COLLEGE OF SPORT AND EXERCISE SCIENCE HANDBOOK 2017

DISCLAIMER

The information contained in Victoria University's 2017 College of Sport and Exercise Science was current at 28 November 2016

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 2017 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 2017.

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 2017.

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 2017.

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: Graduates of the Bachelor of Exercise Science (Sport Practice) course will be able to:

- Provide exercise interventions for apparently healthy populations, including high performance and recreational athletes;
- Integrate the biological and social scientific knowledge and professional skills that underpin professional practice in the fields of exercise and sport science;
- Critically analyse and synthesise knowledge gathered from exercise and sport science research;
- Exercise judgement to solve routine exercise science problems using social, ethical, economic, regulatory and global perspectives;
- Operate as an independent and collaborative professional who can communicate knowledge and ideas clearly and coherently;
- Critically apply exercise and sport science knowledge and skills to solve routine problems in sport practice settings;
- Adapt legal and ethical frameworks in order to work effectively in socially and culturally diverse communities and contexts;
- 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: Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL.

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

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

Admission Requirements VET: Successful completion of a cognate (similar discipline) Australian Diploma or Advanced Diploma (or equivalent) will be granted advanced standing on a case by case basis.

Admission Requirements Other: NB: The accrediting body for this course, Exercise and Sport Science Australia (ESSA) requires that no awarding of advanced standing or recognition of prior learning for non-credentialed / experiential learning is permitted.

COURSE STRUCTURE

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

- 48 credit points (equivalent to 4 Units) of College Core studies
- 240 credit points (equivalent to 20 Units) of Professional Core studies

COLLEGE CORE

AHE1101	Structural Kinesiology	12
AHE1106	Exercise Psychology	12
AHE1202	Biomechanics	12
AHE2104	Exercise Physiology	12

PROFESSIONAL CORE

AHE1105	Research Methods for Exercise Professionals	12
AHE1107	Human Growth and Lifespan Development	12
AHE1112	Resistance Training	12
AHE1206	Sport Psychology	12
AHE2005	Nutrition and Diet for Exercise and Physical Education	12
AHE2006	Exercise Interventions for Healthy Populations	12
AHE2102	Sports Biomechanics	12

AHE2127	Motor Learning	12
AHE2129	Advanced Resistance Training	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
AHE3120	Exercise Science Career Development	12
AHE3125	Applied Exercise Psychology	12
AHE3126	Motor Control	12
AHE3200	Professional Ethics	12
RBM1174	Human Physiology	12
SCL3001	Exercise, Health and Disease	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: Graduates of the Bachelor of Exercise Science (Clinical Practice) course will be able to:

- Provide exercise interventions for apparently healthy populations, including high performance and recreational athletes, and the general population;
- Integrate the biological and social scientific knowledge and professional skills that underpin professional practice in the fields of clinical exercise science;
- Critically analyse and synthesise knowledge gathered from clinical exercise science research;
- Exercise judgement to solve routine exercise science problems using social, ethical, economic, regulatory and global perspectives;
- Operate as an independent and collaborative professional who can communicate knowledge and ideas clearly and coherently;
- Critically apply clinical exercise science knowledge and skills to solve routine problems in clinical practice settings;
- Adapt legal and ethical frameworks in order to work effectively in socially and culturally diverse communities and contexts;
- 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: Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL.

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

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

Admission Requirements VET: Successful completion of a cognate (similar discipline) Australian Diploma or Advanced Diploma (or equivalent) will be granted advanced standing on a case by case basis.

Admission Requirements Other: NB: The accrediting body for this course, Exercise and Sport Science Australia (ESSA) requires that no awarding of advanced standing or recognition of prior learning for non-credentialed / experiential learning is permitted.

COURSE STRUCTURE

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

- 48 credit points (equivalent to 4 Units) of College Core studies
- 240 credit points (equivalent to 20 Units) of Professional Core studies

COLLEGE CORE

AHE1101	Structural Kinesiology	12
AHE1106	Exercise Psychology	12
AHE1202	Biomechanics	12
AHE2104	Exercise Physiology	12

PROFESSIONAL CORE

AHE1105	Research Methods for Exercise Professionals	12
AHE1107	Human Growth and Lifespan Development	12
AHE1112	Resistance Training	12
AHE2000	Clinical Biomechanics	12
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
AHE3125	Applied Exercise Psychology	12
AHE3126	Motor Control	12
SCL3003	Corrective Exercise Prescription and Injury Management	12
RBM1174	Human Physiology	12
RBM2530	Pathophysiology 1	12
RBM2540	Pathophysiology 2	12
SCL3001	Exercise, Health and Disease	12
SCL3101	Advanced Training and Conditioning	12
AHE3115	Clinical Exercise Practice 1	12
SCL3002	Sport and Exercise Science Capstone	12

Bachelor of Sport Science (Exercise Science)

Course Code: ABHF
Campus: Footscray Park.

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

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

Students may choose the SMIAAE Applied Anatomy for Exercise, SMIFIT Fitness and Conditioning or SMIHEA Health minors. Alternatively, students may choose one of the two new Global Challenge capstone minors (Global Leadership or Global Indigenous). These two minors offer a unique opportunity to further appreciate global issues while developing important personal skills.

Course Objectives: Graduates of the Bachelor of Sport Science (Exercise Science) course will be able to:

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

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

Course Duration: 3 years

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

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

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

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

COURSE STRUCTURE

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

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

COLLEGE CORE

AHE1101	Structural Kinesiology	12
AHE1106	Exercise Psychology	12
AHE1202	Biomechanics	12
AHE2104	Exercise Physiology	12

PROFESSIONAL CORE

AHE1105	Research Methods for Exercise Professionals	12
AHE1107	Human Growth and Lifespan Development	12
AHE1206	Sport Psychology	12
RBM1174	Human Physiology	12
AHE2005	Nutrition and Diet for Exercise and Physical Education	12
AHE2006	Exercise Interventions for Healthy Populations	12
AHE2102	Sports Biomechanics	12
AHE2127	Motor Learning	12
AHE2202	Functional Kinesiology	12
AHE3100	Advanced Exercise Physiology	12
AHE3101	Advanced Biomechanics	12
AHE3116	Social Dimensions of Sport and Exercise	12
AHE3126	Motor Control	12
AHE3114	Sport Physiology	12
AHE3120	Exercise Science Career Development	12
AHE3200	Professional Ethics	12

Minors

ESPIDG	Global Indigenous Challenge
ESPGLP	Global Leadership
SMIHEA	Health (Sport Science Minor)
SMIFIT	Fitness and Conditioning
SMIAAE	Applied Anatomy for Exercise

Bachelor of Sport Science (Human Movement)

Course Code: ABHG
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, sport policy, as well as research. The degree has two main components:

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

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

Course Objectives: Graduates of the Bachelor of Sport Science (Human Movement) course will be able to:

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

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

Course Duration: 3 years

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

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

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

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

COURSE STRUCTURE

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

- 48 credit points (equivalent to 4 Units) of College Core studies
- 144 credit points (equivalent to 12 Units) of Professional Core studies

Plus one of the following: Option A:

- 96 credit points (equivalent to 8 units) of SMAPED Physical Education Major studies

OR Option B:

- 96 credit points (equivalent to 8 units) of Minor studies (from the list below)

COLLEGE CORE

AHE1101	Structural Kinesiology	12
AHE1106	Exercise Psychology	12
AHE1202	Biomechanics	12
AHE2104	Exercise Physiology	12

PROFESSIONAL CORE

AHE1105	Research Methods for Exercise Professionals	12
SPE2003	History of Sport	12
AHE1206	Sport Psychology	12
RBM1174	Human Physiology	12
AHE2005	Nutrition and Diet for Exercise and Physical Education	12
AHE2127	Motor Learning	12
AHE2214	Sport and Fitness Delivery Systems	12
SSM2101	Sport Management Career Development 1	12
AHE3111	Sport and Social Analysis	12
AHE3116	Social Dimensions of Sport and Exercise	12
AHE3200	Professional Ethics	12
AHE3120	Exercise Science Career Development	12

Majors

SMAPED	Physical Education

Minors

ESPIDG	Global Indigenous Challenge
ESPGLP	Global Leadership
SMIHEA	Health (Sport Science Minor)
SMISSC	Advanced Sport Science
SMIFIT	Fitness and Conditioning
SMISCA	Fundamental Sport Coaching
SMISAC	Sport and Active Communities
HMIHNU	Health and Nutrition
SMIGAM	Games and Sports
SMIPEP	Physical Education (Primary)
SMISCB	Advanced Sport Coaching

Bachelor of Sport Coaching

Course Code: ABHS
Campus: Footscray Park.

About this course: This course has two distinct streams: Coaching Science (CS) and Physical Education & Sport (PES). The course equips students with the required sport coaching skills to positively influence children and adults participating in community sport from the recreational to the elite level. Students will be educated to value the importance of knowledgeable, ethical, creative, adaptable and personable sport coaching. Students will develop the necessary skills and knowledge to coach in multi-skill, multi-sport and sport specific environments. Broadly, graduates should also understand their potential role in developing healthy and active people. The Physical Education and Sport stream comprises: 4 college core units, 8 sport coaching professional consequence units, 8 physical education and sport major sequence units and 4 second teaching method minor sequence units as required by the Victorian Institute of Teaching with scope to develop a second teaching method. Graduates

from this three year PE and sport stream are required to complete an additional two year Master of Teaching before being eligible to teach in Victoria. The Coaching Science stream comprises; 4 college core units, 8 sport coaching professional core sequence units, 8 coaching science sequence units and a 4 unit minor. The Bachelor of Sport Coaching has been internationally benchmarked and represents a course that meets the needs of key sporting industry bodies.

Course Objectives: Underlying course philosophy: To equip students with the required sport coaching skills, to positively influence children and adults participating in community sport from recreational to elite level. Students will be educated to value the importance of knowledgeable, ethical, creative, adaptable and personable sport coaching. Students will develop the necessary skills and knowledge to coach in multi-skill, multi-sport and sport specific environments. Broadly, graduates should also understand their potential role in developing healthy and active people. Specific objectives for graduates:

- Develop a systematic knowledge and understanding of contemporary sport coaching research, theories, technology and policies that guide coaching;
- To be familiar with 'safe coaching' principles, including the importance of statutory legislation regulations and non-statutory guidelines (e.g., occupational health & safety, codes of conduct, legal & ethical practice and equitable coaching practice);
- To conduct needs analyses to effectively tailor coaching programs, taking into account; environment, participant/team needs and wider programs, curricula and targets;
- To understand the key concepts of the sport science disciplines as they apply to sport coaching and develop the capacity to integrate sport science knowledge when coaching;
- Develop reflective skills especially in relation to vocational competencies, career development, self-management, action and reflection, awareness of boundaries of knowledge and competence, career planning, life balance and professional development and the coach as a performer;
- Develop the requisite skills advocated by the Victorian Institute of Teaching for Physical Education teachers (PE & Sport stream);
- To be conversant with the relevant governing bodies and policies (local, state and national) that shape sport and sport coaching in Australia;
- Develop relevant written, oral presentation and interpersonal communication competencies relevant to being career ready.

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

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

Course Duration: 3 years

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

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

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

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

Admission Requirements Other: Students will require a Working with Children Check and National Police Check to be eligible to undertake and participate in workplace visits, placements or projects. Use the following site link to obtain additional information: http://www.police.vic.gov.au/content.asp?Document_ID=274.

COURSE STRUCTURE

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

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

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

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

COLLEGE CORE

AHE1101	Structural Kinesiology	12
SCC1001	Biomechanics for Physical Education	12
SCC1002	Psychology of Sport Coaching and Physical Education	12

SHE1001	Nutrition and Health for Physical Education	12
PROFESSIONAL CORE		
AHE1251	Coaching Active Communities	12
AHE2250	Sport Coaching Principles	12
AHE2251	Sport Coaching Environment, Planning and Delivery	12
SSC2003	Sport Coaching: Applied Conditioning	12
AHE3250	Socio-Historical Sport Coaching	12
AHE3252	Ethical Behaviour in Sport Coaching	12
SSC3002	Sport Coaching: Talent Identification & Development	12
SSC3003	Sport Coaching: Skill Acquisition	12

Majors

SMACOA	Coaching Science
SMAPES	Physical Education and Sport

Minors

ESPIDG	Global Indigenous Challenge
ESPGLP	Global Leadership
AMIDIG	Digital Media
AMILIT	Literary Studies
AMIMED	Media Studies
AMIPSY	Psychology
AMIHIS	History
NMIMST	Mathematics/Statistics
SMIHEA	Health (Sport Science Minor)
SMIOUT	Outdoor Recreation Leadership
SMISAC	Sport and Active Communities
SMIGAM	Games and Sports
SMIPEP	Physical Education (Primary)
NMIENV	Environmental Science
NMIBIO	Biology
EMISWF	Student Welfare
NMICHE	Chemistry

Master of Clinical Exercise Science and Rehabilitation

Course Code: AMEP
Campus: Footscray Park.

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

Course Objectives: Graduates of this course will be able to:

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

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

Course Duration: 1.5 years

Admission Requirements: Successful completion of an ESSA accredited Bachelor/Honours Degree in Exercise Science or Exercise Physiology; OR Successful completion of an non-ESSA accredited Bachelor/Honours Degree and have completed all areas of study required for ESSA Exercise Science (full) membership*. *Applicants will be required to demonstrate completion of all areas of study required for ESSA Exercise Science membership (full) and have completed 140 hours of exercise prescription for apparently healthy clientele. Please check your exercise science graduate entry eligibility on the ESSA website at https://www.essa.org.au/membership/membership-types/graduate-entry/

Admission Requirements International: In addition to satisfying the Bachelor/Honours Degree or Mature Age admission requirements, International Students must provide evidence of proficiency in the English language as demonstrated by: International English Language Testing System or its equivalent - overall score of 7 and no individual band score less than 7.

Admission Requirements Mature Age: Current ESSA Accredited Exercise Physiologists who would like to broaden research knowledge and skills and potentially pursue a research pathway are welcome to apply.

Admission Requirements Other: A prerequisite for admission to AMEP is ESSA Exercise Science membership (full) or eligibility for ESSA Exercise Science membership and completion of 140 hours of exercise prescription for apparently healthy clientele. To

check whether your prior study would meet current ESSA Exercise Science requirements, download the ASSESSMENT for POSTGRADUATE ACCREDITED EXERCISE PHYSIOLOGIST (AEP) study application form – NON NUCAP from ESSA website https://www.essa.org.au/wp-content/uploads/2016/07/2016-Graduate-Entry-GE-assessment-non-NUCAP_final_updated.pdf and section E https://www.essa.org.au/wp-content/uploads/2015/12/ESSA-Exercise-Science-Standards.pdf. Please complete both forms and submit with your application and your log book to Victoria University for AMEP entry. Applicants who do not fit under the above criteria can contact the AMEP course coordinator (Michael.Butson@vu.edu.au) to discuss your application in person.

COURSE STRUCTURE

To attain the Master of Clinical Exercise Science and Rehabilitation, students will be required to complete 144 credit points (equivalent to 12 units) consisting of:

- 96 credit points (equivalent to 8 units) core units
- 48 credit points (equivalent to 4 units) either the minor thesis or research coursework units

Year 1, Semester 1

SCL6201	Psychology for Rehabilitation	12
SCL6202	Exercise Assessments and Interventions for Musculoskeletal Conditions	12
SCL6103	Exercise Assessments and Interventions for Cardiovascular Conditions	12
SCL6104	Clinical Exercise Practice	12

Year 1, Semester 2

SCL6101	Case Management for Clinical Exercise	12
SCL6102	Exercise Assessments and Interventions for Metabolic and Respiratory Conditions	12
SCL6203	Exercise Assessments and Interventions for Neurological Conditions	12
SCL6204	Occupational Health and Exercise Rehabilitation	12

Year 2, Semester 1

Students select one of the following TWO options:

THESIS OPTION

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

AHE5901	Minor Thesis (Full-Time)	48

OR

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

AHE5902	Minor Thesis (Part-Time)	24

RESEARCH COURSEWORK OPTION

AHE5903	Research for Practitioners	24
AHE5904	Advanced Integrated Case Management	24

Bachelor of Applied Science (Honours) (Human Movement)

Course Code: HHHM
Campus: Footscray Park.

About this course: The aims of the course are to promote the development of the student as an independent researcher in a specific human movement related discipline; prepare students for entry into research oriented graduate courses in human movement; and the development of scholarly inquiry across the wide range of human movement disciplines.

Course Objectives: The aims of the course are to:promote the development of the student as an independent researcher in a specific human movement related discipline;prepare students for entry into research oriented graduate courses in human movement; andpromote the development of scholarly inquiry across the wide range of human movement disciplines.

Careers: There are many reasons why students might consider an Honours year. One is to secure the academic platform from which students can then pursue a higher degree by research, either at Victoria University or elsewhere.

Course Duration: 1 year

Admission Requirements Mature Age: To qualify for admission to the course, applicants must have successfully completed the University's Bachelor of Applied Science - Human Movement, or its equivalent, with a Credit (C) average and a Distinction (D) in units of study related to the intended discipline of Honours study.Entry into the Honours course will normally occur not more than two years after the completion of the first degree.

COURSE STRUCTURE

The following should be read in conjunction with the College Regulations and the University Statutes and Regulations. Academic Progress: Students must receive a satisfactory progress report at the end of the first semester of study. Unsatisfactory Progress: Students who receive an N grade for the Honours Thesis will be deemed to have failed the course. Graduation Requirements: In order to be awarded a Bachelor of Applied Science (Honours) - Human Movement students must pass the thesis, make any suggested corrections/revisions to the satisfaction of the supervisor and the Honours Courses Committee, and submit one hardbound copy of the thesis to the Honours Co-ordinator.

FULL-TIME OPTION

Year 1 Semester 1

AHH0421	Honours Thesis	48

Year 1 Semester 2

AHH0421	Honours Thesis	48

PART-TIME OPTION

Year 1 Semester 1

AHS4032	Honours Thesis (Part-Time)	24

Year 1 Semester 2

AHS4032	Honours Thesis (Part-Time)	24

Year 2 Semester 1

AHS4032	Honours Thesis (Part-Time)	24

Year 2 Semester 2

AHS4032	Honours Thesis (Part-Time)	24

Bachelor of Arts (Honours) (Sport Administration)

Course Code: HHSA
Campus: Footscray Park.

About this course: The aims of the course are to promote the development of sport administration and management related research and professional expertise beyond the pass degree level; prepare students for entry into research orientated graduate courses in sport administration and management; and promote the development of scholarly inquiry across the wide range of disciplines focusing on sport administration and management.

Course Objectives: The aims of the course are to:

- promote the development of sport administration and management related research and professional expertise beyond the pass degree level;
- prepare students for entry into research orientated graduate courses in sport administration and management; and
- promote the development of scholarly inquiry across the wide range of disciplines focusing on sport administration and management.

Upon completion of the course students should be able to demonstrate:

- an understanding of the depth and breadth of knowledge and skills associated with research in sport administration; and
- the academic rigour to design, carry out and evaluate a related research project.

Careers: There are many reasons why students might consider an Honours year. One is to secure the academic platform from which students can then pursue a higher degree by research, either at Victoria University or elsewhere.

Course Duration: 1 year

Admission Requirements Mature Age: To qualify for admission to the course applicants must have successfully completed the University's Bachelor of Arts (Sport Administration) or Bachelor of Arts (Sport Administration)/Bachelor of Business (Management) or Bachelor of Arts (Sport Administration)/ Bachelor of Business (Marketing) or Bachelor of Arts (Sport Administration)/ Bachelor of Business (Event Management) or equivalent. An applicant will usually have attained a Distinction (D) average throughout their undergraduate degree in order to qualify for admission to the course. Entry into the Honours course will normally occur not more than two years after the completion of the first degree.

