Case Study, Analysis of hypothetical case study, 25%. Hurdle 1: To gain an overall pass in this unit students must attempt and pass all individual assessments to demonstrate their individual competency and meet NUCAP requirements.

## AHE2102 Sports Biomechanics

**Locations:** Footscray Park.
**Prerequisites:** AHE1202 - Biomechanics orNEF1102 - 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).

**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; and, 5.Evaluate changes in motor learning and skill performance that may occur during skill acquisition.

**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, including injured clients or those with compromised movement capacity; 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.

**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.

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

**Assessment:** Test, Two short progressive tests on musculoskeletal system structure and function (10% and 10%), 20%. Other, Online journal article analysis, 20%. Project, Qualitative movement analysis written report (30%; done individually) and group presentation (30%), 60%. 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 be 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 multi-dimensional 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 personal coaching philosophy; 4.Be able to identify and compare decisive figures and influences that have shaped the history of sport coaching in both Australia and internationally; 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

**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, 30%. Report, Practice Integrated Learning - A written report comparing the science vs art of coaching, 20%. Report, Genealogy of coaching – A written report tracing the historical & philosophical roots of a well known coach, 20%. Test, Online quizzes x 3 (10% each), 30%.

## 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.

**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 orRBM1528 - 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.

**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.

**Prerequisites:** AHE2102 - Sports BiomechanicsAHE1202 - Biomechanics

**Description:** This unit aims to develop advanced skills, techniques and concepts in

biomechanics. Students will learn how to use a variety of biomechanics measurement instruments across different movement tasks. Biomechanics concepts will be taught through a focus on gait, fundamental movement tasks, muscle mechanics and impacts. Advanced data processing and analysis techniques will be performed on signals derived from accelerometers, electromyography, dynamometry, foot pressure, three-dimensional kinematics and kinetics. Students will synthesize a range of derived information, collected from a variety of conditions, to create a deep understanding of the biomechanics of movement and its control.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: 1.Critically review the procedures of different technical and analytical skills used to quantify human movement; 2.Interpret biomechanical data accurately and synthesise information in the context of the movement task and biomechanics theory communicate the outcomes effectively; 3.Apply the analytical and technical skills necessary to perform a biomechanical analysis of human movement tasks (with an emphasis on gait); and, 4.Quantify biomechanical principles as they relate to health, exercise and sport from both performance-enhancement and injury- prevention perspectives.

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

**Assessment:** Test, Class test, 30%. Report, Laboratory report, 30%. Project, Group research project / presentation, 40%. Hurdle: To gain an overall pass in this unit students must attend and complete 90% 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.Contextualise subject matter in sociology of sport, including the themes of violence, deviance, pedagogy, ethnicity, dis/ability, sexuality, aging and bio-politics; 2.Utilise sociological methods and enquiry to inform individual practice and challenge the construction of one's own knowledge and logic in relation to sport and exercise in society; and, 3.Effectively articulate ideas and opinions on sociological issues to others, both verbally and in writing.

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

**Assessment:** Test, Topic responses, 30%. Assignment, Fieldwork assignment, 40%. Presentation, Group 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.

**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, 20%. Assignment, Written assignment requires the analysis, interpretation and presentation of data regarding athlete testing (Part A: Analysis Part B: Interpretation), 50%. Portfolio, Students will create and submit a series of documents, spreadsheets and visualisations to build an athlete management system., 30%.

## 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. Students must have a valid working with children check, current police check and, first aid and CPR certificate prior to commencing placement.

**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.Identify and critically review the ethical and legal responsibilities regarding the provision of clinical exercise services; and, 4.Use evidence bases to construct a synthesis of different approaches in the design and provision of clinical exercise services for apparently healthy individuals/populations.

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

**Assessment:** Test, Online theory quiz based on scope of practice and associated forms behind placement, 10%. Examination, Theory Placement Readiness Exam (hurdle), 20%. Examination, Practical Placement Readiness Exam (hurdle), 20%. Portfolio, Placement record of engagement (min 80-140 hrs), training and reflective portfolio for 1 client regarding efficacy of 20-30 hrs of exercise training, 50%. Hurdle 1: To demonstrate skills required for professional registration with Exercise and Sport Science Australia (ESSA) students must pass both the placement 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.

**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 reflective practice. This unit introduces students to professional roles and offers perspectives on the roles of other team members in the professional setting.. Assessment in this unit requires the use of theoretical knowledge from the discipline units completed during the degree along with critical reflection on an individual career goals and aspirations. 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 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.Exercise independent critical thinking, practices and judgements, and reflect within the career placement at the workplace setting; and, 4.Articulate and present on professional learning, job skills, and career goals using language and vocabulary that is appropriate to the contexts and settings of the sports and exercise science industry.

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

**Assessment:** Exercise, Personal career profile assessment, 20%. Portfolio, Resume and Cover Letter, 30%. Portfolio, Industry interview and 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

**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, 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.Investigate how motor function changes with skill development, aging and injury; 4.Critically assess the strengths and limitations of techniques used to assess motor control and determine how these could be used to examine aspects of a client's motor function; and, 5.Critically review the common theoretical models of motor control.
**Required Reading:** Selected readings will be made available via the unit VU Collaborate site.
**Assessment:** Test, 2 x online quizzes, 20%. Exercise, Visual mapping of the nervous system, 20%. Report, Laboratory report: motor control assessments, 30%. Presentation, Group Presentation: Diseases and Disorders, 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.
**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%.

## AHE5901 Minor Thesis (Full-Time)

**Locations:** Footscray Park.
**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.
**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.
**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.
**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 straightforward commercial agreements (for example sponsorship) to partnerships with community-based agencies and non-profit organisations (for example outreach programs with community welfare organisations). Attention will be given to the different forms these arrangements may take, and the specific outputs arising from these

arrangements. A number of cases will be analysed which focus on the catalyst for the development of the agreement, the parties to the agreement, the aims and outcomes that each party expects, and the way the agreement was managed. Students will be expected to not only contribute to case study discussion, but also provide examples of innovative partnership arrangements for specific sporting clubs and 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.

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

**Assessment:** Report, Partnership proposal (part a - 20% & part b - 20%), 40%. Case Study, Sport community partnership, 30%. Literature Review, Innovations in partnerships, 15%. Presentation, Key findings of literature review, 15%.

## AHX5503 Sport Business Project

**Locations:** City Flinders.

**Prerequisites:** Nil.

**Description:** In this unit student will be exposed to various project management methodologies in order to fully appreciate the wide range of options and requirements of project conception and management. The PMBOK method will be used as a guideline for students to develop their own project charter and project plan, culminating in the presentation of this plan, and production of a project report. The unit broadly covers the process of developing a project idea and plan, and consider the various requirements that will allow for the plan to be implemented and managed.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: 1.Broadly describe the various components that make up a complete project plan 2.Consider the various options available in regard to project management models and techniques and being able to apply these to the unique context, demands and requirements of various projects, considering matters such as size, scope, reach and intent of the project and its stakeholders 3.Outline and describe the range of projects that typically are developed in the context of the sport industry. 4.Confidently prepare and present a project plan to a critical expert audience (in a digital presentation), and be able to respond to questions that relate to project design, implementation and execution.

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

**Assessment:** ICT (Wiki, Web sites), Discussion boards, 20%. Report, Project charter, 30%. Report, Project Plan, 30%. Presentation, Project plan, 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.

**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.Articulate how the fitness and personal training industry operates in Australia including the process of professional accreditation; and, 4.Demonstrate an understanding of business practice relevant to operating as a personal trainer.

**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%. Assignment, Worksheets x 6, 30%. Poster, Poster on registration process/ industry requirements, 20%.

## SCL2000 Physical Activity and Health in Society

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** In this unit, students explore the social, cultural and policy factors that shape the knowledge base, participation levels and individual experiences of physical activity. There is a focus on situating physical (in)activity within the broad structure of the health and sport systems in Australia and students critically interrogate the impact of physical activity policy and practice through a social determinants model of health. The unit aims to prepare professionals in the fields of exercise and sport science to understand and articulate the relationship between physical activity, society and public health and to enable them to become effective, sensitive and responsive practitioners for a wide range of clients, with diverse experiences and perspectives of physical activity, health and the body.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: 1.Critically analyse physical (in)activity data (including 'at risk' groups), policies and programs (including the use of individual and population level-interventions) using a social determinants model of health; 2.Contextualise physical activity knowledge and experiences within the broader structure of health and sport systems in Australia; and, 3.Articulate the relationship between physical activity, society and public health for a non-specialist audience.

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

**Assessment:** Essay, Written task: Topic responses, 30%. Assignment, Observation and contextualisation of physical activity in practice, 40%. Assignment, Group project: Physical activity, society and public health podcast episode, 30%.

## 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.

**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, 3 tests on theoretical concepts, 20%. Case Study, Case study, 40%. Practicum, Assess practical skills required to perform initial clinical screening of clients with chronic lifestyle-related diseases, 40%.

## SCL3002 Sport and Exercise Science Capstone

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit is designed to consolidate students' undergraduate clinical training and provides the opportunity to integrate and apply discipline-specific knowledge and skills that have been acquired throughout the course as they transition into a career as an exercise scientist. The theoretical and applied aspects of this unit include a critical reflection of the role, scope and impact of professionals who treat clients (patients) who are apparently healthy or may have a clinical condition, informed both by theoretical and professional knowledge from the disciplines of physiology, biomechanics, motor control, anatomy, psychology, exercise prescription, exercise interventions, ethics and career professional development.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: 1.Advocate for the importance of exercise scientists and how they contribute to the development of the whole person; 2.Elucidate professional learning aims, required job skills and career goals using industry-standard language that is appropriate to the context and setting; 3.Critically reflect upon the provision of services offered by clinicians (including accredited exercise physiologists); and 4.Articulate the relationship between the application of skills and knowledge acquired in clinical exercise studies.

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

**Assessment:** Report, Written Documentation, 20%. Report, Reflective Report, 20%. Report, Practitioner Interview, 30%. Presentation, Group Presentation, 30%. The Portfolio assessment contributes to the 140 hours placement as required by ESSA, undertaken in the first Capstone unit, Clinical Exercise Practice 1.

## 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 with 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.

**Required Reading:** Anderson, M.K. and Parr, G.P. (2011) 3rd edn Sports Injury Management PA, Philadelphia, Wolters Kluwer Clark, M, A and Lucett, S.C. (2014) 1st edn (Revised) NASM Essentials of Corrective Exercise Training Burlington, MA. Jones & Bartlett Publishers, Inc.

**Assessment:** Test, Three online quizzes (20-30min), 20%. Other, Review one (evidence-based) peer-reviewed, published research article, giving a critical appraisal of research e.g., recovery strat, injury prev/rehab, 30%. Case Study, Video of hypothetical case study covering corrective exercise assessment and training, 50%. Hurdle: To gain an overall pass in this unit students must attempt and pass all individual assessments to meet ESSA requirements.

## SCL3004 Sport and Exercise Practice

**Locations:** Footscray Park.

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

**Description:** This unit is designed to provide students the opportunity to develop and apply theoretical knowledge in a range of professional sport, exercise and physical activity settings through professional practice placement. Engagement in professional career environments will foster the development of specific practical and non-practical skills needed to obtain the required graduate outcomes for employment within the industry. This unit involves practical placement, which, will contribute to the

professional accreditation standards required by the governing body. This unit will required students to draw on the skills and knowledge developed in previous units within the degree. Students must have a valid working with children check, current police check and, first aid and CPR certificate prior to commencing placement.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: 1.Apply discipline-specific knowledge and skills in to order to provide safe and effective exercise-related interventions for apparently health client groups; 2.Critically review the ethical and legal responsibilities of the Codes of Professional Practice in accordance with ESSA and use ethical reasoning to identify, solve problems and recommend professional practice improvements; 3.Gather and examine data with the intention of differentiating between functional or clinical outcomes; 4.Prescribe an exercise protocol that has been devised through the analysis of physical assessment data in understanding an individual's goal and motivations and evaluate its effectiveness; and, 5.Integrate knowledge already acquired from studies in exercise science, sport science and human performance to demonstrate appropriate behaviour as an entry level practitioner.

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

**Assessment:** Test, Test conducted online to determine understanding of scope of practice and associated forms behind placement., 10%. Test, Theory test to determine competency for placement, 20%. Test, Practical test to determine competency for placement, 20%. Portfolio, 140 hour placement record of engagement, training and reflective portfolio for a single client regarding efficacy of 20-30 hours of exercise training, 50%.

## 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.

**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%.

## SCL6000 Exercise Assessments and Interventions for Cardiorespiratory Conditions

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** The learning for this unit of study focuses on exercise assessments and interventions for cardiorespiratory 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) pathophysiology and rehabilitation specific to hypertension, heart failure, asthma, cystic fibrosis, COPD, and peripheral arterial disease.

**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 cardiorespiratory conditions; 2.Appraise, design and apply knowledge of exercise prescription for cardiorespiratory pathophysiology and rehabilitation for a range of conditions; 3.Research, evaluate, and critically appraise the literature relating to clinical exercise testing and exercise prescription for patients presenting with cardiorespiratory conditions; and 4.Integrate theoretical knowledge into their practical skills for the purpose of prescribing theoretically and practically sound exercise programs for people with cardiorespiratory conditions and their complex care needs.

**Required Reading:** American College of Sports Medicine. 7th Ed., Resource Manual For Guidelines For Exercise Testing And Exercise Prescription, Lippincott Williams & Wilkins, Baltimore American College of Sports Medicine. 10th Ed., Guidelines for Exercise Testing and Prescription, Lippincott Williams & Wilkins, Baltimore American College of Sports Medicine. 4th Ed., Exercise Management For Persons With Chronic Conditions And Disabilities, Human Kinetics, Champaign, Illinois. Hampton, J.R., 2013, 8th Ed., The ECG Made Easy, Churchill Livingstone, Edinburgh, UK.

**Assessment:** Examination, Short answer and multiple choice question quiz based on risk stratification and respiratory condition case studies, 15%. Test, Practical assessment of lung function testing and results interpretation, 15%. Examination, Final theory exam assessing cardiorespiratory conditions, and exercise testing and training, 30%. Performance, Case study examination, 40%. Hurdle: To gain an overall pass in this unit, students must attend and complete 80% of the practical (lab) sessions. Mandatory (non-assessed hurdle) respiratory/pulmonary rehabilitation clinic site visit: 6 hours.

## SCL6001 Exercise Assessments and Interventions for Metabolic Conditions and Cancer

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit addresses pathophysiologies in metabolism, including kidney disease, and cancers. The learning for this unit of study focuses on exercise assessments and interventions for metabolic conditions and cancers; 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, fibromyalgia, various stages of kidney diseases, and number of cancers.