COURSE STRUCTURE

The following should be read in conjunction with the College Regulations and the University Statutes Regulations. Academic Progress: Students must receive a satisfactory progress report at the end of the first semester of study. Unsatisfactory Progress: Students who receive an N grade for the Honours Thesis will be deemed to have failed the course. Graduation Requirements: In order to be awarded a Bachelor of Arts (Honours) Sport Administration students must pass the thesis, make any suggested corrections/revisions to the satisfaction of the supervisor and the Honours Courses Committee, and submit one hardbound copy of the thesis to the Honours Co-ordinator.

Full-time option

Year 1, Semester 1

AHS4031	Honours Thesis (Full-Time)	48

Year 1, Semester 2

AHS4031	Honours Thesis (Full-Time)	48

Part-time option

Year 1, Semester 1

AHS4032	Honours Thesis (Part-Time)	24

Year 1, Semester 2

AHS4032	Honours Thesis (Part-Time)	24

Year 2, Semester 1

AHS4032	Honours Thesis (Part-Time)	24

Year 2, Semester 2

AHS4032	Honours Thesis (Part-Time)	24

Master of Arts

Course Code: HRAT
Campus: Footscray Park.

About this course: Masters Degree (Research) in the field of Sport and Exercise Science The Masters Degree (Research) allows you to develop your knowledge and skills in planning and executing a substantial piece of original research in an area that is of interest to you and to the University, industry and the community, with the assistance of an experienced research supervisory team. This degree requires you to apply an advanced body of knowledge in a range of contexts for research and scholarship and potentially as a pathway to a PhD or Professional Doctorate. It involves supervised study and research, through completion of a major research thesis in an approved thesis format for examination, as well as research training and independent study. Feedback is provided face-to-face and online by the supervisory team, and co-curricular opportunities for receiving feedback are available through activities in which you are strongly encouraged to participate, such as involvement in

support and adjunct programs offered by the university or externally; collaborative publication of academic articles with supervisors and peers; presentation at academic conferences including those organised within VU for graduate researchers and staff; and other presentations to a variety of audiences. This course is normally a 2 year (full time) and 4 year (part time) research-based degree.

Course Objectives: The course objectives are to produce graduates who have the following knowledge and skills:

- a body of knowledge that includes the understanding of recent developments in one or more discipline
- advanced knowledge of research principles and methods applicable to the field of work or learning
- cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and its application
- cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and to apply established theories to different bodies of knowledge or practice
- cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level
- cognitive and technical skills to design, use and evaluate research and research method
- communication and technical skills to present a coherent and sustained argument and to disseminate research results to specialist and non-specialist audience
- technical and communication skills to design, evaluate, implement, analyse, theorise and disseminate research that makes a contribution to knowledge

This knowledge and these skills will be demonstrated through the planning and execution of a substantial piece of research:

- with creativity and initiative
- with a high level of personal autonomy and accountability, demonstrating expert judgement, adaptability and responsibility as a learner

Careers: PhD or Professional Doctorate, research assistant, research technician.

Course Duration: 2 years

Admission Requirements International: In addition to meeting the University requirements (See: Admission Requirements - Other) international applicants who will be studying in Australia must satisfy the English language qualifying requirement for gaining an entry visa to Australia for applicants from their country.

Admission Requirements Other: (a) Academic achievement and preparation to a level that is sufficient to undertake masters level research demonstrated in any one or more of the following: i. Qualified, at minimum, for a bachelors degree at a standard considered by the University to be sufficiently meritorious (normally Distinction average in the final year); or ii. Qualified for any other award judged by the University to be of a relevant and appropriate standard and have: •Produced evidence of professional experience; and •Fulfilled any other conditions relating to prerequisite studies which the University may impose. (b) Demonstrated competency in English sufficient to work at research masters level, through meeting one or more of the following criteria: i. Successful completion of one of the degrees stipulated under a) i) – ii) above with English as the language of instruction and assessment and undertaken in a predominantly English speaking context; or ii. Been taught for two of the past five years at a tertiary institution where English was the primary language of instruction; or iii. Achieved an overall band score of not less than 6.5 in an International English Language Testing Service (IELTS) test with no individual band score below 6.0; or iv. Achieved a score of not less than 92 and no section score less than 22 in the internet-based Teaching of English Foreign Language (TOEFL) test; or v. Documented evidence of English proficiency equivalent to the above.

COURSE STRUCTURE

The standard duration of a Masters Degree (Research) is two years of full-time study or part-time equivalent, although in certain circumstances the degree may be completed in eighteen months. In some cases the student may be required to complete approved coursework units such as laboratory skills or research design as part of the Masters Degree (Research).

AHZ8100	Research Thesis (Arts Based) (Full-Time)	48
AHZ8110	Research Thesis (Arts Based) (Part-Time)	24

Master of Applied Science

Course Code: HREH
Campus: Footscray Park.

About this course: Masters Degree (Research) in the field of Sports and Exercise Science The Masters Degree (Research) allows you to develop your knowledge and skills in planning and executing a substantial piece of original research in an area that is of interest to you and to the University, industry and the community, with the assistance of an experienced research supervisory team. This degree requires you to apply an advanced body of knowledge in a range of contexts for research and scholarship and potentially as a pathway to a PhD or Professional Doctorate. It involves supervised study and research, through completion of a major research thesis in an approved thesis format for examination, as well as research training and independent study. Feedback is provided face-to-face and online by the supervisory team, and co-curricular opportunities for receiving feedback are available through activities in which you are strongly encouraged to participate, such as involvement in support and adjunct programs offered by the university or externally; collaborative publication of academic articles with supervisors and peers; presentation at academic conferences including those organised within VU for graduate researchers and staff; and other presentations to a variety of audiences. This course is normally a 2 year (full time) and 4 year (part time) research-based degree.

Course Objectives: The course objectives are to produce graduates who have the following knowledge and skills:

- a body of knowledge that includes the understanding of recent developments in one or more discipline
- advanced knowledge of research principles and methods applicable to the field of work or learning
- cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and its application

- cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and to apply established theories to different bodies of knowledge or practice
- cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level
- cognitive and technical skills to design, use and evaluate research and research method
- communication and technical skills to present a coherent and sustained argument and to disseminate research results to specialist and non-specialist audience
- technical and communication skills to design, evaluate, implement, analyse, theorise and disseminate research that makes a contribution to knowledge

This knowledge and these skills will be demonstrated through the planning and execution of a substantial piece of research:

- with creativity and initiative
- with a high level of personal autonomy and accountability, demonstrating expert judgement, adaptability and responsibility as a learner

Careers: PhD or Professional Doctorate, research assistant, research technician.

Course Duration: 2 years

Admission Requirements International: In addition to meeting the University requirements (See: Admission Requirements - Other) international applicants who will be studying in Australia must satisfy the English language qualifying requirement for gaining an entry visa to Australia for applicants from their country.

Admission Requirements Other: (a) Academic achievement and preparation to a level that is sufficient to undertake masters level research demonstrated in any one or more of the following: i. Qualified, at minimum, for a bachelors degree at a standard considered by the University to be sufficiently meritorious (normally Distinction average in the final year); or ii. Qualified for any other award judged by the University to be of a relevant and appropriate standard and have: •Produced evidence of professional experience; and •Fulfilled any other conditions relating to prerequisite studies which the University may impose. (b) Demonstrated competency in English sufficient to work at research masters level, through meeting one or more of the following criteria: i. Successful completion of one of the degrees stipulated under a) i) – ii) above with English as the language of instruction and assessment and undertaken in a predominantly English speaking context; or ii. Been taught for two of the past five years at a tertiary institution where English was the primary language of instruction; or iii. Achieved an overall band score of not less than 6.5 in an International English Language Testing Service (IELTS) test with no individual band score below 6.0; or iv. Achieved a score of not less than 92 and no section score less than 22 in the internet-based Teaching of English Foreign Language (TOEFL) test; or v. Documented evidence of English proficiency equivalent to the above.

COURSE STRUCTURE

The standard duration of a Masters Degree (Research) is two years of full-time study or part-time equivalent, although in certain circumstances the degree may be completed in eighteen months. In some cases the student may be required to complete approved coursework units such as laboratory skills or research design as part of the Masters Degree (Research).

AHZ8200	Research Thesis (Science Based) (Full-Time)	48
AHZ8210	Research Thesis (Science Based) (Part-Time)	24

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

Course Code: SBHP
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, sport policy, as well as psychological counselling and/or research.

Course Objectives: Graduates of the Bachelor of Sport Science (Human Movement)/Bachelor of Psychological Studies will be able to: 1. Review critically, analyse, consolidate and synthesise relevant knowledge and skills in the areas of science, social science and psychology in making professional judgments in diverse 21st century contexts 2. Exercise critical thinking and judgement in identifying and creatively solving problems in professional practice; 3. Work with responsibility and accountability both independently and collaboratively, communicating effectively in different modes with both professional and non-professional audiences; 4. Adapt knowledge and skills with initiative and judgement and respond to community needs, societal aspirations and expectations in professional practice. 5. Apply a broad and coherent body of knowledge and skills in a range of contemporary settings to undertake professional work and as a pathway to further learning; 6. Demonstrate a broad understanding of knowledge, continuously enhance personal learning and remain relevant, current and attractive to the professional body as well as prospective employers.

Careers: Graduates will have the skills to work in many different employment areas such as exercise and sport sciences, fitness, athlete counselling and coaching. They may also find employment in areas such as welfare, community services and human resources, or undertake further study to qualify as teachers or social workers. Graduates often continue with further study in psychology or undertake postgraduate study in related fields. The psychology specialisation is designed to provide preparation for a fourth year of study in psychology for graduates wishing to achieve professional accreditation. With further postgraduate study, graduates may pursue a career as a registered psychologist.

Course Duration: 4 years

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

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

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

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

COURSE STRUCTURE

To qualify for the awards of Bachelor of Sport Science (Human Movement) and Bachelor of Psychological Studies, students must complete 384 credit points (equivalent to 32 units) as per the course structure :

- 96 credit points (equivalent to 8 units) of sport science compulsory units;
- 96 credit points (equivalent to 8 units) of human movement specialisation units;
- 120 credit points (equivalent to 10 units) of psychology specialisation units;
- 48 credit points (equivalent to 4 units) of psychological studies compulsory units;
- 24 credit points (equivalent to 2 units) of psychological studies elective units from the list provided.

The degree has three main components: 1) a foundation program in first and second year where students take introductory level units in kinesiology, biomechanics, human and exercise physiology, sport psychology, exercise psychology, and ethics. 2) an advanced program in later years consisting of a number of specified units. 3) a program that progressively covers the requirements of the psychological studies course

Year 1, Semester 1

AHE1101	Structural Kinesiology	12
AHE1106	Exercise Psychology	12
APP1012	Psychology 1A	12
APP1016	Foundations of Psychological Research	12

Year 1, Semester 2

AHE1202	Biomechanics	12
SPE2003	History of Sport	12
APP1013	Psychology 1B	12
ASX1003	Foundations of Social Science Research	12

Year 2, Semester 1

AHE2214	Sport and Fitness Delivery Systems	12
APP2013	Psychology 2A	12
APP2101	Intercultural and Developmental Issues in Psychology	12
RBM1174	Human Physiology	12

Year 2, Semester 2

AHE1206	Sport Psychology	12
AHE2104	Exercise Physiology	12
APP2014	Psychology 2B	12
APS2040	Quantitative Social Research Methods 1	12

Year 3, Semester 1

SSM2101	Sport Management Career Development 1	12
APP3035	Research Methods in Psychology	12
APP3036	History and Theories in Psychology	12
APS2030	Qualitative Social Research Methods 1	12

Year 3, Semester 2

AHE2005	Nutrition and Diet for Exercise and Physical Education	12
SSM2205	Sociology of Sport and Active Recreation	12
APP3037	Clinical Aspects of Psychology	12

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

Year 4, Semester 1

SHE1002	Growth Development and Ageing	12
AHE2127	Motor Learning	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
SSM3201	Sport Management Career Development 2	12
APP3023	Psychological Issues in the Workplace	12
AHE3200	Professional Ethics	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
APP3021	Psychology of Adjustment	12
APP3025	Psychological Assessment	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: The course learning outcomes relate directly to the course's educational rationale through an explanation of not only what students can expect to secure as they move through the course, but also what they will achieve once they have completed the course. The learning outcomes also provide the basis for the development and design of the course, and guide the type of assessments in the development of course. These guiding principles have shaped the following course learning outcomes. Graduates of the Bachelor of Sport Science (Human Movement) / Bachelor of Sport Management course will be able to:

- 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;
- 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;
- 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;
- 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;
- Communicate a coherent and independent exposition of industry knowledge and operational skills in both oral and written form to a range of audiences;
- 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;
- 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
- 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: Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4 with a minimum study score of 25 in English (EAL) or 20 in English (any).

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

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

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

COURSE STRUCTURE

To attain the Bachelor of Sport Science (Human Movement)/Bachelor of Sport Management, students will be required to complete 384 credit points (equivalent to 32 units) consisting of:

- 96 credit points (equivalent to 8 Units) of College Core studies
- 144 credit points (equivalent to 12 Units) of Professional Core Sport Science (Human Movement) studies
- 96 credit points (equivalent to 8 units) of Major studies (from the list below)
- 48 credit points (equivalent to 4 units) of Minor studies (from the list below)

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

COLLEGE CORE

AHE1101	Structural Kinesiology	12
AHE1106	Exercise Psychology	12
AHE1202	Biomechanics	12
SSM1103	Management Principles for Sport and Active Recreation	12
SSM1201	Marketing for Sport and Active Recreation	12
SSM1202	Financial Management for Sport and Active Recreation	12
SSM1203	Human Resources for Sport and Active Recreation	12
AHE2104	Exercise Physiology	12

PROFESSIONAL CORE

AHE1105	Research Methods for Exercise Professionals	12
AHE1206	Sport Psychology	12
RBM1174	Human Physiology	12
AHE2005	Nutrition and Diet for Exercise and Physical Education	12
AHE2127	Motor Learning	12
AHE2214	Sport and Fitness Delivery Systems	12
SPE2003	History of Sport	12
SSM2002	Career Development and Employability 1	12
AHE3111	Sport and Social Analysis	12
AHE3120	Exercise Science Career Development	12
AHE3200	Professional Ethics	12
SSM3000	Inclusion and Social Responsibility in Sport and Active Recreation	12

Majors

SMASAC	Sport and Active Communities
SMAOUT	Outdoor Recreation Leadership

Minors

ESPIDG	Global Indigenous Challenge
ESPGLP	Global Leadership
SMIHEA	Health (Sport Science Minor)
SMISSC	Advanced Sport Science
SMIFIT	Fitness and Conditioning
SMIOUT	Outdoor Recreation Leadership
SMISCA	Fundamental Sport Coaching
SMISAC	Sport and Active Communities
HMIHNU	Health and Nutrition
SMIGAM	Games and Sports
SMISCB	Advanced Sport Coaching

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, Psychology, and Science.

Course Objectives: Upon completion of the Bachelor of Physical Education and Sport Science, graduates will be able to:

- Integrate a broad and coherent theoretical and technical knowledge of health and physical education and the exercise and sport science disciplines with advanced specialist knowledge related to physical education and sport science
- Critically analyse and evaluate theoretical knowledge and technical information, and adapt and apply related research skills to develop innovative programs in professional work in physical education and sport science
- Critically review and apply information with autonomy, responsibility and judgement in order to both anticipate and creatively solve problems related to professional practice, including developing appropriate activities for participation in physical education and sport in contemporary settings
- Communicate a coherent and independent exposition of the core knowledge, skills and values of health, physical education and sport science in both oral and written form to a range of audiences
- Apply evidence-based practice in health and physical education with personal accountability, integrity and social responsibility for outcomes, and do it through dynamic 21st Century work-teams that use resources efficiently, and deliver widespread social utility
- Independently identify and analyse a variety of physical education and sport science related issues and develop and evaluate professional, evidence-based approaches to address the specific issues
- 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 outcomes to complex issues
- Apply personal and interpersonal competencies, work-group skills and leadership abilities to adapt physical education and sport science practices to work effectively in socially and culturally diverse communities and contexts in Australia and other regions around the world
- Develop discipline-specific knowledge and skills in a discipline area in addition to health, physical education and sport science to gain a third discipline method
- 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 can include being able to specialise and gain accreditation to teach health and physical education with an appropriate postgraduate qualification in education (Master of Teaching)

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: Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in any other English.

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

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

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

COURSE STRUCTURE

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

- 48 credit points (equivalent to 4 Units) of College Core studies
- 144 credit points (equivalent to 12 Units) of Professional Core studies
- 48 credit points (equivalent to 4 units) of Health Minor studies
- 48 credit points (equivalent to 4 units) of Minor studies from the list below

COLLEGE CORE

AHE1101	Structural Kinesiology	12
SCC1001	Biomechanics for Physical Education	12
SCC1002	Psychology of Sport Coaching and Physical Education	12
SHE1001	Nutrition and Health for Physical Education	12

PROFESSIONAL CORE

SHE1002	Growth Development and Ageing	12
SPE1005	Individual Movement Activities	12
SPE1006	Introduction to Movement Skills	12
SPE1105	Aquatic and Athletic Movement Activities	12
AHE2127	Motor Learning	12
SPE2002	Physiology for Physical Education	12
SPE2003	History of Sport	12

SPE2007	Minor Games	12
AHE3116	Social Dimensions of Sport and Exercise	12
AHE3219	Adapted Physical Education	12
SPE3002	Major Games	12
SPE3005	Perspectives On Physical Education	12

Compulsory Minors

SMIHEA	Health (Sport Science Minor)

Minors

AMIDIG	Digital Media
AMILIT	Literary Studies
AMIMED	Media Studies
AMIPSY	Psychology
AMIHIS	History
NMIMST	Mathematics/Statistics
SMIOUT	Outdoor Recreation Leadership
SMIPEP	Physical Education (Primary)
NMIENV	Environmental Science
NMIBIO	Biology
EMISWF	Student Welfare
NMICHE	Chemistry

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: The course learning outcomes-relate directly to the course's educational rationale through an explanation of not only what students can expect to secure as they move through the course, but also what they will achieve once they have completed the course. The learning outcomes also provide the basis for the development and design of the course, and guide the types of assessments in the course. They thus explain the central theories and ideas with which students will engage. These guiding principles have shaped the following course learning outcomes: Aligned with AQF level 7, upon successful completion of the Bachelor of Sport Management / Bachelor of Business it is expected that graduates will be able to:

- 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;
- Critically analyse theoretical and technical knowledge in diverse contexts, and adapt and apply related skills to the effective management of business and sport;
- 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;
- 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;
- 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;
- 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;
- 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
- 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: Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in any other English.

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

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

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

COURSE STRUCTURE

To qualify for the awards of Bachelor of Sport Management and Bachelor of Business, students must successfully complete the Sport Management and Business core units, one (1) Sport Management specialisation and one (1) Business specialisation: Sport Management specialisations:

- Sport and Active Communities
- Outdoor Recreation Leadership

Business specialisations:

- Accounting
- Event Management
- Human Resource Management
- Marketing

Students must complete the following:

- 60 credit points (equivalent to 5 units) sport management core units
- 96 credit points (equivalent to 8 units) business core units
- 96 credit points (equivalent to 8 units) sport management specialisation units
- 96 credit points (equivalent to 8 units) business specialisation units (includes applied business challenge unit)
- 12 credit points (equivalent to 1 unit) international business challenge unit
- 24 credit points (equivalent to 2 units) sport management career development units

Year 1, Semester 1

SSM1101	Introduction to Sport and Active Recreation	12
SSM1102	Foundations of Sport and Active Recreation	12
BEO1105	Economic Principles	12
BMO1102	Management and Organisation Behaviour	12

Year 1, Semester 2

SSM1203	Human Resources for Sport and Active Recreation	12
SSM1204	Ethics and Integrity Management in Sport and Active Recreation	12
BHO1171	Introduction to Marketing	12
BAO1101	Accounting for Decision Making	12

Year 2, Semester 1

SSM1104	Community Building for Sport and Active Recreation	12
BLO1105	Business Law	12
BPD1100	Integrated Business Challenge	12

12 credit points (equivalent to 1 unit) Sport Management specialisation unit

Year 2, Semester 2

BEO1106	Business Statistics	12
BCO1102	Information Systems for Business	12

24 credit points (equivalent to 2 units) Sport Management specialisation units

Year 3, Semester 1

SSM2101	Sport Management Career Development 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

SSM3201	Sport Management Career Development 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

Specialisations

SSPORL	Outdoor Recreation Leadership
SSPSAC	Sport and Active Communities
BSPACT	Accounting
BSPEVT	Event Management
BSPMRK	Marketing
BSPHMR	Human Resource Management

Bachelor of Sport Management

Course Code: SBSM
Campus: Footscray Park.