**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 conditions and cancer; 2.Research, evaluate, and critically appraise the literature relating to clinical exercise testing and exercise prescription for metabolic conditions and cancer; and 3.Critically evaluate and apply knowledge of clinical exercise testing and exercise prescription for patients presenting with metabolic conditions and cancer.

**Required Reading:** American College of Sports Medicine (2018). 1st ed. ACSM's Exercise Testing and Prescription, Wolters Kluwer, Philadelphia, PA. American College of Sports Medicine (2018). 10th ed. ACSM's Guidelines for Exercise Testing and Exercise Prescription, Wolters Kluwer, Philadelphia, PA. Ehrman, J.K., Gordon, P.M., Visich, P.S & Keteyian, S.J. (2019). 4th ed. Clinical Exercise Physiology, Human Kinetics, Champaign, IL.

**Assessment:** Test, In-class test comprising short-answer and multichoice questions (20%), 20%. Performance, Practical skill assessment (blood analysis, anthropometry), interpretation and clinical exercise decisions (2 x 10%), 20%. Portfolio, Presentation of digital portfolio of a client case study and GP report, completed in pairs, 60%. Hurdle: To gain an overall pass in this unit, students must attend and complete 80% of the practical (lab) sessions.

## SCL6002 Exercise and Mental Health

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit addresses ESSA requirements for the Mental Health domain. Students will critically evaluate and apply knowledge of both common and important low prevalence mental health problems and disorders, medications and treatments, and standardised measures for exercise testing, training and mental health monitoring. This unit features a site visit to observe multidisciplinary mental health rehabilitation, and develop student understanding of the role of the Accredited Exercise Physiologist in mental health care. Students subsequently design and implement a simulated client exercise testing and training programme specific to an established or emerging Australian context.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: 1.Comprehend, critically evaluate and apply knowledge of the psychopathology, treatments and medications, risks and monitoring, and burden of common and selected low prevalence mental health problems and disorders; 2.Critically appraise literature relating to exercise testing, prescription and barriers to exercising for common and selected low prevalence mental health problems and disorders and associated comorbidities; 3.Substantiate and evaluate the roles of different practitioners in the multidisciplinary care of individuals with mental health problems and disorders; and 4.Formulate and apply screening, testing, training and monitoring interventions in mental health, and communicate changes and outcomes to the various stakeholders in multidisciplinary care.

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

**Assessment:** Test, 2 x online tests, 20%. Assignment, Review of mental health, comorbidities and exercise, 40%. Presentation, Case presentation on client multidisciplinary care in the Australian context, 40%.

## 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 and 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.

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

**Assessment:** Examination, In-class mid-semester examination of week 1-6 content, 15%. Portfolio, Individually-developed portfolio (DVA or Medicare; Worksafe; TAC), 65%. Examination, End of semester final written examination, 20%.

## 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.
**Required Reading:** Erhman, 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.
**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 addresses ESSA Course Accreditation Panel 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 also develop their self-awareness by applying client-centred approaches to learn basic psychological aspects of rehabilitation relevant to Exercise Physiologists, including counselling and interviewing skills. Students will observe clinical exercise professionals and engage in the design, implementation and evaluation of exercise and physical activity programs, and 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, appraise, recommend and design exercise assessment methods and training protocols; 3.Critically analyse and interpret data with high degrees of accuracy to discriminate between clinical and functional (eg exercise capacity) outcomes; 4.Practice, test, revise and learn to use mental skills appropriate for an Exercise Physiologist in clinical practice; and 5.Evaluate, assess and develop strategies to improve client self-management, adherence and compliance to rehabilitation programs.
**Required Reading:** Coombes, J. and Skinner, T. (2014) ESSA's Student Manual for Health, Exercise and Sport Assessment, Elsevier Australia, Chatswood, NSW. Kolt, G.S. and Andersen, M.B. (2004) 1st Edn Psychology in the physical and manual therapies, Churchill Livingstone, Edinburgh, UK.
**Assessment:** Report, Initial client consult and clinical 'SOAP' notes, 10%. Assignment, Client interview, 30%. Examination, End of semester written examination, 30%. Practicum, Clinical practicum supervisor feedback reports for two placement blocks (2 x 15%), 30%. Hurdle: Student must pass a placement preparation exam in order to commence clinical placements (receive at least 50% in the exam).

## 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.
**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.
**Required Reading:** Prentice, WE, 2017 16th edn. Principles of Athletic Training: A Guide to Evidence-Based Clinical Practice NY. McGraw-Hill Prentice, WE, 2015, 6th edn. Rehabilitation Techniques for Sports Medicine and Athletic Training Slack Incorporated, USA.
**Assessment:** Portfolio, Three written case studies constituting a portfolio, 30%. Assignment, Written report and oral presentation of musculoskeletal rehabilitation for a target condition, 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 techniques and exercise methods to facilitate evidence-based and competent assessment and prescription for a range of neurological and neuromuscular conditions; and, 4.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.
**Required Reading:** American College of Sports Medicine (2017). ACSM's Guidelines for Exercise Testing and Prescription, 10th ed. Wolters Kluwer, Philadelphia, PA or American College of Sports Medicine (2018). ACSM's Exercise Testing and Prescription (2018). 1st ed. Wolters Kluwer, Philadelphia, PA.Erhman, J, K., Gordon, P.M., Visich, P.S & Keteyian, S.J. (2018). 4th edn. Clinical Exercise Physiology, Human Kinetics, Champaign, IL. Stokes M & Stack E, (2009), Pocket Book of Neurological Physiotherapy. Elsevier
**Assessment:** Essay, Performance" and Practical skills assessment of Neurologic tests, 25%. Presentation, Group-based peer-teaching presentation of exercise assessment, prescription, and instruction based on a neurological case study., 25%. Test, In-class test assessing factual knowledge and clinical reasoning., 15%. Case Study, Case study analysis of exercise assessment, prescription and appropriate delivery., 35%. Hurdle 1: Successful completion of the end of semester practical examination (receive at least 50% in the practical exam). Hurdle 2: To gain an overall pass in this unit, students must attend and complete 80% of the practical (lab) sessions.

## SCL6204 Occupational Health and Exercise Rehabilitation

**Locations:** Footscray Park.
**Prerequisites:** Nil.
**Description:** This unit of study meets the Exercise and Sports Science Australian (ESSA) Course Accreditation 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 literature relating to the measurement and interpretation of physiological, psychological, social and lifestyle data obtained from the workplace/home environment; 2.Critically evaluate, design, and implement clinical exercise and wellness coaching programmes and healthy lifestyle promotion appropriate for the workplace/home environment, to rehabilitate and prevent avoidable illness and injury; and when to refer to other practitioners; 3.Critically examine and appraise client cultural, environmental and

socio-economic issues that might affect clinical exercise testing and prescription in the workplace; 4.Compare and contrast medicinal effects of prescription/non-prescription medicine for conditions relevant to the workplace/home environment; and, 5.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.

**Required Reading:** Gavin, J and McBrearty, M. 2018. 3rd ed Lifestyle Wellness Coaching Champaign, IL: Human Kinetics.

**Assessment:** Test, Online quiz, 25%. Assignment, Literature review and associated job, workplace or manual task oral presentation assessment, 50%. Case Study, Recorded video and short report demonstrating application of lifestyle wellness coaching principles, 25%.