About this course: This course prepares students for employment in the sport, exercise and active recreation sector as administrators, managers, trainers and leaders. The Sport and Active Communities specialist strand 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. The Outdoor Recreation Leadership specialist strand exposes students to a diverse range of adventure 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 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.

Course Objectives: The course learning outcomes relate directly to the course's educational rationale through an explanation of not only what students can expect to secure as they move through the course, but also what they will achieve once they have completed the course. The learning outcomes also provide the basis for the development and design of the course, and guide the type of assessment in the development of course. They thus explain the central theories and ideas with which students will engage. These guiding principles have shaped the following course learning outcomes: Aligned with AQF level 7, upon successful completion of the Bachelor of Sport Management it is expected that graduates will be able to:

- 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, exercise, and active recreation;
- Critically analyse theoretical and technical knowledge in diverse contexts, and adapt and apply related skills to the effective management of sport, exercise and active recreation services;
- Critically review and apply information with initiative and judgement in order to both anticipate and creatively solve problems related to the management of sport, exercise, and active recreation services in contemporary settings;
- 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, exercise, and active recreation experiences;
- Communicate a coherent and independent exposition of industry knowledge and operational skills in both oral and written form to a range of audiences;
- 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;
- 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
- 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 Bachelor degree in 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 specialisation will be ideally placed to work as administrators, officers and managers in:

- Sport governing bodies,
- Sports 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,
- The motor racing industry, and
- The horse racing industry.

Students graduating from the Outdoor Recreation Leadership specialisation 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: Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4 with a minimum study score of 25 in English (EAL) or 20 in English (any).

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

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

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

Admission Requirements Other: Students will require a Working with Children Check and National Police Check to be eligible to undertake and participate in workplace visits, placements or projects. Use the following site link to obtain additional information: 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 (equivalent to 8 Units) of Core studies
- 96 credit points (equivalent to 8 units) of Major studies from the list below
- 48 credit points (equivalent to 4 units) of Professional Development in Sport & Outdoor Recreation Minor studies
- 48 credit points (equivalent to 4 units) of Minor studies from the list below

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

CORE UNITS

SSM1101	Introduction to Sport and Active Recreation	12
SSM1102	Foundations of Sport and Active Recreation	12
SSM1103	Management Principles for Sport and Active Recreation	12
SSM1104	Community Building for Sport and Active Recreation	12
SSM1201	Marketing for Sport and Active Recreation	12
SSM1202	Financial Management for Sport and Active Recreation	12
SSM1203	Human Resources for Sport and Active Recreation	12
SSM1205	Introduction to Adventure in 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

ESPIDG Global Indigenous Challenge

ESPGLP	Global Leadership
SMIHEA	Health (Sport Science Minor)
SMIFIT	Fitness and Conditioning
SMIOUT	Outdoor Recreation Leadership
SMISCA	Fundamental Sport Coaching
SMISAC	Sport and Active Communities
SMIGAM	Games and Sports
SMIISM	International Sport Management

Graduate Diploma in Sport Business and Integrity

Course Code: SGSI
Campus: City Flinders.

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

Course Objectives: The course learning outcomes relate directly to the educational rationale through an explanation of not only what knowledge and skills students can expect to secure as they move through the Graduate Diploma in Sport Business and Integrity, but also what professional capabilities they will achieve once they have completed the course. The learning outcomes also provide the basis for the design of the course, and the compilation of assessment tasks. Finally, they will frame the central theories and ideas with which students will engage. Upon successful completion of the Graduate Diploma in Sport Business and Integrity it is expected that graduates will be able to:

- Synthesise knowledge gained from the Graduate Certificate in Sport Integrity with advanced specialist understandings of strategic management.
- Exhibit independent judgement when balancing strategies that focus on integrity issues, social development issues, resource-use issues, and, growth and sustainability issues.
- Critically apply legal and ethical principles to decision making processes when dealing with integrity, resource use, and social development.
- Design, justify, and implement integrity-based strategic initiatives; involving structural, cultural and operational change that enables sporting enterprises to build and broaden sport participation at both the competitive and informal levels.
- Advise the organisation in the delivery of quality sport experiences through dynamic 21st Century work-teams that operate within ethical frames highlighting personal accountability, social responsibility, social value, and participant satisfaction.
- Articulate and report complex knowledge about sport integrity, strategy, and sport development issues in coherent and accessible ways to a range of specialist and non-specialist audiences.

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

Course Duration: 1 year

Admission Requirements International: Overseas applicants who satisfy the entry requirements for Australian resident students (or demonstrate equivalence) must provide evidence of: 1) proficiency in the English language: International English Language Testing System (IELTS or equivalent) - overall score of 6.5 and no individual band score less than 6.0. 2) A Bachelor degree or equivalent in any discipline.

Admission Requirements Mature Age: To enter the Graduate Diploma in Sport Business and Integrity, applicants must have successfully completed either: a Bachelor degree in either Sport – which includes sport studies and/or managerial and leadership units; or, a Bachelor degree in Business, or the Graduate Certificate in Sport Integrity (Applicants eligible for Advanced standing for 4 selected units). Upon completion of the Graduate Diploma students may complete the Master of Sport Business and Integrity or apply for managerial and leadership positions in the sport business sector.

COURSE STRUCTURE

To attain the award of Graduate Diploma in Sport Business and Integrity students must successfully complete the following:

- 96 credit points (equivalent to 8 units) core units

Year 1, Semester 1

SFS6002	Sport Integrity and Ethics	12
SSI6001	Sport Integrity Leadership	12
SSI6002	Sport, Law and Regulation	12
BMO6624	Organisation Change Management	12

Year 1, Semester 2

AHX5501	Sport Community Partnerships	12
SSI7001	Sport Media and Communications	12
SSI7004	Sport Economics and Finance	12
BMO6630	Business Research Methods	12

Master of Sports Science (Football Performance)

Course Code: SMFB
Campus: Footscray Park.

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

Course Objectives: Aligned with AQF level 9, upon successful completion of the Master Sports Science (Football Performance) it is expected that graduates will be able to:

- Contextualise knowledge and theory with expertise from different sport-related disciplines to shape innovative practice in football science and performance;
- Advise specialist and non-specialist stakeholders using a variety of interpersonal skills to communicate effectively in an environment with competing pressures, priorities and power dynamics;
- Devise and execute a substantial research based project or evidence-based capstone task which exhibits evidence of independent thought in the field of football science;
- Critically analyse and evaluate current issues in sport to exemplify and guide ethical behaviour and integrity within diverse national and international contexts;
- As a reflective practitioner, exhibit personal accountability and autonomy in regards to own learning and work in a dynamic 21st century sports environment, contributing in an ethically and socially responsible manner;
- Formulate and implement plans, in response to contemporary and future sports/football challenges and evaluate outcomes adaption and improvement;
- Exemplify initiative and leadership in the application of the principles of football management in national and international contexts, utilising strategic thinking / planning, personal and interpersonal competencies and work-group skills.

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

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

Course Duration: 1.5 years

Admission Requirements: Successful completion of a cognate (similar discipline) Bachelor/Honours Degree; OR Successful completion of a Graduate Certificate in a cognate (similar discipline) field.

Admission Requirements International: In addition to satisfying the Bachelor/Honours Degree or Mature Age admission requirements, International Students must provide evidence of proficiency in the English language as demonstrated by: International English Language Testing System or its equivalent - overall score of 6.5 and no individual band score less than 6.

COURSE STRUCTURE

To attain the award of Master of Sports Science (Football Performance) students must successfully complete the following:

- 108 credit points (equivalent to 9 units) core units
- 12 credit points (equivalent to 1 unit) elective unit. Students to select any postgraduate unit from the College of Sport and Exercise Science. Please check any pre-requisite requirements prior to enrolling.
- 24 credit points (equivalent to 2 units) comprising either:

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

Year 1, Semester 1

SFS6001	Current Issues and Trends in Football	12
SFS6002	Sport Integrity and Ethics	12
SFS6003	Communication in An Interprofessional Practice	12
SFS6004	Integrated Athlete Monitoring	12

Year 1, Semester 2

SFS7001	Research Methods	12
SFS7002	Exercise Prescription in Football	12
SFS7006	Talent Identification and Development in An International Context	12
SFS7007	Global Leadership and Human Resource Management in Football	12

Year 2, Semester 1

SFS7003	Data Analytics & Technology	12

Plus

12 credit points (equivalent to 1 unit) Elective unit

Plus

OPTION 1

SFS7004	Minor Thesis	24

Or

OPTION 2

SFS7005	Industry Project	24

Notes about Elective units:

Students to select 12 credit points (equivalent to 1 unit) from any postgraduate unit in the College of Sport and Exercise Science. Please check any pre-requisite requirements prior to enrolling.

ELECTIVE OPTION

SFS7008	Industry Internship	12
SFS7009	Video Analysis in Football Codes	12

Master of Sport Business and Integrity

Course Code: SMSI
Campus: City Flinders.

About this course: The Master of Sport Business and Integrity addresses the pressures that contemporary sport managers face when having to deal with their core obligations, which are to, implement sport programs that are financially and operationally sustainable, deliver them in such a way that they provide value-for-money experiences for participants, and lead to socially responsible outcomes, and, finally, ensure they are underpinned by values that privilege trustworthiness, fair play, transparency, and integrity. The Master of Sport Business and Integrity will combine cutting-edge theory with intensive case analysis, teach best-practice strategic management, and give students the opportunity to undertake professional-level research that can lead to doctorate level studies. As such, the course will deliver a unique set of professional capabilities that will enable graduates to maximise not only their management capabilities, but also sports' public value. Students who complete the course will be able to apply for employment as senior managers in spot enterprises. They will be especially suited to high-level positions in facility and event planning, player welfare, sport development, policy development and strategic planning.

Course Objectives: The course learning outcomes for the Master of Sport Business and Integrity relate directly to the educational rationale through an explanation of the knowledge and skills students can expect to obtain as they move through the course, and the professional capabilities they will achieve once they have graduated. The learning outcomes also provide the basis for the design of the course, and the compilation of assessment tasks. Finally, they will frame the central theories and ideas with which students will engage. Aligned with AQF level 9, upon successful completion of the Master of Sport Business and Integrity it is expected that graduates will be able to:

- Synthesise conceptual understandings of strategic management with advanced specialist knowledge in the field of sport integrity.
- Evaluate the nature of illegal, corrupt, and anti-social conduct in sport, and how it threatens the credibility and integrity of sport.
- Critically apply legal and ethical principles to decision making processes when dealing with problematic issues in sport.
- 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.
- Creatively utilise cross-disciplinary knowledge and high quality sport research to build partnerships, attract resources, and build systems for attracting diverse groups of participants.
- Critically assess the ways in which facilities and events can be used to provide participants value for money, and establish the space for inclusive experiences.
- Contribute to the organisation and delivery of quality sport experiences through dynamic 21st Century work-teams that operate within ethical frames and highlight personal accountability, social responsibility, participant satisfaction, and public value.
- Effectively communicate complex knowledge from evidence-based research into sport development, sport integrity, and sustainable sport futures, to a range of audiences specialist and non-specialist in a coherent and accessible manner.

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

Course Duration: 1.5 years

Admission Requirements International: Overseas applicants who satisfy the entry requirements for Australian resident students (or demonstrate equivalence) must provide evidence of: 1) proficiency in the English language: International English Language Testing System (IELTS or equivalent) - overall score of 6.5 and no individual band score less than 6.0. 2) A Bachelor degree or equivalent in any discipline.

Admission Requirements Mature Age: Applicants must have successfully completed either; • A Bachelor degree in Sport that includes studies in management and leadership or • A Bachelor degree in Business, or • The Graduate Certificate in Sport Integrity or • The Graduate Diploma in Sport Business and Integrity Applicants who have successfully completed the Graduate Certificate in Sport Integrity will be eligible for credit of 4 units of study and graduates who have successfully completed the Graduate Diploma in Sport Business and Integrity will be eligible for credit of 8 units of study.

COURSE STRUCTURE

To attain the award of Master of Business and Integrity students must successfully complete the following:

- 120 credit points (equivalent to 10 units) core units

Plus either / or OPTION 1

- 12 credit points (equivalent to 1 unit) sport business project unit; and,

- 12 credit points (equivalent to 1 unit) elective unit. Students to select from any postgraduate units from the College of Sport, Business, Law or Arts. Please check any pre-requisite requirements prior to enrolling.

OPTION 2

- 24 credit points (equivalent to 2 units) thesis unit.

Year 1, Semester 1

SFS6002	Sport Integrity and Ethics	12
SSI6001	Sport Integrity Leadership	12
SSI6002	Sport, Law and Regulation	12
BMO6624	Organisation Change Management	12

Year 1, Semester 2

AHX5501	Sport Community Partnerships	12
SSI7001	Sport Media and Communications	12
SSI7004	Sport Economics and Finance	12
BMO6630	Business Research Methods	12

Year 2, Semester 1

SSI7002	Sport Facility and Event Management	12
SSI7003	Global Sport Business	12

plus

OPTION 1

AHX5503	Sport Business Project	12

and

12 Credit Points1 elective from any PG unit from the College of Sport, Business, Law or Arts

or

OPTION 2

SSI7901	Sport Research Thesis	24

Graduate Certificate in Sports Science (Football Performance)

Course Code: STFB
Campus: Footscray Park.

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

Course Objectives: Graduates of this course will be expected to be capable of the following;

- 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;
- using a variety of communication styles, advise a range of audiences of the complexities of sport integrity issues in general, and responsible social behaviour in particular;
- Analyse and evaluate current issues in sport to exemplify and guide ethical behaviour and integrity within diverse national and international contexts;
- Formulate, present and implement plans, in response to contemporary and future sports/football challenges and evaluate outcomes to adapt and improve performance;
- Exemplify initiative and leadership in the application of the principles of football management in national and international contexts, utilising planning, interpersonal and work-group skills.

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

- Sports Scientist
- Performance Analyst
- Strength and Conditioning Coach

Course Duration: 0.5 years

Admission Requirements Mature Age: Applicants require a Bachelor Degree in an area related to Sport and Exercise Science/Human Movement

COURSE STRUCTURE

To attain the award of Graduate Certificate in Sports Science (Football Performance) students will be required to complete:

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

Year 1, Semester 1

SFS6001	Current Issues and Trends in Football	12
SFS6002	Sport Integrity and Ethics	12
SFS6003	Communication in An Interprofessional Practice	12
SFS6004	Integrated Athlete Monitoring	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: The course learning outcomes for the Graduate Certificate in Sport Integrity relate directly to the educational rationale through an explanation of not only what knowledge and skills students can expect to secure as they move through the, but also what professional capabilities they will achieve once they have completed the course. The learning outcomes also provide the basis for the design of the course, and the compilation of assessment tasks. Finally, they frame the central theories and ideas with which students will engage. Aligned with AQF level 8, upon successful completion of the Graduate Certificate in Sport Integrity it is expected that graduates will be able to:

- Integrate conceptual understandings of strategic management with advanced specialist knowledge in the field of sport integrity and ethics;
- Utilise cross disciplinary knowledge to analyse the scale and scope of illegal, corrupt, and anti-social conduct in sport;
- Evaluate the nature of illegal, corrupt, and anti-social conduct in sport, and how it threatens the credibility and integrity of sport;
- Exemplify independent judgement when interrogating the causes and consequences of these practices;
- Exhibit the application of legal and ethical principles to decision making processes when dealing with integrity issues in sport;
- 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;
- Contribute to the organisation and delivery of quality sport experiences through dynamic 21st Century work-teams that operate within ethical frames that highlight personal accountability, social responsibility, participant satisfaction, and public value.
- Communicate complex knowledge about sport integrity issues in general and responsible social behaviour in particular, in coherent and accessible ways to a range of specialis 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: 0.5 years

Admission Requirements Mature Age: Applicants must have successfully completed: a Bachelor degree in either Sport – which includes sport studies and/or managerial and leadership units; or, a Bachelor degree in Business; or, a minimum of 10 year's experience as a sport professional / manager.

COURSE STRUCTURE

To attain the award of Graduate Certificate in Sport Integrity students will be required to complete:

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

Year 1, Semester 1

SFS6002	Sport Integrity and Ethics	12
SSI6001	Sport Integrity Leadership	12
SSI6002	Sport, Law and Regulation	12
BMO6624	Organisation Change Management	12

SPECIALISATIONS

HBEMCE Clinical Exercise Science Specialisation

Locations: Footscray Park

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Year 1, Semester 1

AHE1101	Structural Kinesiology	12
AHE1106	Exercise Psychology	12
AHE1107	Human Growth and Lifespan Development	12
RBM1174	Human Physiology	12

Year 1, Semester 2

AHE1105	Research Methods for Exercise Professionals	12
AHE1202	Biomechanics	12
AHE2104	Exercise Physiology	12
AHE2202	Functional Kinesiology	12

Year 2, Semester 1

AHE2000	Clinical Biomechanics	12
AHE2005	Nutrition and Diet for Exercise and Physical Education	12
AHE2127	Motor Learning	12

Plus Elective 1

Year 2, Semester 2

AHE1112	Resistance Training	12
AHE2002	Clinical Exercise Studies 1	12
AHE2006	Exercise Interventions for Healthy Populations	12
AHE3126	Motor Control	12

Year 3, Semester 1

AHE2213	Career and Professional Development 2	12
AHE3100	Advanced Exercise Physiology	12
AHE3117	Clinical Exercise Studies 2	12

Plus Elective 2

Year 3, Semester 2

AHE3115	Clinical Exercise Practice 1	12
SCL3101	Advanced Training and Conditioning	12
AHE3119	Clinical Exercise Studies 3	12

Plus Elective 3

Students can select their elective units from any undergraduate units across the university

HBEMES Exercise and Sport Science Specialisation

Locations: Footscray Park

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Year 1, Semester 1

AHE1101	Structural Kinesiology	12
AHE1106	Exercise Psychology	12
AHE1107	Human Growth and Lifespan Development	12
RBM1174	Human Physiology	12

Year 1, Semester 2

AHE1105	Research Methods for Exercise Professionals	12
AHE1202	Biomechanics	12
AHE2104	Exercise Physiology	12
AHE2202	Functional Kinesiology	12

Year 2, Semester 1

AHE2005	Nutrition and Diet for Exercise and Physical Education	12
AHE2102	Sports Biomechanics	12
AHE2127	Motor Learning	12

Plus Elective 1

Year 2, Semester 2

AHE1206	Sport Psychology	12
AHE2006	Exercise Interventions for Healthy Populations	12
AHE3126	Motor Control	12

Plus Elective 2

Year 3, Semester 1

AHE3116	Social Dimensions of Sport and Exercise	12
AHE3100	Advanced Exercise Physiology	12

Plus Elective 3

Plus Elective 4

Year 3, Semester 2

AHE3120	Exercise Science Career Development	12
AHE3200	Professional Ethics	12

Plus Elective 5

Plus Elective 6

Students can select their elective units from any undergraduate units across the university

HBEMHM Human Movement Specialisation

Locations: Footscray Park

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Year 1, Semester 1

AHE1101	Structural Kinesiology	12
AHE1106	Exercise Psychology	12
RBM1174	Human Physiology	12

Plus Elective 1

Year 1, Semester 2

SPE2003	History of Sport	12
AHE1202	Biomechanics	12
AHE2104	Exercise Physiology	12

Plus Elective 2

Year 2, Semester 1

AHE2127	Motor Learning	12
AHE2214	Sport and Fitness Delivery Systems	12

Plus Elective 3

Plus Elective 4

Year 2, Semester 2

AHE1206	Sport Psychology	12
AHE2213	Career and Professional Development 2	12

Plus Elective 5

Plus Elective 6

Year 3, Semester 1

AHE3112	Career and Professional Development 3	12
AHE3116	Social Dimensions of Sport and Exercise	12

Plus Elective 7

Plus Elective 8

Year 3, Semester 2

AHE3111	Sport and Social Analysis	12
AHE3200	Professional Ethics	12

Plus Elective 9

Plus Elective 10

Students can select their electives from the following list:

AHE1105	Research Methods for Exercise Professionals	12
AHE1107	Human Growth and Lifespan Development	12
AHE1112	Resistance Training	12
AHE1127	Aquatics	12
AHE2000	Clinical Biomechanics	12
AHE2002	Clinical Exercise Studies 1	12
AHE2005	Nutrition and Diet for Exercise and Physical Education	12
AHE2006	Exercise Interventions for Healthy Populations	12
AHE2013	Gymnastics and Dance	12
AHE2102	Sports Biomechanics	12
AHE2129	Advanced Resistance Training	12
AHE2202	Functional Kinesiology	12
AHE3100	Advanced Exercise Physiology	12
AHE3101	Advanced Biomechanics	12
AHE3114	Sport Physiology	12
SCL3101	Advanced Training and Conditioning	12

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
AHE2015	Adapted Coaching	12
AHE2129	Advanced Resistance Training	12
AHE2255	Applied Physiology: Sport Coaching	12
SSC2002	Prevention, Management and Recovery from Injury	12
SSM2101	Sport Management Career Development 1	12
SSC3004	Advanced Sport Coaching Research and Knowledge Transfer	12
SSC3005	Coach and Athlete Development	12

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.