## SCL7000 Advanced Case Management and Practice

**Locations:** Footscray Park.

**Prerequisites:** SCL6104 - Clinical Exercise Practice

**Description:** This is the second and final placement unit within the Master of Clinical Exercise Science and Rehabilitation. Students integrate new information and understanding to knowledge, skills and experiences acquired to date, in order to plan and implement a client-centred capstone experience. Students will critically appraise, interpret, and disseminate research information to various audiences in a process considered an example of best practice for the Accredited Exercise Physiologist (AEP) context. Subsequently, students apply this evidence-based approach to complex case studies examining issues relevant to AEP advanced case management and practice, including concerns relating to multiple comorbidities, client transitions through the rehabilitation process, and ethics and diversity. Students will then critically analyse, reflect on and synthesise their own individual placement experience through an advanced case report portfolio and presentation. By the end of this unit, students will be able to utilise evidence-based best practice and navigate interprofessional practice with autonomy and confidence, and be fully prepared for employment as an AEP.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: 1.Critically appraise, interpret and disseminate to specialist and non-specialist audiences research and project outcomes relevant to contemporary and emerging Accredited Exercise Physiologist contexts; 2.Examine and analyse a broad range of client diversity and ethical issues that may be encountered by healthcare practitioners; 3.Critically evaluate the importance and influence of client-practitioner relationships and counselling and support during the rehabilitation process; and when to refer to other appropriate allied health professionals; 4.Demonstrate conceptual understanding of client-centredness within both solo practice, an interprofessional model of healthcare, and research; and, 5.Critically appraise and apply an EP model of best practice within an interprofessional model of healthcare for clients living with chronic diseases.

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

**Assessment:** Assignment, Article analysis, 15%. Test, Online Quiz, 10%. Portfolio, Client case analysis and reflection portfolio, 50%. Presentation, Client case portfolio peer presentation, 25%.

## SCL7001 Minor Thesis

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit enables students demonstrates their ability to design and implement independent research that enhances evidence-based practice in domains relevant to accredited exercise physiologists. Students work with individual supervisors, and produce a minor thesis requiring a high standard of written communication. The thesis would normally be assessed by at least two expert examiners from an appropriate area of expertise. Students also attend tutorials to support the development of their research; and to elucidate and communicate their role as researching Exercise Physiologists who apply evidence-based clinical practice principles and professional conduct in clinical research.

**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, review 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; 4.Utilise specialised cognitive and technical skills to conduct a substantial independent research project under supervision with a high level of personal autonomy and accountability; and 5.Critically evaluate the role of the Exercise Physiologist in evidence-based clinical research and its translation to practice.

**Required Reading:** Recommended readings will be made available via the unit VU Collaborate site. Additional key reading appropriate to topic as advised by the supervisor.

**Assessment:** Presentation, A presentation addressing the role of the researcher AEP, in the context of their individual research project (hurdle)., 0%. Thesis, A written thesis assessed by at least two expert examiners from an appropriate area of expertise (approximately 10-12,000 words)., 100%. Hurdle: To gain an overall pass in this unit, students must satisfactorily complete (receive at least 50%) in the presentation assessment item. This assessment item does not contribute to the final unit mark. Examination of the minor thesis will be conducted by two expert examiners from an appropriate area of expertise. This could be one external examiner and one internal examiner, or two external examiners if a suitable internal examiner is not available. The supervisor will not be the examiner. The examiners will recommend one of four outcomes for the minor thesis: (a) passed; (b) passed unit to specified minor amendments being made; (c) deferred for resubmission subsequent to major revision; or (d) failed.

## SES3000 International Sports Study Tour: Practicum

**Locations:** Footscray Park.

**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 dtudents 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.

**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.

**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 your 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

**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.

### SES6000 Monitoring Performance and Recovery in Athletes

**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 athlete's 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; jump testing, GPS tracking, training load monitoring, match load and markers of adaptation to training load (including maladaptation), recovery, sleep, and travel. Students will develop the ability to critically appraise the various monitoring 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 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 and recovery for an individual athlete; and 5.Translate monitoring results to coaches, athletes and stakeholders via written communication.

**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%. Case Study, Design and implement a performance monitoring plan for two different sport scenarios, 35%. Report, Based on real training data from a sporting club, students will formulate a written analysis report for a coach and one athlete, 35%.

### SES6001 Introduction to 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.

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

**Assessment:** Test, Two online quizzes, 20%. Project, Data analysis project, 50%. Presentation, Video-based presentation about the results of the project, 30%.

### SES6002 Improving Speed Agility and Endurance

**Locations:** Online.

**Prerequisites:** Nil.

**Description:** Strength and conditioning coaches and sports scientists working with athletic populations require the tools and knowledge to safely design effective training programs that will enhance athletic potential and performance. Enhancing

the key capacities of speed, agility and endurance will improve performance outcomes for the vast majority of athletes. The specific aim of this unit is to develop an in depth understanding of the theories and concepts that go into creating effective speed, agility and endurance for high performance athletes. This includes developing knowledge relating to movement capacity and various methods of effective field and lab tests, as well as understanding the key components of program design and implementation. Upon completion of this unit, students will be able to safely develop and deliver programs which will enhance an athlete's aerobic performance as well as quickness and agility.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: 1.Critically review and investigate common assessment techniques and their efficacy to determine speed, agility and endurance performance and use this data to formulate appropriate testing batteries for athletic populations; 2.Evaluate and report on the application and efficacy of commonly utilised training systems in helping improve speed/agility or endurance performance and use this information to guide the development of appropriate programming; and, 3.Conceptualise, create and justify well designed speed & agility and endurance programs addressing the needs of an individual athlete.

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

**Assessment:** Assignment, Develop a comprehensive list of strength a power tests used in the sporting context and their effectiveness including reliability, 20%. Report, Report on a training system used commonly in athletic settings and its application and effectiveness, 30%. Case Study, Effective testing, data interpretation and program development for enhancing the speed and agility and endurance performance of a case study athlete, 50%.

## SES6003 Programming for Sports Performance

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** Sport scientists and analysts deal with a variety of large and complex datasets on a daily basis. These datasets may include, for example, athlete tracking data, daily wellness questionnaire responses, race performance data and skilled performance during team-sport matches or training sessions. In this unit students will learn a programming language (the R environment) to solve complex sport performance questions. The R environment allows for the analysis, modelling, visualisation and communication of sport performance data, in a reproducible and time-efficient manner. This unit will give students exposure to how programming languages can be used to analyse, visualise and communicate sport performance data. Students will learn how to write code in R, to analyse common sports performance datasets and communicate results by creating interactive visualisations and reports. Students will develop R programming skills that will enable them to work with different data types, to help answer specific sport performance questions and communicate results in a visual, reproducible and time-efficient manner. Students will understand how other programming languages, including Python and SQL, may be advantageous for different sport data situations and complement programming in R.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: 1.Compose R code to probe and assess different sports performance data types; 2.Compute statistical analysis to interrogate sport performance questions; 3.Interpret results and translate into recommendations for coaches, athletes and performance staff; 4.Devise interactive visualisations and generate reproducible reports; and, 5.Reflect on what programming language is appropriate for different sport performance situations.

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

**Assessment:** Project, Students will be given different datasets and asked to import, analyse summary statistics and produce visualisations, along with code., 30%. Report, Students will be given results and visualisations from a dataset and asked to produce a written report, 35%. Case Study, Students will be given an unseen dataset and specific sport performance problem, then asked to import, analyse, visualise and communicate findings, 35%.

## SES6004 Current Issues and Trends in Sport

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** In this unit students are provided with a broad high-performance sport 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 sport 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 sport 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 sport 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 sport industry and how this may impact performance; 2.Contextualise the broader sporting 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.

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

**Assessment:** Case Study, Students will produce a report based on a real life sports business case to mimic a decision-making situation under time pressure (Group), 25%. Case Study, Students will produce a report based on two key themes/issues related to sport science, youth development, or women's sport (Group), 25%. Exercise, Students will develop a concept map and brief outline of connections of content related to high performance sport, 25%. Exercise, Students will develop a concept map and brief outline of connections of content related to the global sports business, 25%.

## SES6005 Research Methods and Applied 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, 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.

**Required Reading:** Vincent, W.J., and Weir JP., 2012 4th ed. Statistics in kinesiology, Human Kinetics

**Assessment:** Assignment, Statistical analysis and data presentation assignment based on data from research designs comparing group means, 30%. Assignment, Statistical analysis and data presentation assignment based on data from research design assessing validity, reliability and individual trends, 40%. Project, Research proposal, 30%.

## SES7000 Return to Play

**Locations:** Online.

**Prerequisites:** Nil.

**Description:** Sports-related injuries in athletes are common and provide challenges in determining the best course of care and appropriate criteria for an athletes return to sport. There are many factors that can affect the return to training and competition, therefore, the aim of this unit is for students to develop an understanding of common sporting injuries, functional performance tests and develop the skills to deliver evidence-based return to play programs. Students will develop an understanding of the aetiology and mechanisms of various injuries, functional assessment testing along with a well-defined return to play criteria that is appropriate for the athlete's injury, sport and position.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: 1.Evaluate and report on common sporting injuries along with their mechanisms, appropriate tests and effect on performance, and apply this material to help devise appropriate return to play criteria within athletic populations; 2.Compose and justify well designed return to play exercise protocols for one or a number of common sporting various injuries; and, 3.Propose and present a clear and logical return to play plan to relevant coaching/playing staff including exercise protocols.

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

**Assessment:** Portfolio, Review a region of the body and develop an index of common injuries, mechanisms/mechanical factors, structural impairments and healing times, 30%. Case Study, Demonstrate an understanding of a common upper and lower body sporting injury and provide a clear return to play program based on a case study athlete, 50%. Presentation, Presentation detailing a return to play program designed for an athlete and coach, 20%.

## SES7001 Developing Muscular Strength and Power

**Locations:** Online.

**Prerequisites:** Nil.

**Description:** Enhancing strength and power is crucial to developing athletes who are able to sprint faster, jump higher, stop and change direction quicker and produce greater force. In order to develop stronger and more explosive athletes, practitioners require an understanding of the theories underpinning each capacity along with the interactions between factors such as program design, training load, adaptation, fatigue and recovery. The aim of this unit is to provide students with the knowledge, understanding and skills to design and implement effective strength and power programs that enhance these abilities of individual athlete involved in a high performance environment, as well as accompanying testing to help measure improvements.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: 1.Cross-examine and investigate common assessment techniques and their efficacy to determine muscular strength and power performance and apply this information to propose appropriate testing batteries for athletic populations; 2.Evaluate and report on the application and efficacy of commonly utilised training systems in helping improve athletic performance and use this material to guide the development of appropriate programming; and, 3.Conceptualise, compose and justify well designed strength and power programs addressing the needs of an individual athlete.

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

**Assessment:** Assignment, Create a comprehensive list of strength a power tests and their effectiveness (including reliability) used in the sporting context, 20%. Report, Report on a training system used commonly in athletic settings and its application and effectiveness, 30%. Case Study, Effective testing, data interpretation and program development for enhancing sports specific power of a case study athlete, 50%.

## SES7002 Industry Engagement

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** The aim of this unit is to provide students with an opportunity to gain experience in a professional or community sporting organisation. Building upon the knowledge acquired in the previous units, students will be encouraged to independently perform tasks under supervision, and to lead the operations in a professional and ethical manner. This can be achieved in the form of an internship and/or a major research project with an industry partner. The unit will also prepare students with knowledge and skills to plan and execute a major body of research.

**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, the relationships with other professionals in the team and the skills required to enter the workforce; 3.Exhibit an ability to work ethically and safely in the industry; and 4.Investigate a research question that is relevant to the industry partner to devise an outcome that can influence their practice.

**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. Project, Major research project report, Pass/Fail. Assignment, Reflective Journal, Pass/Fail. Hurdle requirement: students must pass all assessments in order to pass the unit.

## SES7003 Data Management in Sport

**Locations:** Online.

**Prerequisites:** Nil.

**Description:** In the current world of sport science and sport business, the correct

management of data originating from different sources can allow organisations to make better decisions. In this unit you will gain an understanding of the key factors underpinning successful data management platforms. You will gain practical skills revolving around conceptualising and building systems to handle data collection, integration and visualisation within cloud and app-based platforms.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: 1.Conceptually map and contextualise the factors underpinning successful data management programs; 2.Devise data management tools to support decision making; and, 3.Formulate decisions based on data evidence and communicate them accordingly.

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

**Assessment:** Exercise, Students will develop a concept map and brief outline of connections of content related to data management, 20%. Case Study, Based on a real case study from sport science or sport business, students will work on different decision making scenarios, 20%. Project, Students will complete a series of tasks within a data management system to create integrations, forms, dashboards and visualisations, 60%.

## SES7004 High Performance Coaching

**Locations:** Online.

**Prerequisites:** Nil.

**Description:** High Performance Coaching situates the student in the context of the professional coach who is responsible for the strategic management of successful elite and professional athletes and teams. This unit focuses on the coach-athlete relationship and the complex planning and decision making processes required of coaches working in high performance settings where they collaborate with athletes and support staff to deliver world standard training programs within professional sports clubs and national sport organisations. This unit brings together the knowledge, principles and practice of the other units in the Master of Sport and Exercise Science, as well as the Football Performance Specialisation, through the experiences of Australian and international high performance coaches and the examination of detailed real-life coaching case studies. By the end of this unit students will be able to confidently engage in the complex program planning and decision making that is required of successful high performance coaches. In this unit students will participate in interactive on-line workshops where they will be challenged to apply high performance coaching theory to real-life coaching case studies that require advanced communication, planning and decision making skills. To help facilitate their development students will also learn from high performance coaches themselves who will contribute to this unit as guest presenters and on-line forum panellists. Throughout this unit students will also develop the reflective practice skills required to be a successful high performance coach through regular contributions to their community of practice and reflection portfolio's.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: 1.Conceptually map coaching practice within athlete-centred coaching philosophy; 2.Critically reflect on the high performance athlete/coach relationship; 3.Analyse complex systems theories that apply to planning in high performance coaching; and, 4.Propose a long-term training plan that incorporates medium and short-term training and competition progressions for athletes and teams.

**Required Reading:** Gilbert, W. (2016). Coaching better every season: A year-round system for athlete development and program success. Human Kinetics.

**Assessment:** Case Study, High Performance Case Study - critically respond to a case study of a current issue in coaching a high performance athlete or team., 30%. Journal, Personal reflections - about the application of coaching theory to student's own sport setting in response to unit themes, issues and discussions., 40%. Presentation, Create a long-term coaching plan - design a strategically aligned long, medium and short-term training plan for your athlete/team., 30%.