SSM2001	Theory and Instruction of River Craft	12
SSM2102	Foundations of Outdoor Education and Adventure Sports	12
SSM2201	Bushwalking Leadership	12
SSM2202	Safety in the Outdoors	12
SSM3001	Expedition Leadership	12
SSM3002	Outdoor and Environmental Philosophy	12
SSM3101	Environmental Inquiry, Sustainability and Communities	12
SSM3202	Leadership in the Outdoors	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.

AHE3219	Adapted Physical Education	12
SPE1005	Individual Movement Activities	12
SPE1006	Introduction to Movement Skills	12
SPE1105	Aquatic and Athletic Movement Activities	12
SPE2002	Physiology for Physical Education	12
SPE2007	Minor Games	12
SPE3002	Major Games	12
SPE3005	Perspectives On Physical Education	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.

SPE1000	Movement Skill Acquisition	12
SPE1001	Growth and Motor Development	12
SPE1105	Aquatic and Athletic Movement Activities	12
SPE2000	Rhythmic and Expressive Movement	12
SPE2001	Major and Minor Games	12
SPE2002	Physiology for Physical Education	12
AHE3219	Adapted Physical Education	12
SPE3005	Perspectives On Physical Education	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

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

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.

AHE1112	Resistance Training	12
SCL1001	Personal Training	12
AHE2129	Advanced Resistance Training	12
SCL3101	Advanced Training and Conditioning	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.

SPE1005	Individual Movement Activities	12
SPE1105	Aquatic and Athletic Movement Activities	12
SPE2007	Minor Games	12
SPE3002	Major Games	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

SMIISM International Sport Management

Locations: Footscray Park

This Minor is underpinned by the proposition that international knowledge is crucially important for not only understanding the sporting priorities of other nations, but also developing domestic sport's structures, culture, and practices. This Minor is additionally themed around the belief that the local landscape – both at the macro political and economic level, and the local sport community level, is shaped by events in the wider world. This Minor is essential for students who not only want to better understand the ways in which the global sports system operates, but also become better sensitised to the impact that trends in the international economy have on local sport enterprises. This Minor thus prepares students to be internationally aware and globally connected citizens within a sporting context that extends from elite professional sport on one hand, to community sport on the other.

SSM2004	Transnational Sport Environments	12
SSM2005	Global Studies in Football	12
SSM3004	Sport Governance in the Global Economy	12
SSM3005	The International Olympic Movement	12

SMIOUT Outdoor Recreation Leadership

Locations: Footscray Park, St Albans

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.

SSM2102	Foundations of Outdoor Education and Adventure Sports	12

SSM2201	Bushwalking Leadership	12
SSM3101	Environmental Inquiry, Sustainability and Communities	12
SSM2202	Safety in the Outdoors	12

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	12
SPE1001	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

SMISCA Fundamental 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 unit set 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

SMISCB Advanced Sport Coaching

Locations: Footscray Park

This minor provides students with the advanced skills required for coaching at representative, sub-elite and elite settings. Students selecting this minor are expected to have extensive coaching experience or have completed the foundational coaching minor. Students will be exposed to best practice in talent identification, injury assessment and treatment. Students will also develop strategies to develop their existing coaching strengths while also bridging knowledge and practice gaps. Students are expected to systematically adopt a reflective practitioner perspective to problem solve contemporary coaching issues. This unit set is planned to provide students with knowledge in sport coaching best practice and a repertoire of skills to transfer this knowledge into practice.

SSC2002	Prevention, Management and Recovery from Injury	12
SSC3002	Sport Coaching: Talent Identification & Development	12
SSC3004	Advanced Sport Coaching Research and Knowledge Transfer	12
SSC3005	Coach and Athlete Development	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

SSPORL Outdoor Recreation Leadership

Locations: Footscray Park, St Albans

The Outdoor Recreation Leadership specialist strand exposes students to a diverse range of adventure 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 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.

SSM2102	Foundations of Outdoor Education and Adventure Sports	12
SSM2201	Bushwalking Leadership	12
SSM2202	Safety in the Outdoors	12
SSM3002	Outdoor and Environmental Philosophy	12
SSM3101	Environmental Inquiry, Sustainability and Communities	12
SSM3102	Understanding Adventure Based Learning	12
SSM3202	Leadership in the Outdoors	12
SSM3203	Contemporary Issues and Trends in the Outdoors	12

SSPSAC Sport and Active Communities

Locations: Footscray Park

The Sport and Active Communities specialist strand gives attention to community sport, its relationship with elite and professional sport, and how it can be managed so 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

UNITS

AHE1101 Structural Kinesiology

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit includes the identification of the major structures of the skeletal, muscular, joints, nervous, cardiovascular, respiratory systems and examination of their functions; developing the student's ability to link function to structure. In addition, kinesiological concepts that assist in the determination of joint actions of muscles are covered.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Locate (on plastic models and diagrams) the major structures of the skeletal, muscular, joint, nervous, respiratory and cardiovascular systems; 2. Discuss the function of the major structures of the skeletal, muscular, joint, nervous, respiratory and cardiovascular systems; 3. Determine the links between body/anatomical structure and function; and 4. Adapt kinesiological concepts to explain muscle actions based on position and orientation of muscle.
Class Contact: Lab 1.5 hrs Lecture 1.0 hr
Required Reading: Marieb et al 2014, 7th edn, Human anatomy, Pearson Benjamin Cummings.
Assessment: Test, Short answer tests on skeletal system, muscles and joints, 25%. Exercise, Mid-semester practical exercise to identify structures and their function, 25%. Exercise, Final practical exercise to identify structures and the function of the various systems of the body, 50%.

AHE1105 Research Methods for Exercise Professionals

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit focuses on the fundamental principles of research design and analysis in Exercise Science. Introductory skills and knowledge for the conduct of research are developed. Fundamental principles underpinning qualitative and quantitative experimental design including the importance of following accepted processes in statistical analyses, sampling and the making of inferences are highlighted together with the ethical recruitment, treatment and confidentiality of participants. Informed consent as a moral framework for giving due regard and respect to the subject of the research and transparency and completeness in the dissemination of knowledge are emphasised in this unit.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Locate, manage, read, and interpret scientific literature relevant to clinical exercise practice, exercise science and sports science; 2. Explain the concepts and ideas associated with judgments about the use and validity of quantitative and qualitative methods; 3. Identify the concepts affecting the ethical underpinning of different research designs.
Class Contact: Lecture 1.5 hrs PC Lab 1.0 hr
Required Reading: Weekly readings will be assigned by the unit co-ordinator, and presented online to students. Many will come from the course text which is available in the library and for purchase from the Co-Op Bookshop. Berg & Latin, 2008 3rd Essentials of Research Methods in Health, Physical Education, Exercise Science, and Recreation Lippincott, Williams & Wilkins
Assessment: Test, Online quizzes, 15%. Report, Research report, 40%. Examination, Final exam, 45%.

AHE1106 Exercise Psychology

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit aims to develop an integrated understanding of why people do or do not exercise, the physical and psychological consequences of such behaviours and the challenge exercise psychologists and health professionals in general face when working with individuals in an exercise/sport setting. The unit also focuses on how people can be motivated to exercise and be physically active, and investigates psychological barriers to exercise. Further, the unit covers some of the possible adverse health effects associated with excessive exercise behaviour including burnout and eating disorders.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse antecedents, correlates, and consequences of exercise behaviour; 2. Evaluate the exercise behaviour of individuals by applying basic psychological theories; 3. Articulate the physical and psychological benefits of exercise and physical activity; 4. Review the psychological needs for exercise in various special populations; and 5. Integrate skills and knowledge learned from the study of exercise psychology into (simulated) counselling experiences.
Class Contact: Lecture 2.0 hrs Tutorial 1.0 hr
Required Reading: Berger, BG, Pargman, D & Weinberg, RS 2007 Foundations of exercise psychology, Morgantown, WV: Fitness Information Technology.
Assessment: Exercise, Report on Interview, 25%. Examination, Mid-semester- multiple choice test, 30%. Examination, End-semester- short answer, short essay and problem solving questions, 45%.

AHE1107 Human Growth and Lifespan Development

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit forms a basis for the applications of knowledge in growth development and ageing in the field of Exercise and Sport Science. It aims to develop an integrated understanding of physical growth and the development of motor characteristics of humans from childhood into adulthood, including the genetic and environmental factors that interact to influence these processes and the deterioration in physical processes and motor characteristics as they age. The unit focuses on development across the lifespan to give a balanced perspective on age-related changes in human motor function.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Assess the physical growth, psychological maturation, and motor characteristics of humans throughout the lifespan (including pregnancy and maternal care) as a basis to advise age appropriate exercise regimes; 2. Apply knowledge of interactions between genetic and environmental factors as they influence physical growth and motor development; 3. Relate knowledge of growth and development in the fields of human movement, exercise and physical activity, and sport to identified phases of the life span; 4. Apply knowledge about development and ageing to exercise management and training program variation throughout the lifespan; and 5. Locate and apply a variety of tests to assess fitness and movement skill throughout lifespan.
Class Contact: Lecture 2.0 hrs Lecture: 12 x 2 hours; Laboratory: 6 x 3 hours.
Required Reading: Haywood, KM and Getchell, N, 2014 6th edn, Lifespan motor development, Human Kinetics Coombes, J and Skinner, T, 2014 ESSA's student manual for Health, Exercise and Sport Assessment, ESSA .
Assessment: Test, Short answer and multiple choice mid-semester test, 25%.

Practicum, In-lab practical test of fitness assessment protocols, 35%. Examination, Comprehensive final exam of short answer questions and multiple choice questions, 40%. 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 laboratory work test.

AHE1112 Resistance Training

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit introduces students to the principles and practices of resistance training. The unit deals with systems of resistance training and exercises for various body segments and individual muscles. An understanding of muscle actions is fostered throughout the unit. Resistance training for general fitness, strength, hypertrophy and muscular endurance will be covered with students developing skills and knowledge in the use of resistance training as a modality of exercise prescription for various groups. This unit heavily emphasises practical aspects of coaching human movement in the context of resistance exercise prescription. The unit also deals with common muscular strength and endurance tests.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Explain the basic norms, principles and practises of resistance training to client groups (simulated); 2. Interpret muscle and segment actions as they relate to movement preparation and resistance training exercises; 3. Discuss and reflect on past and current beliefs, practices and trends in the field; 4. Develop models of resistance training appropriate for different client outcomes, and explain issues relating to resistance training for special populations and develop methods for dealing with these issues; and 5. Design, demonstrate and evaluate resistance training exercise programs for normal, healthy populations.
Class Contact: Lab 1.5 hrs Lecture 1.0 hr Lecture: 12 x 1 hour; Lab: 12 x 1.5 hours.
Required Reading: None.
Assessment: Test, Online Quiz One and Two, 10%. Other, Two Online Movement Assessments, 10%. Other, Online Analysis of Two Research Articles, 10%. Examination, Practical exam 1, 20%. Examination, Practical exam 2, 25%. Examination, Written examination, 25%. 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 examinations (average of at least 50% across the 2 practical exams).

AHE1127 Aquatics

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit provides students with a sound theoretical knowledge of Aquatics, Water Safety and Aquatic related activities. In addition, students will be encouraged to obtain a high standard of personal excellence in the practical performance and instruction of swimming activity. Students will be introduced to the skills and methods of instruction of the four competitive swimming strokes and the two lifesaving strokes. Additional lifesaving skills will be addressed as well as different methods of instruction and feedback in the coaching and teaching of swimming and aquatic based activities. Students will have the opportunity to fulfil the competencies of the ASCTA Teacher of Swimming Certificate and the Lifesaving Victoria CPR qualification. Certification will be provided at additional costs.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Plan, prepare, deliver and reflect upon appropriate and safe aquatics-based lessons and games for school students, specific populations and the general community; 2. Evaluate in written form the basics of Swimming & Aquatic skills/drills and the role of Aquatics and other water-based activities within a school and community setting; and 3. Develop, improve and/or consolidate their own personal aquatic skills to pass the practical requirements of the ASTCA Swim Teacher certificate.
Class Contact: Lecture: 6 x 1 hour (every second week); Lab: 12 x 2 hours.
Required Reading: Swim Australia Teacher CD-Rom (available through VU Sport)
Assessment: Report, Written report undertaken within a shool and community setting, 30%. Project, Practice-integrated learning project, 50%. Test, ASTCA Swim Teacher certificates, 20%. Total effective word limit 3000 words.

AHE1202 Biomechanics

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit introduces students to: biomechanical concepts and terminology associated with kinetics and kinematics; human motion and ways to measure it in biomechanical research; forces applied to humans and equipment during sport and exercise; and some biomechanical analysis techniques.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Articulate biomechanical concepts and terminology and exemplify using relevant human movement and sport situations; 2. Appraise types of human motion and deduce ways to measure it's various elements; 3. Articulate, exemplify and compute the forces that are applied to humans and equipment during sport and exercise; 4. Deduce and substantiate appropriate biomechanical analysis techniques in prescribed situations; and 5. Deduce the appropriate skills of biomechanics to measure movement, compute performance indicators, critically analyse and diagnose movement techniques.
Class Contact: Lab 1.5 hrs Lecture 2.0 hrs 6 x 1.5 hours (students attend the tutorial every second week).
Required Reading: Selected readings will be made available via the unit VU Collaborate site.
Assessment: Test, Short answer questions (online), 20%. Test, Short answer questions (supervised), 20%. Report, Report on practical task (500 words), 25%. Examination, Final exam, 35%.

AHE1206 Sport Psychology

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit provides a grounding in a broad range of sport psychology themes by introducing students to concepts, theories, measurement techniques, and research in the field of sport psychology. The purpose is to learn about the effects of mental processes on sport performance and sport behaviour. Students are introduced to individual differences in sport behaviour; the role of personality in sport participation; the role of motivation in sport participation and performance; the role of arousal and anxiety in sport performance; and the influence of interpersonal and group interactions on sport performance.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Contrast and explain the fundamentals of the main schools of psychology; 2. Evaluate theoretical perspectives in sport psychology; 3. Investigate how psychological interventions including goal setting, anxiety management, attention and imagery relate to performance in sport; 4. Explore how social psychology affects leadership, attributions, team dynamics and aggression in sport; 5. Explain

the fundamental characteristics of experimental design and implementation in sport psychology; and 6. Engage in a hands-on experience of how sport psychologists carry out experiments and research.

Class Contact: Lecture1.5 hrsTutorial1.0 hrLecture: 12 x 1.5 hours; Tutorial: 12 x 1 hour.

Required Reading: Assigned readings.

Assessment: Test, Mid-semester - multiple choice, 25%. Examination, Final exam-multiple choice, 25%. Laboratory Work, Practical investigation experiment, 10%. Report, Tutorial workbooks- written research report that investigates tutorial work, 20%. Exercise, Tutorial quizzes, 20%.

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. Adapt and work with diverse populations and groups including children and adolescents, as well as parents, officials, volunteers, fellow coaches, sporting clubs and organisations, stakeholders, and the community; 3. Plan and deliver sport training programs that focus on basic skill development, psychosocial development, physical activity, and enjoyment; and 4. Evaluate their own and others' sport coaching performance.

Class Contact: Lecture1.0 hrTutorial1.5 hrsIncludes 2 experiential sport coaching sessions in the community.

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

Assessment: Assignment, Community Coach in Action, 20%. Test, Online Test, 20%. Practicum, Practice-Integrated Learning, 20%. Portfolio, Class Workbook, 40%.

AHE2000 Clinical Biomechanics

Locations: Footscray Park.

Prerequisites: AHE1202 - Biomechanics

Description: This unit investigates the biomechanics concepts and theories used to evaluate normal and pathological movement. The practical part of the unit provides students with useful experience in applying biomechanical techniques, measurement and assessment of human movement (mostly gait). This applied learning is used to assess unhealthy movement function and the prescription and evaluation of treatment methods.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Utilise biomechanics principles, concepts and theory and relate them to the context of common movement tasks in normal and pathological conditions; 2. Describe the phases of the gait cycle using kinesiology, kinematics and kinetics principles, concepts and theories; 3. Analyse and evaluate gait data and synthesise the evidence in a service report to a client; 4. Evaluate the benefits and limitations associated with different measurement equipment used in biomechanics; and 5. Contrast differences between two running conditions utilising biomechanical theory.

Class Contact: Lab2.0 hrsLecture2.0 hrsLecture: 12 x 2 hours; Lab: 12 x 2 hours.

Required Reading: Richards, J 2008. 1st ed Biomechanics in clinic and research, Elsevier

Assessment: Test, Ten online quizzes throughout semester- multiple choice, 25%. Report, Client service report, 20%. Report, Research report, 20%. Examination, Final exam - short and long answer questions, 35%. Hurdle: To gain an overall pass in this unit students must attend and complete 80% of the laboratory sessions.

AHE2002 Clinical Exercise Studies 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: In this unit, students are introduced to the field of clinical exercise therapy. The unit deals with professional and ethical issues such as: the role and limits of clinical exercise practitioners (including the Australian Association for Exercise and Sports Science (AAESS) Code of Ethics); the roles of other health professionals in chronic disease management; and the scope of practice available to clinical exercise practitioners within the two broad categories of chronic disease management (rehabilitation and prevention) and functional conditioning (incorporating both work conditioning and conditioning for daily living). The therapeutic and preventive value of exercise and physical activity is assessed for people living with, or at risk of, chronic diseases, injuries or disabilities. Students are introduced to key concepts of clinical epidemiology and are guided to uncover evidence bases concerning the benefits of exercise for people living with cardiopulmonary, metabolic, musculoskeletal and neurological pathologies.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Distinguish the scopes and limitations of professional roles available to clinical exercise practitioners; 2. Investigate the wide range of chronic diseases, specifically the core populations as identified by Exercise and Sport Science Australia (ESSA) and critically analyse their relationship to current lifestyle, including inactivity, nutrition and other lifestyle decisions; 3. Use initiative to investigate the risk categories of the current lifestyle diseases and apply professional judgment to select appropriate testing, monitoring and exercise prescription protocols including the industry scope of practice; 4. Critically analyse factors that lead to short and long term participation (adherence) in exercise and physical activity programs; and 5. Investigate the core ethical and practitioner behaviour issues concerning clinical exercise practice.