## SES7005 Spatiotemporal Data Analysis in Sport

**Locations:** Online.

**Prerequisites:** Nil.

**Description:** Sport competition and training sessions typically involve athletes interacting with each other and the environment around them. Athlete tracking technologies allow for the measurement of this interaction, by capturing an athlete's position and space over time. For example, during team-sport matches, local positioning systems (LPS) capture the spatiotemporal data of an athlete, relative to their teammate and opponent. Optical tracking systems can also detect events that happen over time during sporting competition and the location at which they occur. Similarly, global positioning systems (GPS) can capture the position of a cyclist in the peloton during a race. Despite spatiotemporal data being a rich source of information of where and how events happen within competition and training, working with the large volume of data and deriving meaningful information is difficult for sport scientists and analysts. This unit will introduce students to spatiotemporal data in sport and how to find meaningful patterns within matches, events and training sessions. Students will learn how to work with common spatiotemporal sources, including athlete ball and tracking data, in R and Python programming languages. Students will understand how to derive meaning from spatiotemporal data and communicate insights for athletes, coaches and stakeholders.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: 1.Scrutinise technology sources that capture spatiotemporal data; 2.Appraise current techniques and methodologies used to investigate events during matches and training; 3.Analyse spatiotemporal data sources in R (or Python) and create impactful visualisations; 4.Implement a range of data mining techniques to meaningful interpret spatiotemporal data; and, 5.Devise reports that create insights from spatiotemporal data for athletes and coaches.

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

**Assessment:** Literature Review, Students will be asked to complete a 1000 word review of the spatiotemporal data literature, 30%. Project, Students will be given example spatiotemporal data and required to analyse and visualise results, 45%. Presentation, Students will be present their results and insights, from the data analysis project, via video, 25%.

## SES7006 Analytics for Decision Making in Sports Performance

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** Sporting organisations, analysts and sport scientists work in environments that contain complex problems. For example, what type of drills to add in a training session, how much training an athlete should complete in a week, what athlete to select in a draft and if an athlete can progress quickly from an injury, in order to return to play. Recent improvements in sports technologies have increased the accessibility and volume of data to capture information that may help humans make decisions, yet solely, it is not possible for humans to make sense of these sources without assistance. To assist decision makers in environments whereby the data available is large and beyond the information processing capabilities of a human, decision support systems may be of use. Decision support systems assist with

organisational decision making by using objective data to generate a recommendation or assessment. In this unit, students will learn how a decision support development framework can be utilised in high-performance sport. Students will conceptually map a sport performance problem, by evaluating the context, output and process of a decision support system. Students will then synthesise how various machine learning can be applied to form different outputs, decisions and recommendations. Students will translate findings from decision support systems and critique how they may be able to fit into a high-performance sport setting.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: 1.Review how sports technology can be used to maximise value for decision-makers in sport; 2.Contextualise how decision support systems are useful in high-performance sport; 3.Evaluate a decision support system, for different decisions typically faced by analysts/ sport scientists; and, 4.Exhibit how machine learning approaches can be used to aid decision support in sporting organisations.

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

**Assessment:** Test, Two online quizzes, 20%. Report, A 2000 word self-reflection on how students will evaluate the performance of their conceptually mapped decision support system, 50%. Presentation, Students will be present their results and insights, from the self-reflection, via video, 30%.

## SES7007 Applied Research Project

**Locations:** Footscray Park.

**Prerequisites:** SES6005 - Research Methods and Applied 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 this unit must produce a measurable and applicable change to current practice which is documented mainly through the collection of a portfolio and presented via a written report and an oral presentation.

**Credit Points:** 48

**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.

**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%.

## SES7008 Minor Thesis

**Locations:** Footscray Park.

**Prerequisites:** SES6005 - Research Methods and Applied 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:** 48

**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.

**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.

## 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.

**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%. Assignment, Worksheets x 9, 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, myofacial 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 research, 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 for both small groups and individuals; 3.Consolidate and synthesise knowledge of fitness training systems to develop appropriate and individualised and group activities and programs to support professional practice; 4.Present effective instruction in fitness training systems to support participation in physical activity; and, 5.Communicate knowledge and ideas about fitness training systems to others in a clear, coherent and independent manner with a range of different populations and clients.

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

**Assessment:** Test, Practical test, 20%. Project, Develop a program using a fitness training system, 30%. Project, Group Program Instruction Session, 50%.

## 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 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 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 ensure inclusive and culturally relevant outcomes to physical activities; and 4.Articulate the current challenges around inclusive physical activity facing both industry professionals and society.

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

**Assessment:** Report, Journal Article Analysis, 20%. Creative Works, Poster, 20%. Report, Program Evaluation, 40%. Presentation, Lightning Talk, 20%.

## 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.

**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; and, 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.

**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.

**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:** Footscray Park.

**Prerequisites:** SFS6001 - Current Issues and Trends in FootballSFS6002 - Sport Integrity and EthicsSFS6005 - 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.

**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.

**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

**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 sport and rehabilitation must be able to design appropriate conditioning programs to enhance the athletic capacity of clientele. This unit will give students exposure to the various methods of 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 and rehabilitation 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 strength, power, speed and change of direction; 2.Evaluate and critique current muscular and movement assessment techniques; and, 3.Critique and implement current knowledge and research of training methods to optimise balance, strength, power, speed and agility.

**Required Reading:** Verkhoshansky, Y., & Siff, M. C. (2009). 6th ed. Supertraining. Rome, Italy: Verkhoshansky.

**Assessment:** Assignment, Assignment on determinants of muscle function, speed, power and change of direction, 30%. Assignment, Assignment on assessing muscle function, strength, power, speed and agility, 35%. Case Study, Based on several case studies students will formulate a written and verbal report on programming for all physical capacities covered in the unit, 35%.

## SFS7012 Sports Analytics

**Locations:** Online.

**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.

**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:** Footscray Park.

**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. The Capstone task can be undertaken within any football club of choice

**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.

**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:** Nil.

**Description:** This unit is focussed on providing students with the knowledge and skills to construct a talent development methodology. It will increase the graduates' ability to design training sessions that are tailored to the needs of young athletes 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 sports players, and to integrate the acquired knowledge with the available scientific literature as well as their personal experiences. 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 player development to implement them in a plan; 2.Critically review and dispute available scientific evidence to inform the development of young athletes; and 3.Design and evaluate specific training plans based on the performance models available for different age groups.

**Required Reading:** Casais, L., Dominguez, E., & Lago-Penas, C., 2010 Futbol base II: el entrenamiento en categorias de formacion: 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 development, 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 high performing teams. As graduates of this Master degree, students will enter a 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. The assessments will require students to integrate the acquired knowledge with the available scientific literature as well as their personal experiences. 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.Critically appraise scientific evidence, practice and contemporary issues in leadership; 2.Show evidence of enhanced personal knowledge, skills and attitudes (including cultural competence) as they relate to the effective exercise of leadership in sport; 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; and 5.In collaboration with others, reflect on responsibility and accountability for conflict management and mediation.

**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.
**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%. Journal, Video recording of self-reflection about the learning in the unit and the student's understanding of performance analysis, 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.
**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 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 cultural 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 Dietary Guidelines; and, 3.Investigate how social and economic factors affect nutrition and food choices.
**Required Reading:** Selected readings will be made available via the unit VU Collaborate site.
**Assessment:** Test, Online tests, 20%. Assignment, Dietary analysis report, 40%. Presentation, Sociological case study game, 40%.

## 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.
**Required Reading:** Sigelman, C.K., De George, L., Cunial, K. & Rider, E.A., (2019) 3rd Edition Lifespan Human Development: Australian and New Zealand Edition Melbourne/Cengage
**Assessment:** Report, Student workbook, 20%. Presentation, Group presentation and peer feedback, 20%. Report, Evidence Based Report, 30%. Report, The development of the Inquiry Project, 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.

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

**Assessment:** Test, On-line student-centered activities, 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.

**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.

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

**Assessment:** Report, Topic responses x 2 (empirical task and reflection task), 30%. Research Paper, Reading summary and critical review, 30%. Project, Produce 1 podcast episode in groups, 40%.

## SHE3002 Health Policy and Promotion

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** In this unit, students explore global health promotion practices and the theoretical foundations and history of health promotion. They examine the social, cultural and policy influences that affect health for individuals and communities with a particular focus on physical activity. Students apply different models and theories of health promotion to demonstrate how behavioural change can take place.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: 1.Articulate health promotion foundations, theories and strategies; 2.Critically analyse the social ecological model of health as it relates to physical activity; and, 3.Design a health promotion campaign that addresses a global health issue and communicate the strategies that underpin it.

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

**Assessment:** Test, Online tests x 2, 20%. Research Paper, Research paper related to the social ecological model of health, 50%. Project, Group project - Design a health promotion campaign with supporting documentation, 30%.

## 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.

**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.

**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 classes 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.

**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 classes. Presentation, Environment Presentation, 15%. Laboratory Work, Field Classes - Technical Assessment, 40%. Laboratory Work, Field Classes - 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 wide ranging challenges; 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.

**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.Demonstrate knowledge of 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.

**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. Test, Foundational knowledge quiz, 10%. Practicum, Field work - mountain environment technical, interpretive and leading skills (Simulations), 50%. Assignment, Logbook, 10%. Report, Enquiry Report – land management, environment and ecological strategies specific to the natural environment, 30%.

## 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.

**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.Analyse industry applicable scenarios for risk and safety application for specific user groups.

**Required Reading:** 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 Recommended 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. Test, Online test - Risk, Duty of Care, Legal liability, 15%. Report, Industry Standards Report, 25%. Case Study, Hazard Identification Risk Assessment Case Study, 20%. Report, Report on Industry Applicable Risk Management Scenarios, 40%.

## 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, Tooan 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.

**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.
**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 longer 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.
**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.
**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.

**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.

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

**Assessment:** Exercise, Annotated Bibliography, 20%. Assignment, Research Investigation, 20%. Exercise, Peer Evaluation, 15%. Assignment, Research Essay, 45%.

### 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 Department of Education and Training, and the Australian Adventure Activity Standards administered by the industry peak body Outdoors Victoria. In this unit students will develop and apply practical outdoor education program planning and logistics skills. There will be a focus on conceptual ideas and theoretical underpinnings of programming and logistics within the context of designing outdoor education programs implementing hard top camps, journey-style and extended length expeditions. Comprehensive risk management planning and implementation will be a feature of the studies. The unit will allow students to explore programming theories, logistics strategies and problem solving through review of practical examples. The relevance of planning an outdoor education program throughout the assessments will provide students with the knowledge of industry standards, conceptual understandings, practical skills and ability to safely implement programming and logistics for a variety of programs.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: 1.Contextualise the programming, logistics and purposes of outdoor education programs using hard top camps, journey-style and extended length expeditions; 2.Justify planning and problem solving strategies for programming and logistics in a field based setting; 3.Analyse industry appropriate scenarios for effective programming and logistics outcomes; and 4.Compose and evaluate an industry appropriate programming and logistics plan.

**Required Reading:** Recommended 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. Test, Online Quiz, 10%. Laboratory Work, Scenario Assessment, 30%. Assignment, Program Planning Assessment, 30%. Presentation, Presentation and Discussion, 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.

**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.

**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.

**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.

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

**Assessment:** Test, Online quiz x 2 (10% each), 20%. Assignment, Gymnastics resource, 30%. Presentation, Instructional Experience, 25%. Assignment, Worksheets x 7, 25%. 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 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.

**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.

**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, Workbook, 30%. Presentation, Instructional Presentation, 40%.

## 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 participate in activities related to fundamental movement skills via remote learning. These activities will involve assessing pre-recorded video clips of FMS 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.

**Required Reading:** Gabbard, P.C. (2013). (6th ed.). Lifelong Motor Development. Harlow, UK: Pearson.

**Assessment:** Test, Online Quiz x 2, 20%. Assignment, Fundamental Motor Skill Analysis, 20%. Report, Fundamental Motor Skill Report, 30%. Assignment, Workbook, 30%.

## SPE2100 Biophysical Perspectives On Movement

**Locations:** Footscray Park.

**Prerequisites:** SPE1100 - Principles of Movement DevelopmentSPE1200 - 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.

**Required Reading:** Abernethy, B., Kippers, V., Hanrahan, S., Pandy, 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.

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

**Assessment:** Test, Online quizzes x 6, 20%. Assignment, Sport Information Cards, 30%. Presentation, Instructional experience, 50%.

## 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 in order to 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 sport and physical education and advocate the importance of sport and physical education in the development of the whole person; and 4.Derive ethical positions and coherently justify that position in relation to personal goals in work and learning.

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

**Assessment:** Journal, Personal reflection, 15%. Assignment, Journal article response, 30%. Case Study, Case study analysis, 25%. Presentation, Multimedia presentation (group), 30%.

## 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' abilities to analyse critically various issues, policies, laws, practices, and relationships within sport and physical education. 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.

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

**Assessment:** Test, Unit test, 20%. Report, 1 x 1200 word written report, 40%. Presentation, Group Oral Presentation, 40%.

## 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.

**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.Choreograph and perform movement experiences incorporating the elements of dance; and, 5.Articulate and integrate safe practices in both instructional and performance environments.

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

**Assessment:** Test, Online Tests x 2, 30%. Project, Gymnastics resource, 20%. Presentation, Instructional Experience, 30%. Assignment, Worksheets x 7, 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

**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 (20%), 40%. Test, In-class quiz, 20%.

## 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.

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

**Assessment:** Practicum, Tests x 3 @ 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.Rationalise and debate an understanding of giftedness and talent in a range of contexts; 2.Review and authenticate current and preceding talent identification models from a multi-disciplinary perspective; 3.Advocate ethical implications, potential concerns and challenges relating to talent identification in sport and working with youth athletes; 4.Conceptualise and advise typical stages of the long-term athlete development model, as well as current best practice in talent identification in sport; and 5.Collaborate with others to examine theoretical talent identification in sport models and implications in "real world settings."

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

**Assessment:** Report, Laboratory reports (3 x 10%), 30%. Portfolio, TID field sessions x 2, 20%. Presentation, Class Debate (90 mins per group), 20%. Presentation, Presentation (10 mins) & report, 30%.