Class Contact: Lecture: 2 hours per week; Lab: 2 hours every fortnight.

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

Assessment: Examination, Mid-semester exam - multiple choice questions and short answer questions, 25%. Examination, Clinical Readiness Skills Examination, 25%. Assignment, Case-based study, 25%. Examination, Final examination - clinical skills, 25%. Hurdle: To gain an overall pass in this unit students must successfully pass the Clinical Readiness Skills Examination Total effective word limit 3000 words.

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 dieticians in Australia with regards to nutrition; 2. Apply theoretical knowledge of nutritional requirements for health and wellness throughout the lifespan, including regulation of body mass and composition, and sport and exercise performance enhancement; 3. Critically analyse, interpret, and synthesise nutrition information derived from both popular media sources and scientific research (peer-reviewed journal articles); 4. Perform basic assessment of food and nutrient intake using common methods, and interpret results; and 5. Critically analyse topical and recurring trends and practices in nutrition.

Class Contact: Lecture 1.5 hrs Tutorial 1.0 hr

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

Assessment: Other, Applied Tutorial Tasks x 2 (completed in Weeks 2 and 5 of semester), 10%. Other, Applied Tutorial Tasks x 3, 15%. Essay, Research paper, 40%. Examination, Final exam (completed during the University examinations period), 35%.

AHE2006 Exercise Interventions for Healthy Populations

Locations: Footscray Park.

Prerequisites: AHE2104 - Exercise Physiology Or: RBM1528 Human Physiology 2 for students enrolled in SBEX Bachelor of Science (Biomedical and Exercise Science).

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-focused exercise delivery, and the challenges of behaviour change that are often needed for long-term 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), 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 technical expertise in assessments of exercise programs and the functional capacities of clients and how both of these capabilities can be used to plan and evaluate 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. Apply understanding to conduct pre-participation screening and risk stratification; 2. Devise appropriate exercise interventions that take account of clients' goals, physical activity preferences, barriers and motives for physical activity; 3. Select and conduct exercise assessment methods and procedures that are appropriate to clients and monitor clients' signs and symptoms during physical activity; 4. Select and apply safe, client-centred exercise limits and appropriate and effective intensity ranges for physical activity and exercise; 5. Design, implement and assess exercise and physical activity interventions that address the variables of mode, intensity, duration, frequency, volume and progression of exercise; and 6. Communicate all of the above to clients and other exercise and health practitioners in appropriate language for each situation.

Class Contact: Lecture 2.0 hrs Tutorial 3.0 hrs Lecture: 12 x 2 hours; Laboratory session: 6 x 3 hours.

Required Reading: ACSM 2014, 7th Ed. Resource Manual for Guidelines for Exercise Testing and Prescription Baltimore: Lippincott Williams & Wilkins. ACSM 2014, ACSM's Resources for the Health Fitness Specialist, Lippincott Williams & Wilkins. Coombes & Skinner 2014, ESSA's Student Manual for Health, Exercise and Sport Assessment Mosby Elsevier, Sydney, NSW. Heyward & Gibson 2014, 7thEd. Advanced Fitness Assessment and Exercise Prescription, Champaign, Illinois: Human Kinetics. Hoeger & Hoeger 2015, 13th Ed. Lifetime Physical fitness and Wellness. A personalized approach Cengage Learning. Stamford, CT.

Assessment: Examination, Mid-Semester Exam (exam will be in week 6 of semester), 20%. Case Study, Written report of a case study analysis, and demonstration of practical skills, 40%. Examination, Final written examination, 40%. Hurdle 1: To gain an overall pass in this unit students must attend and complete 80% of the laboratory sessions.

AHE2013 Gymnastics and Dance

Locations: Footscray Park.

Prerequisites: Nil.

Description: This introductory gymnastics and dance education unit provides students with the knowledge and skills to implement a gymnastics and dance curriculum for students in years 7-10. Students become familiar with the variety of gymnastics and dance forms and understand the place of gymnastics and dance in the physical education curriculum. They also explore the range of teaching approaches designed to motivate and engage secondary school students.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Explain basic movement concepts, movement patterns and terminology specific to dance and gymnastics; 2. Define the scope and sequence of gymnastics and dance programs within secondary schools; 3. Employ teaching strategies and approaches that ensure safe, challenging and engaging learning environments; 4. Show understanding of the building blocks and lead up activities essential to the process of skill development, teaching cues and ways to extend skills; and 5. Apply knowledge of movement patterns and concepts to create a movement sequence according to given criteria, provide peer instruction and appropriate feedback.

Class Contact: Workshop: 12 x 2.5 hours.

Required Reading: As advised by lecturer.

Assessment: Assignment, Gymnastics resource, 30%. Assignment, Practical instruction and reflection, 20%. Performance, Dance group performance, 20%. Examination, Gymnastics and Dance, 30%. Total effective word limit of 3,000 words.

AHE2015 Adapted Coaching

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit is designed to develop the students' knowledge and ability to

conduct sports coaching sessions for children with a physical or intellectual disability. The unit, conducted in partnership with Tennis Victoria, introduces students to models of coaching and coaching techniques, then provides an opportunity for students to plan, implement and evaluate sports coaching sessions with groups of children with physical or intellectual disabilities.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critique theories and models of Adapted Coaching, and specifically, tennis and other racquet sports; 2. Devise and implement appropriate and safe sessions to meet the individual needs of participants with a range of physical abilities; 3. Evaluate coaching principles and behaviours as they are implemented with children with a range of physical abilities; and 4. Design and modify the game environment for all participants;

Class Contact: Lab 1.5 hrs Lecture 1.0 hr

Required Reading: Orientation to coaching material, (provided by Tennis Victoria).

Assessment: Review, Lesson plans and reviews, 30%. Project, Coaching project, 35%. Examination, Examination, 35%.

AHE2016 Biomechanics for Physical Education

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit introduces students to biomechanics, with a special application to physical education. The theoretical component of the unit focuses on important biomechanical principles and how these apply to human movement and sport. The practical part of the unit provides students with experience in calculating biomechanical parameters, plus hands on experience of biomechanical measurement and analysis techniques and experience in developing practical analytical skills that help to assess human movement and sports activities.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Show understanding of, in written form, the theoretical knowledge of biomechanical principles; 2. Employ written and oral forms of communication to demonstrate understanding of the biomechanical techniques used to assess human movement in physical activity and sport; and 3. Assess and critically understand a range of physical activities and sports movements using quantitative tools (video and computer-based) and qualitative tools (field-based methods).

Class Contact: 1.5 hour lecture and 1.5 hour lab (includes WIL) each week.

Required Reading: No required readings.

Assessment: Test, Weekly Topic - Ten Weekly Tests, 45%. Examination, Applied knowledge - end-of-semester, 25%. Project, Provide a qualitative analysis report of a secondary school PE student that assesses their performance of a fundamental motor skill, 30%. Total effective word limit 3000 words.

AHE2102 Sports Biomechanics

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

Prerequisites: AHE1202 - Biomechanics

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

Credit Points: 12

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

Class Contact: Lab 2.0 hrs Lecture 1.5 hrs

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) (both tests will occur before week 7 of semester), 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.

AHE2104 Exercise Physiology

Locations: Footscray Park.

Prerequisites: RBM1174 - Human Physiology

Description: In this unit students apply their knowledge to demonstrate an understanding of the acute and chronic physiological responses to exercise, as well as the physiological basis of exercise performance. The unit examines: the metabolic supply of energy to exercising muscle; the acute responses of the cardiovascular, respiratory, thermoregulatory, neural, endocrine and muscular systems to exercise; and the chronic physiological responses to exercise training. Students are introduced to practical aspects of exercise physiology through experiments and procedures in the exercise physiology laboratory. Practical sessions cover topics such as: cardiovascular and respiratory responses to exercise, metabolism at rest and during exercise and maximal oxygen consumption. This unit is taught from both a theoretical and practical perspective to enhance students' understanding of exercise physiology principles.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Identify and describe concepts associated with the acute physiological responses to exercise; 2. Explain the process of the interaction between muscle metabolism, the endocrine and cardiorespiratory systems; 3. Describe the chronic physiological responses to exercise training; and 4. Apply practical skills required in exercise physiology laboratory work and research.

Class Contact: Lab 2.0 hrs Lecture 1.0 hr Lectures: 24 x 1 hour (2 lectures per week); Laboratory class / tutorial: 6 x 2 hours.

Required Reading: Powers & Howley 2015, 9th edn, Exercise physiology: theory and application to fitness and performance, Boston: McGraw-Hill

Assessment: Test, A series of short answer and multiple choice tests covering practical and theoretical knowledge (tests will occur before week 6 of semester), 20%. Test, A series of short answer and multiple choice tests covering practical and theoretical knowledge (tests will occur after week 6 of semester), 30%. Examination, Final examination - short answer and multiple choice questions, 50%. Hurdle 1: To gain an

overall pass in this unit students must attend and complete 80% of laboratory sessions. Hurdle 2: Successful completion of practical laboratory skills test.

AHE2127 Motor Learning

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit aims to develop an integrated understanding of the wide range of factors that affect the process of motor learning and motor skill performance and provide an introduction to theoretical and practical aspects of experimental design and procedures used in motor learning research.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Appraise psychological and constraints-led approaches to motor learning; 2. Create solutions to common motor skill learning situations by applying principles related to optimal learning of motor skills; 3. Assess motor skill instruction and integrate empirical findings to develop evidence-based approaches to instruction; 4. Analyse results from applied motor learning experiments and evaluate findings.
Class Contact: Lab 1.0 hr Lecture 2.0 hrs
Required Reading: Spittle, M, 2013 Motor Learning and Skill Acquisition: Applications for Physical Education and Sport Melbourne: Palgrave Macmillan.
Assessment: Test, Tests, 20%. Assignment, Practical laboratory report, 40%. Assignment, Practical laboratory report, 40%.

AHE2129 Advanced Resistance Training

Locations: Footscray Park.
Prerequisites: AHE1112 - Resistance Training
Description: Building on information that was covered in the unit Resistance Training, 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 (EMG, force plate, LPTs) to analyse movement and quantify biomechanical variables and training loads. Advanced training periodisation is covered in depth and students will make use of these training load data in planning and developing resistance exercise programmes.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Appraise and report current applied and research-based literature relating to a given resistance training system; 2. Demonstrate advanced resistance training exercises, and critically evaluate, identify and solve problems in client conduct of these exercises; 3. Apply muscular strength and power testing methodologies and analyse and extrapolate findings in both applied and research settings; 4. Formulate resistance training programs for healthy and athletic populations on the contextualised basis of testing outcomes and literature.
Class Contact: Lab 1.5 hrs Lecture 1.5 hrs
Required Reading: Haff & Triplett (2016) 4th Ed. Essentials of Strength Training and Conditioning Human Kinetics. Rippetoe (2012) 3rd Ed. Starting Strength: Basic Barbell Training Aasgaard Company.
Assessment: Test, Practical test of knowledge and application of muscular strength and power assessment methodologies, 15%. Test, Practical test of powerlifting and/or olympic lifting including demonstrating and coaching these movements, 35%. Report, Two mini-reviews of applied and research literature relating to specific training systems, and exercise programmes demonstrating their application, 30%. Examination, Final examination, 20%.

AHE2202 Functional Kinesiology

Locations: Footscray Park.
Prerequisites: AHE1101 - Structural Kinesiology
Description: This unit covers the structure and function of the major joints of the human body, muscle actions and some of the causes and consequences of impairment to the musculoskeletal system.
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 major joints of the human body; 2. Review the causes and consequences of various impairments to the musculoskeletal system; 3. Investigate the techniques used for kinesiological analysis and identify applications and limitations; 4. Analyse the findings of functional kinesiology research; and 5. Qualitatively analyse movement patterns and describe joint and muscle actions.
Class Contact: Lab 2.0 hrs Lecture 1.0 hr
Required Reading: No required text.
Assessment: Exercise, Practical / tutorial assessment involving written and oral presentation on topic questions,, 25%. Test, Short answer tests, 25%. Examination, Final examination, 50%. Hurdle: To gain an overall pass in this unit students must attend and complete at least 80% of the laboratory sessions.

AHE2213 Career and Professional Development 2

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit is designed to improve employability in the industry and focuses on self-marketing skills, communication, becoming a reflective practitioner and workplace etiquette. It further develops students' confidence, professionalism, workplace skills and expands on individual networks and achievements in the workplace. This unit equips students to become proactive and strategic in their career development in the fields of sport and exercise and sport science.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate knowledge about career opportunities for the current and future job market; 2. Establish and advance employment opportunities through application of a range of career strategies and lifelong job hunting skills; 3. Devise and evaluate effective and personal self-marketing strategies; 4. Exercise critical thinking, practices and judgements and reflect within the career placement at the workplace setting; 5. Utilise current business communication skills and practices to become an effective professional communicator; and 6. Relate theoretical knowledge and skills to the workplace by undertaking a career placement in a responsible, accountable and collaborative manner.
Class Contact: The unit provides for the equivalent contact of 2.5 hours per week for twelve weeks comprising one pre-semester career seminar, tutorials each week and a 70 hour career placement.
Required Reading: Career and Professional Development Guidelines Career and Professional Development Report Writing Guidelines
Assessment: Assignment, Analysis of position description to produce a targeted cover letter and achievement - focused resume, 30%. Case Study, Interview a new network professional and present findings through an oral presentation and report,

20%. Report, Completion of a 70 hour career placement and professional report, 50%. Total effective word limit 3000 words.

AHE2214 Sport and Fitness Delivery Systems

Locations: Footscray Park.

Prerequisites: Nil.

Description: The content of this unit assists students in developing an understanding of contemporary Australian sport and fitness delivery systems. The unit undertakes an in-depth examination and comparative analysis of models highlighting local, state and national structures and how they link into the Australia-Pacific region and the international structure of sport. The unit material includes: theoretical principles and methodologies associated with public policy, nationalism, and globalisation using a case study approach and analysis of key issues, organisations and events; a thorough examination of the Australian sport system including peak governing bodies in sport; major multi-sport events and their relationship to Australia (ie. bidding, hosting, event organisation, performance review, etc); a comparative analysis of club versus school-based sport and elite versus community-based models for sport and recreation; and a review and critique of fitness, exercise and physical education delivery systems with an emphasis on training, research, accreditation and employment opportunities.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse the structure and function of the Australian sport and fitness delivery system and how it is affected by public policy; 2. Use theoretical perspectives associated with nationalism and globalisation to analyse how these things have affected the development of a unique model for sport and fitness within the Australian context; 3. Demonstrate comparative research skills through analysing the Australian sport and fitness model and comparing this model to others around the world; and 4. Demonstrate responsibility and accountability for own learning through a coherent oral presentation.

Class Contact: Lecture1.5 hrsTutorial1.0 hr2.5 hours per week for one semester, comprising 1.5 hour lecture and 1 hour lecture designed to permit adequate time for field trips, logbook assignments, and special guest lectures.

Required Reading: Shilbury, D & Kellett, P 2010, 4th ed Sport management in Australia: an organisational overview, Crows Nest, N.S.W: Allen & Unwin

Assessment: Test, Test (week 4), 20%. Test, Test, 20%. Test, Test, 20%. Presentation, Oral presentation, Power Point slide show, Tutorial Chair Role and student presentation feedback, 40%.

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, Australian Sports Commission (ASC), 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 Australia; 5. Be familiar with the governing structure and mandatory requirements of sport coaching in Australia and internationally; 6. Have explored the role that technology plays in the delivery of high performance coaching; 7. Possess a fundamental understanding of sport science and sport coaching research skills; and 8. Have developed writing skills particularly in the context of university studies and assessments.

Class Contact: Lecture1.5 hrsPC Lab1.5 hrs

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

Assessment: Project, Development of short, medium and longer versions of Coaching Philosophy, 25%. Presentation, Tutorial Engagement - Typical tutorial tasks including debate, class readings, discussion, hurdle tasks and in-situ learning., 20%. Portfolio, Compilation and presentation of e-portfolio, 30%. Examination, Final Exam, 25%.

AHE2251 Sport Coaching Environment, Planning and Delivery

Locations: Footscray Park.

Prerequisites: Nil.

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

Credit Points: 12

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

Class Contact: Lecture1.5 hrsTutorial1.5 hrs

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

Assessment: Test, Week 4: Team-Based Learning quiz, 20%. Test, Week 10: Team-Based Learning quiz, 20%. Assignment, Program development and planning assignment, 30%. Presentation, Group Case Study Presentation, 30%.

AHE2255 Applied Physiology: Sport Coaching

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit introduces students to the concepts of planning, implementing, monitoring and reviewing team and athlete performance from a physiological perspective.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically reflect upon current theory and research relating to physiological testing for athlete monitoring; 2. Assess and deliver fundamental testing protocols for athletes; 3. Critically review current physiological testing protocols in sports; 4. Collate data and provide valid reports for athletes tested; and 5. Rationalise key physiology concepts and their application in specific sports coaching scenarios.
Class Contact: Lecture 1.0 hr Tutorial 1.5 hrs
Required Reading: Selected readings will be made available via the unit VU Collaborate site.
Assessment: Test, Class quiz, 30%. Practicum, Practicum: PIL session, 15%. Report, Practicum report, 15%. Examination, Theory exam, 40%.

AHE3100 Advanced Exercise Physiology

Locations: Footscray Park.
Prerequisites: AHE2104 - Exercise Physiology RBM1528 - Human Physiology 2either/or
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). During the tutorials, students are given the opportunity to develop their critical thinking and their academic writing skills.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Adapt their 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 the scientific literature in the area of exercise physiology.
Class Contact: Lab 2.0 hrs Lecture 1.0 hr Lectures: 24 x 1 hour (2 lectures per week); Labs/tutorials: 12 x 2 hours.
Required Reading: Powers & Howley (2014). (9th Ed.) Exercise Physiology: Theory and application to fitness and performance New York: McGraw Hill.
Assessment: Essay, Short essay covering theoretical and practical knowledge (assessed within the first six weeks of semester), 17.5%. Essay, Three short essays covering theoretical and practical knowledge (3 x 17.5%; assessed between week 6 and week 11 of semester), 52.5%. Examination, Final examination (Short/long answer and multiple choice questions), 30%. Hurdle 1: To demonstrate development of placement skills required by the accrediting body, Exercise and Sport Science Australia (ESSA), students are required to attend and complete 80% of laboratory sessions to gain an overall pass in the unit.

AHE3101 Advanced Biomechanics

Locations: Footscray Park, (Biomechanics Laboratory) ..
Prerequisites: AHE2102 - Sports Biomechanics
Description: This unit aims to develop an understanding of advanced biomechanics topics and methods with a focus on gait and posture control in adults, children and specific populations (eg ageing). Using interfaced forces plates, digital video cameras and 3D movement analysis systems, experience is gained in the collection and analysis of external and internal forces, angular and linear kinematics, and muscle activation. Other advanced analysis techniques are integration using digital methods, inverse dynamics from ground reaction forces and anthropometric constants, centre of pressure, friction and slipping. Impulse momentum relationships and leverage are studied using high-impact activities such as running, jumping and lifting.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Determine motions of the body during typical activities, and quantify the forces acting on the body during movement; 2. Gauge the scope and limitations of different experimental and analytical techniques used to quantify human movement, interpret motion data accurately, and evaluate studies of human movement; and 3. Utilise the analytical skills necessary to perform a biomechanical analysis of human movement.
Class Contact: Lab 2.0 hrs Lecture 1.5 hrs
Required Reading: To be advised by lecturer.
Assessment: Test, Class test (2 x 10%), 20%. Report, Laboratory report based on the experimental results and associated literature for kinematic and kinetic analysis., 25%. Project, Group research project - write a report and present to the class utilising own experiment to gather quantitative biomechanical data., 15%. Examination, End of semester - multiple choice, 40%. Hurdle: To gain an overall pass in this unit students must attend and complete 80% of the laboratory sessions.