## 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

**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.

**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:**Case Study, Case Studies Report, 40%. Test, Short Answer, 1 hour, 20%. Report, Field Experience Project 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.
**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 strategic management concepts and analytical tools to organisational challenges and issues in sport businesses. Students will be guided through the whole process of considering and analysing the internal and external environment of the organization, to establish a foundation for the strategic analysis of opportunities and threats that the organization is confronted with. Following this analysis, the unit advances towards identifying the strategic direction(s) that the organization can take. Through various 'real life' assessment tasks students will be challenged to identify strategy 'implementation' courses of action.
**Credit Points:** 12
**Learning Outcomes:**On successful completion of this unit, students will be able to: 1.Argue and justify how to make short-term and long-term strategic decisions considering the competitive environment that the organization operates in 2.Consider various courses of strategic action for (different cases of) organisations and argue in favour or against the merit of such actions 3.Identify a range of strategic analysis and planning tools and successfully apply and use them in the right context 4.Analyse and research strategic challenges of sport businesses in a wide variety of organizational settings and be able to critically reflect on strategic direction and required change
**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, 30%. ICT (Wiki, Web sites), Discussion boards, 30%. Report, Strategic planning report, 20%. Presentation, Based on strategic planning report, 20%.

### 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.
**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.Conduct research and 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.
**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., 40%. Report, Facility / Event Report, 25%. Report, Facility / Event Project Report, 35%.

### SSI7003 Global Sport Business

**Locations:**City Flinders.
**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.
**Credit Points:** 12
**Learning Outcomes:**On successful completion of this unit, students will be able to: 1.Analyse and describe the ever-evolving process of the globalisation of sport 2.Critically reflect on the power relations and who are the key global players influencing the development and progress of sport (business); 3.Research and 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.Critique the links between political agendas and sport business; and

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

**Assessment:** Case Study, Case Study 1, 20%. Case Study, Case Study 2, 20%. Report, Article on current sport business topic, 30%. Presentation, Presentation on a current sport business opportunity., 30%.

## 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.Research, 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.

**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.

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

**Assessment:** Assignment, Self-directed Career Search and Profile, 10%. Assignment, Achievement-focused Resume, 25%. Presentation, Industry Information Visit & Presentation, 15%. Report, Carrer information interview and reflective portfolio, 50%.

## SSM2003 Ethics in Sport Management and Active Recreation

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit is designed to develop the student's awareness and appreciation of the ethical dimensions of sport management and active recreation. The unit will facilitate the development of the student's ability to analyse critically various issues, policies, practices and relationships within sport and active recreation. It will also explore individual preferences and values and how they influence ethical decision making. 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); and wellbeing (e.g. injuries, child safeguarding).

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: 1.Analyse concepts of ethics, arguments, reasoning, morals, values and decision making; 2.Understand how your personal preferences, views and values influence your ethical reasoning; 3.Use critical reasoning and ethical approaches to analyse argument forms; and, 4.Apply ethical and critical reasoning to identify, solve problems and recommend professional practice improvements in sport, sport management and active recreation.

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

**Assessment:** Test, Online test, 10%. Journal, Daily Reflection Blog, 10%. Project, Podcast Project - Part A Interview Questions (30%) and Part B Interview Responses (30%), 60%. Presentation, Group Presentation, 20%.

## 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.

**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.

**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.

**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 there are 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.

**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:** Other, Blog, 20%. Assignment, Sociological reflection, 30%. Test, Quiz, 20%. Presentation, Class presentation, 30%.

## 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 communities' needs and

expectations. A focus of the unit is the diverse needs of under-represented communities and peoples in sport and active recreation, such as people with disabilities, CALD communities, indigenous people, the homeless, refugees, and the LGBTIQ+ communities. This unit investigates the unique resources used by these organisations and the socially responsible initiatives employed to help the community to address and support social causes and issues.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: 1.Conceptualise sport and recreation, inclusive of social and environmental aspects, in working with and understanding the diverse needs of population groups; 2.Evaluate inclusive and social responsible sport and recreation industry practices, programs and policies; 3.Articulate personal and professional philosophies of sport and recreation within an inclusive, accepting and socially responsible context; and 4.Devise improvements to programs for sport and recreation organisations to enhance inclusion and social responsibility.

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

**Assessment:** Test, Online test, 20%. Review, Journal Article Analysis, 30%. Report, Group Report, 30%. Presentation, Group presentation, 20%.

## 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.Critically review philosophical perspectives relating to outdoor and environmental education; 2.Propose 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.Argue current ethical issues in outdoor education/recreation; and 5.Design and implement practical outdoor programs based on a sound theoretical basis.

**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 field classes. Laboratory Work, Field Lab requirements, 10%. Literature Review, Online Article Discussion posts, 15%. Presentation, Philosophy Book presentation, 10%. Exercise, Leadership and Personal Philosophy Exercise and Statement., 65%.

## SSM3003 Career Development and Employability 2

**Locations:** Footscray Park.

**Prerequisites:** SSM2002 - Career Development and Employability 1

**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 and reflect on skills, career values and personality to gain a clear career direction; 2.Research and analyse sport and recreation industries, and align personal skills and career values to the job market; 3.Advance self-marketing skills for lifelong career development focussing on communicating achievements during job interviews and professional image management; 4.Adapt and synthesise theoretical knowledge and skills to the workplace by undertaking a career placement in a responsible, accountable and collaborative manner; 5.Build on existing business communication skills and practices to enhance capability to be an effective professional communicator; and 6.Exercise independent critical thinking, practices and judgements and reflect within the career placement at the workplace setting.

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

**Assessment:** Portfolio, Completion of a range of self-marketing activities including a career pitch and LinkedIn profile, for use at networking opportunities, 20%. Presentation, Analysis and alignment of personal data aligned to industry market trends acquired through career exploration, 30%. Portfolio, industry interview and 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.

**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 capstone unit is designed to provide students with theoretical knowledge 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 obtained through this unit contributes to the sport career development of students.

**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.

**Required Reading:** Ammon, R. E., Southall, R. M., & Nagel, M. S. (2016), 3rd Edn Sport Facility Management: Organizing Events and Mitigating Risks, Morgantown, West Virginia, USA: Fitness Information Technology Schwarz, E.C., Westerbeek, H., Liu, D., Emery, P. & Turner, P. (2017) 2nd Edn Managing Sport Facilities and Major Events, Abingdon, United Kingdom: Routledge NOTE: Both books will also be used in SSM3205 Sport Event Management

**Assessment:** Assignment, Case Study Analyses (3 x 15% each; 750 words each), 45%. Report, Sport Facility Management Research Paper (1200 words), 40%. Presentation, Final Presentation, 15%.

## 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; and, 4.Critically evaluate and interpret research data to present to an audience.

**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 research concepts and principles, 20%. Presentation, Conference presentation, 40%.

## SSM3204 Building and Sustaining Sport Participation

**Locations:** Footscray Park.

**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 in community sport / active recreation organisations; 2.Review and reflect on strategies used by community sport / active recreation organisations to encourage participation for a targeted group such as players, coaches / instructors, scorers, committee members or umpires / referees; 3.Collaborate to consult and negotiate 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.Apply a socio-ecological model to increase participation in a community sport club/active recreation organisation; and, 5.Reflect on how an innovative framework leads to encouraging participation through effective recruitment and retention strategies.

**Required Reading:** A selection of online reading will be prescribed and posted in VU Collaborate.

**Assessment:** Assignment, Critical reflection on targeted sport club, 20%. Assignment, Assignment Part 1: Group strategies development framework, 30%. Assignment, Assignment Part 2: Collaborative group strategies infographic, 30%. Presentation, Peer review presentation and club manager presentation, 20%.

## 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.

**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%.