AHE3111 Sport and Social Analysis

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit takes as its major focus the nature of sport, leisure, human movement and sport science in Australia. Analysis of these is informed by poststructuralism, feminism, cultural studies and social history. These approaches are linked by a common concern to adopt a critical perspective in which the inequalities of class, gender, sexuality, race, ethnicity, disability and age are revealed to be central to any attempt to understand sport. In terms of implementing change, it is argued that these fields represent an arena for struggle as they occupy a contradictory position in Australia. This provides the opportunity to reinterpret and reformulate the positioning, meanings and opportunities available in sport and leisure.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Employ poststructuralism, feminism, cultural studies and social history to analyse

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

Class Contact: Lecture 2.0 hrs Tutorial 2.0 hrs Lecture: 12 x 1.5 hours; Tutorial: 12 x 1.5 hours.

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

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

AHE3112 Career and Professional Development 3

Locations: Footscray Park.

Prerequisites: The prerequisite for students in HBEM and ABHP is AHE2213 - CAREER AND PROFESSIONAL DEVELOPMENT 2. The prerequisite for students in ABHR is AHS1207 - SPORT AND RECREATION CAREER DEVELOPMENT 1

Description: This unit develops an integrated understanding of using self-understanding activities, goal setting, networking, interview techniques, generating a professional image and employment opportunities to equip students towards graduate employment. It develops critical understanding of how to identify their strengths and competencies through education, employment experiences, work integrated learning and extracurricular experiences. It advances job hunting strategies to establish a work integrated learning placement that will provide a pathway into their chosen career and employment in the fields of sport and recreation management and exercise and sport science.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse skills, career values and personality to gain a clear career direction; 2. Advance self-marketing skills for lifelong career development focussing on communicating achievements during job interviews and professional image management; 3. Adapt and synthesise theoretical knowledge and skills to the workplace by undertaking a career placement in a responsible, accountable and collaborative manner; 4. Build on existing business communication skills and practices to enhance capability to be an effective professional communicator; and 5. Exercise independent critical thinking, practices and judgements and reflect within the career placement at the workplace setting.

Class Contact: Equivalent to three hours per week over one semester - comprising a 2 day workshop and a 140 hour career placement.

Required Reading: SES CPD Guidelines SES CPD Report Writing Guidelines

Assessment: Case Study, Analysis of personal data to gain clearer career directions, 50%. Report, Completion of a 140 hour career placement and professional report, 50%. Total effective word limit 3000 words.

AHE3114 Sport Physiology

Locations: Footscray Park.

Prerequisites: AHE2104 - 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; the sport-specific adaptations to physical training and comparisons of different forms of training. It also examines 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 exercise physiology including: maximal oxygen consumption, agility, speed, muscle strength and power testing. Students gain an understanding of how exercise training is monitored as well as practical experience using state-of-the-art technology (global positioning systems and accelerometers). This unit discusses the value of quality data collection, analysis and interpretation and how to communicate this information to coaching staff and athletes.

Credit Points: 12

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

Class Contact: Lecture 1.0 hr Tutorial 1.5 hrs Lectures: 24 x 1 hour (2 lectures per week); Laboratory: 12 x 1.5 hours.

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

Assessment: Test, A series of short answer tests covering practical and theoretical knowledge, 25%. Assignment, This written assignment requires the analysis, interpretation and presentation of data regarding athlete testing, 25%. Assignment, This written assignment requires the analysis, interpretation and presentation of data regarding lactate threshold, 25%. Examination, Final practical skills examination, 25%. Hurdle 1: To gain an overall pass in this unit students must attend and complete 80% of the laboratory sessions.

AHE3115 Clinical Exercise Practice 1

Locations: Footscray Park.

Prerequisites: AHE1112 - Resistance Training Or equivalent

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

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically apply skills and knowledge acquired in clinical exercise studies to a professional setting involving exercise interventions with apparently healthy populations; 2. Collect and interpret data discriminating between clinical and functional (eg exercise capacity) outcomes; 3. Evaluate exercise and physical activity interventions with an emphasis on the graduated transfer from client dependence to self-management within this group/community; 4. Identify and critically review the ethical and legal responsibilities regarding the provision of clinical exercise services; and 5. Use evidence bases to construct a synthesis of different approaches in the design and provision of clinical exercise services for apparently healthy individuals/populations.
Class Contact: Lecture1.0 hrTutorial2.0 hrs12 x 1 hour lecture and 12 x 2 hour practical classes Supervised placement: 140 hours - not necessarily in one block or at one institution.
Required Reading: ACSM 2014, 9th edn, ACSM's guidelines for exercise testing and prescription, Philadelphia, PA: Lippincott, Williams & Wilkins. ACSM 2014, 4th edn, ACSM's health related physical fitness assessment manual, Lippincott Williams & Wilkins Heyward, V.H., 2010, 6th edn, Advanced fitness assessment and exercise prescription, Human Kinetics Champaign, IL
Assessment: Examination, Theory Placement Readiness Exam (hurdle), 15%. Examination, Practical Placement Readiness Exam (hurdle), 15%. Portfolio, 140 hour placement logbook, and training and reflective reports for 4 clients regarding efficacy of exercise interventions for >20 hours of training, 70%. Hurdle 1: To gain an overall pass in this unit students must pass an exercise prescription theory examination with a score of at least 50%. Hurdle 2: To gain an overall pass in this unit students must pass an exercise prescription practical test with a score of at least 50%. Hurdle exams serve as formative assessments and as such feedback will be provided to students in the form of a marking rubric (practical hurdle) or case study answers (theory hurdle). Students will have two opportunities to resit the hurdle exams (first attempt in Week 2; resit attempt in Week 6; final resit attempt in Week 10). Students who are unable to pass both hurdle exams will fail the unit. Satisfactory completion of these hurdles allows the student to take part in external and internal placement hours (i.e., the hurdle tests must be completed before the student commences placement).

AHE3116 Social Dimensions of Sport and Exercise

Locations: Footscray Park.
Prerequisites: Nil.
Description: Students have the opportunity to investigate current social factors that have a bearing on participation in exercise and sport and its potential health benefits. Factors that may enhance participation or those that may be barriers include: age, gender, sexual orientation, ability/disability, socioeconomic status, religion and race/ethnicity. Professionals in the fields of teaching, coaching, exercise prescription and therapy, as well as management and policy-making need to be sensitive and responsive to participants, 'clients' or employees from a number of different cultural backgrounds, with their respective attitudes and beliefs about the body, male/female relations, etc.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Explain sociological perspectives of sport and exercise; 2. Contrast different perspectives in sociology of sport about socialisation, media, gender, youth sports, race and ethnicity and globalisation; 3. Critically use and analyse documents and other materials in the field of sport sociology; 4. Locate, discuss and critically analyse aspects of sport and exercise from a sociological perspective; 5. Utilise sociological method and inquiry to inform individual practice and challenge the construction of one's own beliefs in relation to sport and exercise in society; and 6. In collaboration with others, demonstrate responsibility and accountability for own learning through a coherent oral presentation.
Class Contact: Lecture1.5 hrsTutorial1.0 hr
Required Reading: Coakley, 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, Quiz /short answer, 45%. Assignment, Assignment, 40%. Presentation, Group presentation, 15%.

AHE3117 Clinical Exercise Studies 2

Locations: Footscray Park.
Prerequisites: AHE2002 - Clinical Exercise Studies 1Nil.
Description: Students explore exercise as applied for its therapeutic and preventive benefits for people living with, or at risk of, chronic diseases, injuries, or disabilities. The unit addresses the evidence bases regarding modes of exercise, intensity, duration, frequency, volume and progression for a range of ongoing (ie. chronic) cardiopulmonary, metabolic, musculoskeletal, neurological and multi-systemic pathologies that are known to respond positively to exercise. The unit also addresses, using a case-based method, chronic and complex health conditions, the effects of commonly used medications, surgery, and other interventions for the range of chronic cardiopulmonary, metabolic, musculoskeletal and neurological pathologies, and the effects of these interventions on expected acute and chronic exercise responses on different population groups
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Explore and critically evaluate research and other literature relevant to clinical exercise practice; 2. Adapt this research knowledge to clinical cases of clients with chronic and complex health conditions; 3. Apply professional judgement and appropriately select test and monitoring protocols for the assessment of exercise and functional capacities for different populations; 4. Use initiative and judgement in planning and problem solving to apply the knowledge and skills to negotiate exercise interventions, for clients with chronic and complex health conditions, and clearly communicate recommendations taking account of the full context of clients' lives including concurrent interventions; and 5. Demonstrate critical thinking and professional decision-making of an exercise physiologist through communication, ethics and note taking.
Class Contact: Lecture: 12 x 1.5 hours; Lab: 12 x 1.5 hours.
Required Reading: Williamson, P 2011, 1st edn. Exercise for special populations, Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins, Each week there are specific readings and/or resources suggested to enhance the learning outcomes of the lecture.
Assessment: Test, Mid semester test - multiple choice and short answer, 25%. Assignment, SOAP notes - Respond in pairs and provide presentation, 35%. Examination, Final - multiple choice, short and extended answer questions., 40%. Hurdle: To gain an overall pass in this unit students must participate in case conferences. Total effective word limit 3000 words.

AHE3119 Clinical Exercise Studies 3

Locations: Footscray Park.
Prerequisites: Nil.
Description: Students further explore fields of clinical exercise therapy in this unit.

Students are introduced to the Occupational health and safety; the risks, regulations and interventions. The concepts of workplace design, ergonomics and assessment will be introduced. Occupational exercise interventions will be discussed from the perspectives of the worker, the exercise physiologist as well as safety environment/case management. Students will increase their understanding of the physical demands of work, and of occupational injuries and rehabilitation.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Select, evaluate and critically appraise the occupational health literature relating to occupational demands or work-related health conditions, and plan and apply strategies; 2. Evaluate, select and justify appropriate test and monitoring protocols for different work places and for the assessment of exercise and functional capacities for people with particular occupational demands or work-related health conditions; 3. Critically evaluate, design and implement clinical exercise programmes, appropriate for the workplace/home environment; 4. Apply professional judgement to construct programmes that will promote a healthy lifestyle in the workplace, with a view to primary and secondary prevention of avoidable illness and injury; 5. Apply knowledge and skills to assess and design work places, plan exercise interventions for clients with varying occupational demands and work-related health conditions; and 6. In collaboration with others use initiative and judgement to propose an ergonomically suitable workplace.

Class Contact: Weekly 2hr lectures and fortnightly 2 hr labs

Required Reading: Students will be provided with information about weekly reading material.

Assessment: Test, Mid-semester test - multiple choice and short answer questions, 25%. Assignment, Collaborative written assignment - ergonomic assessment of workplace, 35%. Examination, Final exam - multiple choice, short and extended answer questions, 40%. Total effective word limit 3000 words.

AHE3120 Exercise Science Career Development

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit is designed as the first part of a Capstone project taken by students in their final year of their program. It is designed to consolidate the students' undergraduate training via an advanced professional work placement and a reflective, evidence-based analysis of this placement. The placement aspect of this unit introduces students to professional roles and offers perspectives on the roles of other team members in the professional setting. Students observe exercise professionals in the design, implementation and evaluation of exercise and physical activity programs, and learn about the equipment, facilities and program planning used in exercise delivery for healthy populations. Students have opportunities to practise exercise science in the service of apparently healthy individuals. Students are supervised in the workplace by an approved supervisor, with additional mentoring by university staff. The theoretical aspect of the second unit (AHE3200) includes a critical reflection of the placement, informed both by theoretical knowledge from the disciplines of physiology, biomechanics, motor control, anatomy, psychology, sociology, and ethics, and professional knowledge from resistance training, exercise interventions, first aid and career and professional development. This unit is designed to support students to obtain positive career outcomes by following a career development model. It will equip them to be proactive and strategic in career planning, aware of the variety of exercise and sport science career outcomes and to develop self-understanding to enable them to target their career actions.

Credit Points: 12

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

Class Contact: Lecture1.5 hrsTutorial2.5 hrsThe unit provides for the equivalent contact of 2.5 hours per week for twelve weeks comprising one pre-semester career seminar, tutorials each week and a 140 hour career placement.

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

Assessment: Assignment, Analysis of position description and production of a targeted cover letter, an achievement-focussed resume and creation of a LinkedIn Profile, 30%. Case Study, Interview a new network professional and present findings through an oral presentation and report (in pairs), 20%. Report, Completion of a 140 hour career placement and professional report, 50%.

AHE3125 Applied Exercise Psychology

Locations: Footscray Park.

Prerequisites: AHE1106 - Exercise 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 Psychology (AHE1106) to examine psychological interventions, and demonstrate the utility of exercise psychology models in enhancing adherence to exercise programs for the clinical treatment of patients or clients. Within the unit students will develop an evidence-based exercise intervention. Facilitators and barriers to participation are also explored.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Synthesise knowledge to devise an evidence-based, theoretically sound exercise/physical activity program in order to prevent and/or rehabilitate (injuries, disorders and diseases); 2. Investigate and apply psychological theories to improve the effectiveness of an exercise program for health, increase the likelihood of exercise adherence, and/or reduce sedentary behaviour in a range of settings, including community and rehabilitation settings; 3. Analyse the benefits of exercise/physical activity, particularly benefits for mental health; 4. Collaborate with others to produce a persuasive, professional presentation which details an evidence -based exercise/physical activity intervention

Class Contact: Lab1.5 hrsLecture2.0 hrsLecture: 12 x 2 hours; Lab: 12 x 2 hours.

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

Assessment: Presentation, Collaborative presentation, 25%. Report, Individual report, 45%. Examination, End of semester exam, 30%.

AHE3126 Motor Control

Locations: Footscray Park, City Flinders.

Prerequisites: Nil.

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

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Articulate the basic mechanisms by which human movement is controlled by the central and peripheral nervous system; 2. Integrate knowledge of motor control with that already acquired in anatomy, physiology, biomechanics and motor learning to examine human motor skill performance; 3. Appraise and interpret research in the area of human motor control; and 4. Synthesize empirical journal articles and communicate the findings in written form.

Class Contact: Lab 2.0 hrs Lecture 1.5 hrs

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

Assessment: Assignment, Article summary and appraisal, 15%. Assignment, Major assignment, 40%. Examination, Online quizzes, 15%. Examination, Final exam, 30%.

AHE3200 Professional Ethics

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit is designed to develop students' awareness and appreciation of the ethical dimensions of the educator's, the practitioner's and the administrator's role within sport, exercise science and physical education. It develops students' ability to critically analyse the ethical components of the many interventions, issues, practices and relationships within the sport / exercise science / human movement profession so that students' function within those roles will be ethically informed. 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 their chosen careers. Students conduct a project exploring their personal conceptualisation of their career field; explore the ethical dimensions of roles in this career; and develop knowledge and skills to enable them to be proactive and strategic in career planning in the industry sectors. Topics explored include views of contemporary exercise and sport science practice; changing understandings of exercise, sport and health interventions; professional ethics; career professional development, 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 ethically evaluate theoretical knowledge and technical information with autonomy, responsibility and judgement in order to both anticipate and creatively solve problems related to professional practice and relationships; 2. Adapt the concepts of ethical inquiry to the construction of professional policy in these workplaces; 3. Critically assess the ethical implications of globalisation and its effects on the workplace and the local community; and 4. Create and defend logically coherent positions with respect to ethical issues.

Class Contact: Lecture 2.0 hrs Tutorial 1.0 hr

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

Assessment: Test, Unit test- extended answer response to one question (week 5)., 25%. Test, Unit test- extended answer response to one question (week 9)., 25%. Report, Capstone Project- note information below, 40%. Presentation, Collaborative Group Conference Presentation, 10%. *The Capstone Project and Conference Presentation is a collaborative research paper or site report dealing with an ethical issue.

AHE3219 Adapted Physical Education

Locations: Footscray Park.

Prerequisites: Nil.

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

Credit Points: 12

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

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

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

Assessment: Practicum, Plan, Deliver, Reflect upon Physical Activity sessions, 50%. Assignment, Investigative report, 50%.

AHE3250 Socio-Historical Sport Coaching

Locations: Footscray Park.

Prerequisites: Nil.

Description: The 'evolution' of the modern coach has occurred in unison with the development of modern sport and within the context of broader developments and changes in society. This realisation is important as it locates coaching as constructed practice. As such, this unit investigates key historical, social and cultural moments that have contributed to coaching practice within the Australian and international sporting landscapes. Specifically, in-depth case studies are utilised to explore and understand some of the key coaching figures (both successes and failures) over the last 100 years. In many instances dominant coaching practices and models can be regarded as reflective of broader ideological issues within the cultural context in which they occur. The key outcome for students in this unit is to utilise sociological and historical tools with which to become reflexive of their own coaching practices and philosophies. The reflexive coach is one who considers their own action within a more critical framework whereby they challenges their own assumptions and common-sense regarding their coaching practices. The skills embedded in the sociological and historical method are therefore crucial in the capacity to develop successful, flexible and diverse coaching strategies.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Interpret and discuss the history of modern sport coaching and the various models

and theories; 2. Interrogate sport coaching theories and how these apply to coaching practice; 3. Hypothesize how sport coaching may reflect a broader cultural context; and 4. Evaluate own current coaching practices utilizing a reflexive approach and critical framework.
Class Contact: Lecture 1.0 hr Tutorial 1.5 hrs
Required Reading: Phillips, M 2000, From sidelines to centre field: a history of sports coaching in Australia, Sydney: UNSW Press.
Assessment: Presentation, Tutorial presentation, 30%. Journal, Reflexive Coaching Notes, 40%. Assignment, History Assignment, 30%.

AHE3252 Ethical Behaviour in Sport Coaching

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit is designed to develop the student's awareness and appreciation of the ethical dimensions of sport coaching. The unit will facilitate the development of the student's ability to analyse critically various issues, policies, practices and relationships within sport so as to inform sport coaching and professional work cultures. Special attention will be paid to the development of ethical reasoning and its practical application to topics such as: anti-doping, match fixing, diversity and anti-discrimination (e.g., gender and sexuality, race, ethnicity and religion, ability and disability); health and safety (e.g., children's rights and protection, animal welfare, environmental protection).
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Understand concepts of ethics, morals and values 2. Use critical reasoning skills to analyse argument forms and detect fallacies 3. Demonstrate knowledge of ethical reasoning and ethical reasoning approaches 4. Use ethical reasoning to identify, solve problems and recommend professional practice improvement in sport and sport coaching
Class Contact: Lecture 1.0 hr Tutorial 1.5 hrs
Required Reading: Hemphill/1998 2016 Ethics Toolkit Melbourne/VU
Assessment: Test, Test- short Answer, 15%. Test, Test - short answer, 15%. Report, Tutorial Workshop Reports x6, 60%. Assignment, Online Course Completion, 10%.

AHE3280 Team Sports

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit is designed to develop the students' knowledge and ability to conduct physical education classes involving team sports and games. This unit adopts a sport education model and Game Sense approach when providing students with an opportunity to plan, implement and evaluate group sessions related to team sports and games. The activities will include invasion games, racquet sports and ball games.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate their understanding of the field of team sports and group games; 2. Demonstrate their understanding of the essential theoretical skills to teach team sports; 3. Demonstrate their ability to plan, implement and evaluate group sessions using models of Game Sense and Sports Education; 4. Demonstrate their ability to coach adults and children in a wide variety of group sports and games; and 5. Demonstrate their ability to design and modify the game environment for all participants.
Class Contact: 1 hour lecture and 1.5 hour lab each week for one semester.
Required Reading: As advised by lecturer
Assessment: Workshop, Teaching session, 50%. Assignment, Research assignment, 20%. Other, Resources file, 30%. Total effective word limit 3000 words.

AHE4101 Case Management for Clinical Exercise

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit enables students to continue to develop knowledge and skills related to the professional roles of clinical exercise physiologists. 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, 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. Compare and contrast the Australian health systems in the occupational, private industry and insurance sectors; 3. Design and evaluate exercise and physical activity interventions; 4. Critically evaluate the technical challenges of providing a competent service in clinical exercise in the occupational rehabilitation, industry and insurance sectors; and 5. Critically examine and appraise the core issues concerning ethical provision, business management, and legal responsibility.
Class Contact: One two-hour practical case-based lecture per week for one semester.
Required Reading: American College of Sports Medicine 2003, 3rd edn, ACSM's exercise management for persons with chronic diseases and disabilities, Champaign, Illinois: Human Kinetics.
Assessment: Portfolio, Compilation of case-based assessment assessing primarily report-writing skills, 50%. Examination, End of semester final written examination, 50%. Minimum effective word limit 5000 words.

AHE4102 Exercise Assessments and Interventions for Metabolic Conditions

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit of study will include exercise testing and prescription for a range of conditions, including (but not limited to) obesity, diabetes, chronic fatigue syndrome, anaemias, and end-stage renal disease.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Comprehend, analyse and apply knowledge of exercise prescription for metabolic conditions; 2. Critically evaluate and apply knowledge of clinical exercise testing and exercise prescription for metabolic conditions; 3. Appraise, design and apply knowledge of exercise prescription for metabolic conditions; 4. Critically apply clinical exercise testing and exercise prescription skills for patients presenting with metabolic conditions; and 5. Research, evaluate, and critically appraise the literature relating to clinical exercise testing and exercise prescription for metabolic diseases.
Class Contact: One one-hour lecture plus one two-hour practical per week and approximately 70 hours of clinical placements.
Required Reading: American College of Sports Medicine 2009, 3rd edn, ACSM's

Exercise Management for Persons with Chronic Diseases and Disabilities, Champaign, IL: Human Kinetics. e-book available through the publisher.
Assessment: Review, Case-related review of literature, 20%. Report, Written reports of case studies, 15%. Presentation, Oral case presentation, 15%. Test, 10 * weekly test (@5% each), 50%. Minimum effective word limit 5000 words.

AHE4103 Exercise Assessments and Interventions for Cardiorespiratory Conditions

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit of study will include exercise prescription for the following conditions: cardiac pathophysiology and rehabilitation including ischemic, myocardial, pericardial and valvular disease, heart failure, and hypertension; 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. Comprehend, analyse and apply knowledge of exercise prescription for cardiac pathophysiology; 2. Critically evaluate and apply knowledge of clinical exercise testing and exercise prescription for pulmonary diseases; 3. Appraise, design and apply knowledge of exercise prescription for cardiac pathophysiology and rehabilitation; 4. Critically apply clinical exercise testing and exercise prescription skills for patients presenting with cardiac pathophysiology; and 5. Research, evaluate and critically appraise the literature relating to clinical exercise testing and exercise prescription for cardiac pathophysiology.
Class Contact: One one-hour lecture plus one two-hour practical per week and approximately 70 hours of clinical placements.
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, 6th edn, The ECG made easy, New York: Churchill Livingstone.
Assessment: Review, Case-related review of literature, 20%. Report, Written reports of case studies, 15%. Presentation, Oral case presentation, 15%. Test, 10 * weekly test (@5% each), 50%. Minimum effective word limit 5000 words.

AHE4104 Clinical Exercise Practice

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit of study meets the National University Course Accreditation (NUCAP) core knowledge and skills criteria for professional education in clinical exercise practice. Students will be introduced to a range of professional roles undertaken by clinical exercise physiologists and be offered perspectives on the roles of other team members in the interdisciplinary rehabilitation processes. Students will have opportunities to observe clinical exercise professionals in the design, implementation and evaluation of exercise and physical activity programs, and to learn about equipment, facilities and program planning that are used in exercise delivery for clinical populations. Learning will be conducted in a practical case-based clinical setting under supervision whilst working with clients carrying a range of chronic conditions. Students will be supervised in the workplace by an approved supervisor, with additional mentoring by university staff. Under supervision, students will practise with real clients and document their learned experiences working as student practitioners with clients.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Comprehend, analyse and apply knowledge to operate within the scopes of professional roles available to clinical exercise practitioners, and how these intersect with the roles of other health professionals; 2. Evaluate, assess and design assessment methods and protocols; 3. Critically analyse and interpret data with high degrees of accuracy to discriminate between clinical and functional (eg exercise capacity) outcomes; 4. Appraise, recommend and deliver exercise interventions; and 5. Integrate and evaluate the use of evidence-based medicine in the design and provision of clinical exercise services.
Class Contact: Occasional classes and approximately 180 hours of clinical placements plus an additional 10 case conference hours.
Required Reading: American College of Sports Medicine 2003, 3rd edn, ACSM's exercise management for persons with chronic diseases and disabilities, Human Kinetics, Champaign, Illinois
Assessment: Examination, Exit examination (practical), 60%. Practicum, Supervisor evaluation, 40%. Minimum effective word limit 5000 words.

AHE4105 Psychology for Rehabilitation

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit of study aims to develop in students a basic understanding of the psychological aspects of rehabilitation. It is not intended that graduates of the unit will be equipped to provide the primary psychological care of rehabilitation clients because in most instances they are part of a team which includes clinical and neuro-psychologists. However, they should have an understanding of the psychological aspects of the rehabilitation process. The unit will include the following topics: counselling and interviewing skills - verbal and non-verbal, listening skills, body language, human interaction; human behaviour and development, lifestyle, life-cycle, life crisis, life development; coping with injury; dealing with grief and loss; coping with chronic pain; stress management, anxiety and depression; self-confidence, development and maintenance, particularly in the transitions which occur during rehabilitation; motivation, intrinsic-extrinsic, goal orientations, self-efficacy, goal setting, physical, psychological and technical.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Comprehend, compare and contrast the psychological processes in rehabilitation 2. Critically evaluate the importance and influence of client-practitioner relationships in rehabilitation; 3. Practise, test, revise and learn to use mental skills in applied settings; 4. Evaluate, assess and develop strategies to improve client self-management, adherence and compliance to rehabilitation programs; and 5. Critically analyse the importance of counselling and support for clients during the rehabilitation process; when to refer to other appropriate allied health professionals.
Class Contact: Two hour lecture per week for one semester.
Required Reading: Kolt & Andersen 2004, 1st edn, Psychology in the physical and manual therapies, Edinburgh, Scotland: Churchill Livingstone.
Assessment: Assignment, Review paper, 50%. Examination, Take-home final examination, 50%. Total minimum effective word limit 5000 words.

AHE4106 Exercise Assessments and Interventions for Musculoskeletal Conditions

Locations: Footscray Park.
Prerequisites: Nil.
Description: 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 comprehensive knowledge of a range of acute, sub-acute and chronic musculoskeletal conditions; 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. Assess, understand and summarise clinical statuses, stages of rehabilitation and relevant testing procedures for musculoskeletal conditions; 4. Critically understand and evaluate evidence relating to test results for acute, sub-acute and chronic musculoskeletal conditions; and 5. Integrate, discriminate and apply a thorough understanding of the ethical and professional elements of client management.

Class Contact: One one-hour tutorial plus one two-hour practical per week and approximately 70 hours of clinical placements.

Required Reading: Magee, D, 4th edn (or Enhanced edn), Orthopedic physical assessment, Saunders

Assessment: Test, In class test, 20%. Examination, Mid-semester examination, 15%. Examination, End of semester practical examination (HURDLE), 25%. Examination, End of semester written examination, 40%. Minimum effective word limit 5000.

AHE4107 Exercise Assessments and Interventions for Neurological Conditions

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study 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. Comprehend, explain and apply a comprehensive knowledge to a range of acute, sub-acute and chronic neurological and neuromuscular conditions; 2. Critically evaluate research relating to a range of assessment procedures and techniques to facilitate competent assessment of acute, sub-acute and chronic neurological and neuromuscular conditions; 3. Assess, understand and summarise clinical statuses, stages of rehabilitation and relevant testing procedures for acute, sub-acute and chronic neurological and neuromuscular conditions; 4. Critically understand and evaluate evidence relating to test results for acute, sub-acute and chronic neurological and neuromuscular conditions; and 5. Integrate, discriminate and apply a thorough understanding of the ethical and professional elements of client management.

Class Contact: Fours hours per week and approximately 70 hours of clinical placements.

Required Reading: Brukner & Khan 2007, 3rd edn, Clinical sports medicine, Sydney, Australia: McGraw Hill.

Assessment: Case Study, Neurological case study, 20%. Examination, In class tests, 20%. Examination, End of semester practical exam (hurdle), 20%. Examination, End of semester theory exam, 40%. Minimum effective word limit 5000 words.

AHE4108 Occupational Health and Exercise Rehabilitation

Locations: Footscray Park.

Prerequisites: Nil.

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

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Research, evaluate and critically appraise the clinical exercise testing literature relating to the measurement and interpretation of physiological/psychological data obtained from the workplace/home environment; 2. Critically examine and appraise cultural and socio-economic issues that might affect clinical exercise testing and prescription in the workplace; 3. Compare and contrast medicinal effects of prescription/non-prescription medicine for conditions relevant to the workplace/home environment; 4. Critically evaluate, design and implement clinical exercise programs appropriate for 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.

Class Contact: One one-hour tutorial plus one two-hour practical per week and approximately 60 hours of clinical placements.

Required Reading: King, P. 1998, 1st edn, Sourcebook of Occupational Rehabilitation, Plenum Press, New York.

Assessment: Workshop, Application of clinical exercise testing and prescription knowledge and skills for the home and workplace environment, 10%. Assignment, Theoretical investigation of clinical exercise testing and prescription for the home and workplace environment, 40%. Practicum, Practical examination, 50%. Minimum effective word limit 5000 words.

AHE4580 Applied Sport Psychology

Locations: Footscray Park.

Prerequisites: AHE1206 - Sport Psychology

Description: This unit of study introduces students to models used in the application of sport psychology. It familiarises students with a range of assessment and skill training techniques in applied sport psychology. The unit introduces students to basic interviewing and counselling techniques and encourages students to apply these techniques in their chosen sports. Students will discuss their experiences in sport from a psychological perspective.

Credit Points: 12

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

- Understand what psychology is, the history of psychology, and the fundamentals of the main schools of psychology;

- Understand how psychological phenomena influences behaviour in sport and physical activity settings;
- Understand how psychology affects performance in sport;
- Understand how participation in sport influences the psychological characteristics of the individual;
- Deconstruct the attributes, characteristics and behaviours of successful coaching;
- Understand issues in applied sport psychology, including psychology of coaching, imagery and goal setting.

Class Contact: 1 hour lecture and 1.5 hour tutorial/workshop.
Required Reading: Selected readings will be assigned by the lecturer.
Assessment: Other, Newspaper scrapbook, 20%. Other, Book review, 30%. Journal, Reflective journal, 30%. Other, Participation and attendance (inc readings), 20%.

AHE5901 Minor Thesis (Full-Time)

Locations: Footscray Park, Via clinical placements.
Prerequisites: Nil.
Description: This unit enables students to critically analyse and reflect on knowledge and skills gained in previous studies to research, investigate and develop new knowledge. Students work independently to introduce a topic, formulate an investigation, draw conclusions and submit a suitably formatted thesis or performance. The thesis would normally be assessed by at least two expert examiners from an appropriate area of expertise. At the beginning of semester students may be required to attend some lectures.
Credit Points: 48
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate an integrated and comprehensive understanding of literature relating to an approved topic; 2. Critically analyse and reflect on information and research with the aim of contributing to a new body of knowledge or practice; 3. Interpret and disseminate research information to a range of informed and lay audiences; and 4. Utilise specialised cognitive and technical skills to independently plan, design and produce a minor research thesis.
Class Contact: Independent research in addition to regular meetings with the student's supervisor(s).
Required Reading: To be advised by supervisor.
Assessment: Thesis, The thesis will normally be assessed by at least two expert examiners from an appropriate area of expertise (10-12,000 word limit), 100%.

AHE5902 Minor Thesis (Part-Time)

Locations: Footscray Park, Via clinical placements..
Prerequisites: Nil.
Description: This unit enables students to critically analyse and reflect on knowledge and skills gained in previous studies to research, investigate and develop new knowledge. Students work independently to introduce a topic, formulate an investigation, draw conclusions and submit a suitably formatted thesis or performance. The thesis would normally be assessed by at least two expert examiners from an appropriate area of expertise. At the beginning of semester students may be required to attend some lectures.
Credit Points: 24
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate an integrated and comprehensive understanding of literature relating to an approved topic; 2. Critically analyse and reflect on information and research with the aim of contributing to a new body of knowledge or practice; 3. Interpret and disseminate research information to a range of informed and lay audiences; and 4. Utilise specialised cognitive and technical skills to independently plan, design and produce a minor research thesis.
Class Contact: Independent research in addition to regular meetings with the student's supervisor(s).
Required Reading: To be advised by supervisor.
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%.

AHE5903 Research for Practitioners

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit provides students with the ability to 'consume and apply research'. The focus of the unit is on presenting principles of the research process from conception of a research question through to design, method, and quantitative/qualitative techniques for data collection, analysis, and interpretation. Students will be able to critically appraise, interpret, and disseminate research information to various audiences in a process considered an example of best practice in the profession for which the student is being trained. They will plan and execute a substantial research-based project, capstone experience and/or piece of scholarship.
Credit Points: 24
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically appraise the sourcing of research information relevant to the focus of study in contemporary and emerging professional and scholarly contexts; 2. Conceptually map quantitative and qualitative methodologies to evaluative approaches and rationalise their application to a specific project; 3. Discriminate between the magnitude of effect and the magnitude of the P value in quantitative research scenarios; 4. Source information for a project, identifying stakeholders, scientific boundaries and resources and make recommendations based on sound logical reasoning; 5. Critically interpret and disseminate research and project outcomes in appropriate scholarly verbal and/or written form to both specialist and non-specialist audiences; and 6. Plan and execute a substantial evaluative research project based in professional practice that includes ethical aspects.
Class Contact: Lecture2.0 hrsTutorial1.0 hrTwo, one hour lectures and one, one hour tutorial per week
Required Reading: There are no REQUIRED texts.The following texts are RECOMMENDED: Hoffman T, Bennett S, & Del Mar C (Eds) (2009) Evidence-Based Practice Across the Health Professions Churchill Livingston Elsevier Thomas J, Nelson J, & Silverman S (2011) Research Methods in Physical Activity (6th ed) Champagne, ILL: Human Kinetics
Assessment: Report, Project scoping identifying stakeholders and boundaries, 15%. Review, Review of relevant literature and justification of methodology, 15%. Report, Final Report Evaluative report with recommendations and conclusions, 35%. Presentation, Present the findings and evaluation to an audience of stakeholders or peers, 35%. Total effective word limit 12,000 words.

AHE5904 Advanced Integrated Case Management

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit is the culmination of the course-work within the Master of Clinical Exercise Science and Rehabilitation. It draws upon all the knowledge and skills required of a professionally qualified and accredited Clinical Exercise

Physiologist. Students are presented with an array of case studies, examining issues of diversity for healthcare practitioners, and covering the NUCAP criteria in such a way that requires critical interpretation and dissemination of the information within the context of an interprofessional model of best practice in healthcare. By the end of this unit, students will have an understanding of what it means to work interprofessionally with practitioners from the medical, psycho-social and other models of practice, thus, to be fully prepared for employment in the field of Clinical Exercise Science and Rehabilitation.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically appraise an EP model of best practice within an interprofessional model of healthcare for clients living with chronic disease; 2. Demonstrate conceptual understanding of what it means to work interprofessionally with practitioners from the medical, psycho-social and other models of practice; 3. Demonstrate conceptual understanding of client-centredness within both solo practice and an interprofessional model of healthcare; 4. Examine and analyse a broad range of client diversity issues that may be encountered by healthcare practitioners; 5. Critically appraise research relating to the assessment of clients with cardiorespiratory, metabolic, neuro-muscular, and/or psychological pathologies for everyday living; and 6. Critically appraise current best practice research of interventions for clients with cardiorespiratory, metabolic, neuro-muscular, and/or psychological pathologies for everyday living.

Class Contact: Seminar 3.0 hrs Weekly to two hour guest lectures combined with one to two hour workshops/interactive group discussions.

Required Reading: Cameron, M, Selig, S & Hemphill, D (2011) 1st edn, Clinical Exercise: a case-based approach, Churchill Livingstone, Elsevier

Assessment: Case Study, Written case study, 50%. Presentation, Presentation of case study findings, 25%. Assignment, Critical debate, 25%. Students must also complete an IPE expose activity - Graded satisfactory / not satisfactory. Minimum effective word limit 8000 words.

AHH0421 Honours Thesis

Locations: Footscray Park.

Prerequisites: Nil.

Description: The Honours Thesis is designed to be an educational experience that gives students the opportunity to conceptualise, design, implement and evaluate a specific research project related to human movement. Unlike a Masters or Doctoral thesis, the Honours thesis is not expected to, although it may, contribute to a discipline's body of knowledge. The broad aim of the Honours thesis is to promote the development of the student as an independent researcher. The specific aims are to develop and use the knowledge and skills necessary to conduct a research project and present a formal written thesis. The student should generally be able to display the resourcefulness and academic rigour required of an independent researcher.

Credit Points: 48

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Identify/construct a research problem or issue; 2. Review the relevant literature; 3. Determine appropriate methods (including ethics) to study the problem 4. Collect and analyse data, using suitable quantitative, qualitative or other appropriate methods and techniques; 5. Report and discuss the results in the context of the review of literature, draw conclusions, evaluate the process undertaken and make recommendations for future research and for practice; and 6. Present the whole process clearly and accurately in a formal thesis, normally between 7000 and 15,000 words.

Class Contact: Seminar 2.0 hrs The research process will be monitored by regular meetings with the supervisor in light of the agreed-upon thesis proposal. On the advice of the supervisor, students may be required to undertake coursework studies to acquire or develop the knowledge and skills required to successfully complete the thesis.

Required Reading: To be advised by lecturer.

Assessment: The final thesis will be examined by two academics with expertise in the specific area of the research. These may be internal or external to the School and will not include the supervisor. This examination will constitute 100% of the assessment. Each examiner will independently recommend one of the following outcomes to his/her assessment of the thesis: pass without further examination; pass unit of study with corrections to the satisfaction of the School's Honours Courses Committee; deferred for resubmission after major revision; fail. In the event that there is a major disagreement between the examiners, a third examiner will be appointed.

AHH5010 Exercise Physiology Theory and Practice

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study applies students' knowledge of human physiology to an understanding of the acute and chronic responses to exercise, as well as the physiological bases of exercise performance. The unit examines: the acute effects of exercise on the cardiovascular, respiratory and thermoregulatory systems; the metabolic supply of energy to exercising muscles, both nutritional and biochemical; and neural mechanisms controlling movement and associated exercise responses. Practical sessions will complement topics covered in lectures and will include topics such as: energy metabolism at rest and during exercise; maximal oxygen consumption; cardiovascular and respiratory responses to exercise and indirect measurement of body fat. The unit will include both descriptive and mechanistic approaches to enhance student understanding of exercise physiology principles. This study unit forms the basis for advanced core and elective studies in the Exercise and Sport Science stream. Tools used include: WebCT, powerpoint, multimedia, intranet and internet.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Apply both theoretical knowledge and practical skills regarding the acute responses to exercise and performance; 2. Understand the acute physiological responses to exercise and exercise performance in normal, healthy populations; and 3. Apply this knowledge to the physiological measurement of exercise performance.

Class Contact: Three hours per week for one semester comprising two one-hour lectures and one two-hour laboratory class every second week.

Required Reading: Powers, SK & Howley, ET (eds) 2006, Exercise physiology: the theory and application to fitness and performance, 6th edn, McGraw Hill, Boston.

Assessment: Final examination (two hours) 40%; Mid-semester examination (one hour) 25%; Laboratory quizzes (5 x quizzes @ 7% each) 35%.

AHH5012 Motor Control and Skill in Exercise

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study is designed to introduce students to the knowledge bases and skills to understand how humans control movement, and how movement skill is acquired. Students are introduced to: functional neuroanatomy; 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. Students also gain knowledge and understanding of the wide range of factors affecting the process of motor skill learning and motor performance such as practice structure and the development of automaticity in skills. Students will be introduced to theoretical

and practical aspects of experimental design and procedures used in motor learning research. Tools used include: WebCT, powerpoint, multimedia, intranet and internet

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Apply both theoretical knowledge and practical skills in motor control and skill acquisition; 2. Understand how humans control movement, and how movement skill is acquired; and 3. Use basic observations to assess the control of movement and skill acquisition in normal, healthy populations.

Class Contact: Three hours per week for one semester: two hours lecture/tutorial per week; two hours practical/tutorial (one per fortnight).

Required Reading: Magill RA 1997, Motor learning and control: concepts and applications, WCB Brown and Benchmark, Madison. Starkes, JL & Ericsson, KA (eds) 2003, Expert performance in sports: advances in research on sport expertise, Human Kinetics, Champaign, Illinois. Leonard, CT 1998, The neuroscience of human movement, Mosby, St Louis. Specific journal articles and other research-based reference material to be advised.

Assessment: Lab work 30%; Quizzes and assignments 20%, Final examination 50%.

AHH5014 Biomechanics Theory and Practice

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit of study will include: biomechanical concepts and terminology; human motion and techniques to measure motion; forces applied to the human and the various equipments used during sport and exercise analyses; and standard biomechanical analysis techniques. Tutorials and laboratory practicals conducted will complement theoretical knowledge gained during the lectures, and will involve standard equipment used in biomechanics such as video and motion analysis systems, force platforms, etc. Tools used include: WebCT, powerpoint, multimedia, intranet and internet.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Understand biomechanical concepts, principles and terminology; 2. Observe, measure and analyse human motion in normal, healthy populations; and 3. Apply both theoretical knowledge and practical skills to observe, measure and analyse human motion.

Class Contact: Three hours per week for one semester: One two-hour lecture weekly and one two-hour practical/tutorial session every two weeks.

Required Reading: Specific journal articles and other research-based reference material to be advised.

Assessment: Mid-semester exam/class tests 40%; Final exam 60%.

AHH5100 Applied Psychology of Sport and Exercise

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study aims to: introduce students to a model of the application of sport psychology; familiarise students with a range of assessment and skill training techniques in applied sport psychology; encourage students to apply these techniques to their chosen sporting contexts; invite students to critically consider the underlying theoretical base and research support for these procedures. The unit will include the following topics: introduction to unit: A model of psychological skills training in sport; initial psychological skills assessment. Goal setting: technical, tactical, physical, psychological. Stress management: stress, anxiety and arousal; arousal and performance. Stress management: anxiety and its measurement. Stress management: cognitive and somatic stress management techniques. Imagery: theory and research on mental practice and imagery. Imagery: measurement, techniques and uses. Self-confidence: theory and research on self-confidence and self-efficacy. Self-confidence: measurement and enhancement techniques. Attention and concentration: theory and research, including attention style. Attention and concentration: measurement and techniques to develop attention capacities. Energisation: theory, research and techniques. Construction of sport specific and individualised psychological skills routines; ongoing review and modification of the program. Issues and problems in applied sport psychology (eg. adherence, crisis intervention, ethics).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Understand a model relating to the application of sport psychology; 2. Understand a range of assessment and skill training techniques in applied sport psychology; 3. Apply these techniques to their chosen sporting contexts; and 4. Critically consider the underlying theoretical base and research support for these procedures.

Class Contact: Two hours of lectures per week for one semester.

Required Reading: Anshel, M 1990, Sport psychology: theory and applications, Reed Books, New South Wales. May, JR & Asken, MJ (eds) 1987, Sport psychology: the psychological health of the athlete, PMA Publications, New York. Nideffer, RM 1981, The ethics and practice of applied sport psychology, Movement Publications, Ithaca, New York. Weinberg, RS 1988, The mental advantage, Leisure Press, Champaign, Illinois. Zaichkowsky, LD & Sime, WE (eds) 1982, Stress management for sport, AAHPERD, Reston, Virginia.

Assessment: Essay 50%; Final examination 50%.

AHH5113 Resistance Training

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study introduces students to the principles and practices of resistance training. The unit deals with systems of resistance training and exercises for the various body parts. An understanding of muscle actions is fostered throughout the unit. Resistance training for the general population will be covered. Students will be encouraged to critically evaluate past and current practices in the field and to develop their own models of resistance training for general fitness, strength, hypertrophy and muscular endurance.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Design, implement, lead, demonstrate and evaluate resistance training programs in normal, healthy populations; 2. Understand how systems of resistance training promote general fitness, strength, hypertrophy and muscular endurance; and 3. Understand the design, implementation and evaluation of resistance training programs in normal, healthy populations, based on kinesiological approaches.

Class Contact: Three hours per week for one semester comprising one one-hour lecture and one two-hour practical.

Required Reading: Nil.

Assessment: Tests 30%; Participation/training diary 20%; Practical examination 25%; Written examination 25%.

AHH5120 Nutrition and Diet for Performance

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit aims to: provide students with the theoretical knowledge underlying sound nutritional practices for exercising individuals; and to enable

students to give sound advice and guidance to athletes and exercising individuals regarding diet and their performance. The unit of study will include the following topics. The basic diet. Energy for performance: substrate and the anaerobic production of energy; substrate and the aerobic production of energy; energy requirements for activities and sport. The training diet: athlete's requirements; ideal training diet. Fluids: fluid loss during exercise. Competition diets: endurance activities and sports; short duration events; intermittent exercise; "loading". Ergogenic aids. Alternative diet approaches: vegetarian; fad diets. Special groups and special needs: children and adolescents; women; veterans; injured atheletes; heart disease; dabetes. Special problems: food psychology; anorexia; bulimia; other eating disorders; nutritional "fables".

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate their understanding of the nutritional requirements for sport performance and exercise; 2. Demonstrate their understanding of dietary prescription for sport performance and exercise; and 3. Demonstrate their understanding of the issues of control and measurement in weight mangement/body composition.

Class Contact: Two hours of lectures per week for one semester.

Required Reading: McArdle, WD Katch, FI & Katch, VL 2009 3rd edn, Sport & Exercise Nutrition Lippincott Williams & Wilkins Philadelphia

Assessment: Report, Written - 1500 words, 30%. Case Study, Written - 1500 words, 30%. Examination, Written - 2000 words, 40%.

AHH5140 Exercise Prescription

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study aims to provide students with: an understanding of the theoretical knowledge and practical skills necessary for the task of prescribing exercise; the opportunity to develop the capacity to prescribe theoretically sound exercise programs for a variety of sporting populations and exercising individuals. The unit will include the following topics: theory of exercise prescription; review of laboratory-based assessment procedures; adherence to exercise: myths and realities; fundamentals of prescription; review of field-oriented assessment procedures; the metabolic basis of prescription; low back care and prescription; flexibility and prescription; soft tissue rehabilitation; weight control; nutrition and prescription; resistance training prescription; prescription in the pre- and postnatal environment; prescription for the elite athlete, the cardiovascularly impaired, the aged, the disabled and the child.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Understand the theoretical knowledge and practical skills necessary to the task of prescribing exercise; 2. Prescribe theoretically sound exercise programs for a variety of sporting populations and exercising individuals; 3. Demonstrate the ability to identify and correct unsafe exercise techniques and exercises when executed by clients/patients; 4. Demonstrate the competency to conduct pre-screening, informed consent, medical history taking and safe exercise assessment of clients prior to safe exercise programme implementation; and 5. Apply and translate the science of exercise prescription into the art of practicing clinical exercise physiology to clients/patients in the work placement and eventually the work force.

Class Contact: Two hours of practical labs per week One hour of lecture per week One hour of tutorial per week

Required Reading: American College of Sports Medicine 1986, 3rd edn, Guidelines for graded exercise testing and prescription, Philadelphia: Lea and Febiger. Landers, DM (ed) 1986, Sport and elite performers, Champaign, Illinois: Human Kinetics. MacDougall, JD, Wenger, HA & Green, HJ 1982, Physiological testing of the elite athlete, Ithaca: Movement.

Assessment: Exercise, Oral test review of anatomy/physiology of exercise, 10%. Case Study, Child 20%, sub-elite 20%, elite 20%, 60%. Examination, Final examination, 30%. Total effective word limit 5000 words.

AHH5160 Exercise and Sport Sciences Fieldwork

Locations: Footscray Park.

Prerequisites: Nil.

Description: The aims of this unit of study are to: provide students with the opportunity to apply sport and exercise theory and practice in a practical setting; introduce students to the range of career options within the field; and extend the professional networks of students.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate experience in exercise prescription, design, conduct and evaluation of exercise and sport science programs; 2. Demonstrate practical knowledge of differing organisational models, the roles of other health professionals, referral and communication pathways and medical record systems; 3. Identify incorrect execution of exercises; and 4. Discuss exercise progression with exercise practitioner and client.

Class Contact: Eight hours of seminars in total for one semester in addition to 160 hours of field contact.

Required Reading: To be advised by lecturer.

Assessment: Due to the individual nature of this unit of study assessment is graded on a satisfactory/unsatisfactory basis. All components of assessment must be completed and passed in order to receive a satisfactory grade. Practicum, Fieldwork (160 hours minimum) & field supervisor's evaluation, Pass/Fail. Report, Completion of a satisfactory placement report, Pass/Fail. Other, Class readings, Pass/Fail. Assignment, Class assignments, Pass/Fail. Total effective word limit 5000 words.

AHS0054 Sport Gaming and Gambling

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study aims to provide students with a social, cultural, historical and commercial framework within which the development of sport, gaming and gambling in Australian culture may be understood. It begins with an historical overview of sport and gambling and then examines a number of themes and issues such as: the social impact of gambling; electronic gaming and betting; match fixing; and bribery and corruption in sport. Special attention is given to gaming and gambling as they relate to the horse racing industry, Australian Rules football and international cricket. Theories and models of ethnographic research are also discussed, and as part of the unit requirements, students will be expected to undertake a fieldwork/observation project.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Display an understanding of the development of gambling and gaming as a major factor in Australian sport; 2. Critically discuss and research (with a particular emphasis on ethnography) aspects of sport, gaming and gambling in an Australian context (ie. communicate effectively as a professional and a citizen, and be able to locate, evaluate, manage and use information effectively); and 3. Bring historical knowledge to bear upon the understanding of current issues associated with sport, gaming and gambling from a global perspective (ie. be an effective problem-solver in

a range of settings, including professional practice and work, both autonomously and collaboratively as a professional).
Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour for one semester.
Required Reading: Costello, T & Millar, R 2000, Wanna bet? Winners and losers in gambling's luck myth, Allen and Unwin, St Leonards, New South Wales,
Assessment: Project, Group tutorial project/presentation (45 minutes; 1000 words),, 38%. Research Paper, Research paper (2000 words), 32%. Examination, Final examination (2 hours;), 30%.

AHS0114 Football Studies

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit of study adopts a multidisciplinary approach to the study of various codes of football. Particular attention is given to the political, historical, economic and cultural dimensions of the sport at local, national and international levels. The unit also seeks to contextualise the increasing globalisation and commercialisation of football through a cross-code analysis of a number of related themes, namely gender, identity, ethnicity, fandom and community. A number of methodologies for undertaking football-related research are also considered. In this unit of study, special attention is given to the academic skills of reading, writing and research, complementing the instruction provided in other units.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Understand the origins, development and diffusion of various football codes; 2. Critically discuss and apply various research methods to the various football codes and the football industry in specific Australian contexts (ie. communicate effectively as a professional and citizen and locate, evaluate, manage and use information effectively); and 3. Bring historical knowledge to bear upon the understanding of current issues and themes associated with the football industry from a global perspective (ie. be an effective problem-solver in a range of settings, including professional practice, and work both autonomously and collaboratively as a professional).
Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour for one semester.
Required Reading: Hess, R, Nicholson, M, Stewart, B & de Moore, G, A national game: the history of Australian Rules Football, Camberwell, Victoria: Penguin, 2008. Klugman, M, Passion play: love, hope and heartbreak at the footy, Melbourne: Hunter Publishers, 2009.
Assessment: Exercise, Archival field trip report (250 words), 15%. Research Paper, Research paper (2,000 words),, 60%. Examination, Final examination (1.5 hours), 25%. Total effective word limit 3000 words.

AHS0134 Inclusive Recreation Strategies

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit includes an overview of contemporary inclusive practices in the sport and recreation industry and how they comply to government policies and legislation. It provides an insight into the diverse needs of underrepresented marginalised communities/peoples in sport and recreation, and how to evaluate the effectiveness of industry policies and practices for the meaningful inclusion of these groups. Underrepresented communities/peoples include:ethnically diverse and CALD communities, Indigenous peoples, people with disabilities, the homeless, refugees, and the lesbian, gay, bisexual, transgender and intersex (LGBTI) communities.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate an understanding of the diverse needs of population groups that are underrepresented in sport and recreation; 2. Analyse and evaluate inclusive sport and recreation industry policies and practices; and 3. Articulate their personal and professional philosophy of sport and recreation within an inclusive context.
Class Contact: Lectures: 12 x 1.5 hours; Tutorials 12 x 1 hour.
Required Reading: Patterson, I & Taylor, T (eds) 2001, Celebrating inclusion and diversity in leisure, Williamstown, Victoria: HM Leisure Planning.
Assessment: Report, Online training session/analysis report, 10%. Presentation, Group presentation, 20%. Assignment, Written report from group presentation, 30%. Test, Quiz, 40%. Total effective word limit 3000 words.

AHS0144 Theory and Application of Rock Climbing

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit complies with industry standards and requirements as established by the Adventure Activity Standards and administered by the Outdoor Recreation Centre. This unit will introduce students to the activity of rock climbing covering a brief history of its development and explaining the different styles of climbing that exist today. The unit focuses on the use of rock climbing and abseiling as a recreational activity and educational tool for groups within the community.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Appreciate the theoretical, educational, environmental and recreational outcomes of climbing and abseiling; 2. Identify potential hazards in climbing environments and develop risk management strategies to counter these hazards; 3. Safely manage groups through an understanding of effective leadership theory and planning practices; 4. Examine the implications of Department of Education Safety Guidelines in development of rock climbing and abseiling activities; and 5. Demonstrate the required skills to assist in the successful facilitation of climbing experiences, with the opportunity to satisfy the Artificial Surface Climbing Guide qualification.
Class Contact: Lectures: 12 x 1 hour; Tutorials: 12 x 2.5 hours; Field trips: 168 hours.
Required Reading: Dickson, T & Tungwell, M 2000, The risk management document: strategies for risk management in outdoor and experiential learning, ORIC, Sydney, Priest, S & Gass, M 2005, 2nd edn, Effective leadership in adventure programming Venture Publishing, State College PE,
Assessment: Practicum, Practical skills and field work (WIL equivalent) (1500 words),, 50%. Assignment, Written assignments/presentations (1500 words),, 50%.

AHS0242 Theory and Instruction of River Craft

Locations: Footscray Park.
Prerequisites: SSM2202 - Safety in the OutdoorsOr equivalent unit or experience.
Description: This unit of study complies with industry standards and requirements as established by the Adventure Activity Standards and administered by the Outdoor Recreation Centre. This unit aims to impart theoretical, practical and instructional skills in kayaks and open Canadian canoes on still water and down river. Leadership theories, safety and risk management issues (eg. rescue) and procedures for day trips and extended trips with diverse groups will be covered. Students will develop theoretical understandings of river and water flow dynamics and their implication for river travel. As well, they will extend their appreciation of the relationships between rivers and surrounding land, flora and fauna and the need for conservation. The value of river trips in educational and recreational settings will be explored.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Understand the industry context of river craft and have the opportunity to gain their Flat Water Instructor Level 1 and White Water Guide Level 2; 2. Understand the safety issues and risk management of aquatic environments through the exploration of risk management theory and practice; 3. Apply appropriate planning and facilitation strategies to plan and lead trips on Grade 2 rivers; 4. Facilitate and teach specific learning outcomes for diverse groups; 5. Appreciate the environmental issues surrounding inland waterways and utilise minimal impact practices to assist in maintaining the sustainability of this environment; and 6. Appreciate the value of river trips as recreational experiences and educational tools.

Class Contact: Lectures: 12 x 1 hour; Tutorials: 12 x 1.5 hours; Field trips: 140 hours.

Required Reading: Whiting, K & Varette, K 2004, The ultimate guide to white water kayaking, The Heliconia Press, Beachburg, Ontario, Ray, S 2002, Swiftwater rescue field guide, CFS Publishers, Ashville, NC,

Assessment: Practicum, Practical skills and field work (WIL equivalent) (1500 words),, 50%. Assignment, Written assignments/presentations (1500 words),, 50%.

AHS0246 Theory and Application of Ski Touring

Locations: Footscray Park.

Prerequisites: SSM2201 - Bushwalking Leadership

Description: This unit of study complies with industry standards and requirements as established by the Adventure Activity Standards and administered by the Outdoor Recreation Centre. This unit will enable students to apply their understandings of winter alpine environments and theories associated with travel, living and safety experientially. They will gain skills in ski touring and snow camping based on biomechanical analysis of techniques and theories of heat loss and retention. Understanding of the unique alpine environment and the sciences of the complex weather and geological patterns that create it will be applied. Minimal impact practices to ensure sustainability will also be a major focus of this unit. As well, students will develop an appreciation of the physical, mental and social demands and benefits of these activities.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate a theoretical and practical knowledge of alpine environments and the skills required to travel and camp safely in remote locations; 2. Demonstrate strategies to manage and lead groups in remote and extreme environments through an exploration of leadership and group management theory; 3. Explain experiences of a range of survival techniques and risk management processes for alpine environments; and 4. Demonstrate the development of cross-country skiing skills towards gaining an Assistant Instructors qualification.

Class Contact: Lectures: 12 x 1 hour; Tutorials: 12 x 1.5 hours; Camp-based field work: 60 hours.

Required Reading: VBMCLTAB 2002, 2nd edn, Bushwalking and mountaincraft leadership, Victorian Bushwalking and Mountaincraft Leadership Training Advisory Board, Melbourne, Priest, S & Gass, M 2005, 2nd edn, Effective leadership in adventure programming, Venture Publishing, State College, PE,

Assessment: Practicum, Practical skills and field work (WIL equivalent) (1500 words), 50%. Assignment, Written assignments/presentations (1500 words), 50%. Students will be required to demonstrate a range of skills that relate to self and group maintenance in the outdoors and will display a sound understanding of leadership and group management theories as they relate to the adventure programming experience. Written assignments and presentations are developed in conjunction with practical skills and fieldwork. Students will negotiate an area of research and a literature review that relate to an aspect of their studies. The findings of their research will be presented to their peers.

AHS0248 Theory and Application of Mountain Bike Leadership

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study complies with industry standards and requirements as established by the Adventure Activity Standards and administered by the Outdoor Recreation Centre. It also provides students with the opportunity to satisfy the Department of Education and Training requirements for Bike Ed and Cycle On qualifications. This unit will develop the students' ability to safely lead cycling trips of various kinds in a variety of environments. The unit will, after consideration of the mechanical and biomechanical principles of cycling, present students with a range of opportunities to develop their cycling skills both on and off road. They will develop an understanding of relevant cycling rules and regulations (based on state and local laws) and common industry best practice which takes into account environmental issues. Students will be presented with a range of situations through which they will be able to explore safe group leadership, risk management and the facilitation of safe mountain biking trips. The unit focus is the use of mountain biking as a recreational activity and educational tool for groups within the community.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate practical teaching and facilitation strategies in relation to leading groups in a variety of environments; 2. Apply leadership and group management theories related to mountain bike leadership; 3. Understand risk management theory and practice related to the safe conduct of mountain biking experiences; 4. Perform basic safety checks and maintenance on bicycles; 5. Ensure the safe management of groups and individuals; 6. Demonstrate enhanced cycling skills and experience, and develop an understanding of the efficient biomechanics of cycling; 7. Express an appreciation for the bush environment, environmental issues and sustainability practices related to mountain biking; and 8. Understand cycling common practice and the law.

Class Contact: Lectures: 12 x 1 hour; Tutorials: 12 x 1.5 hours; Field time and camps: 60 hours.

Required Reading: Ryan, K 2002, Off road cycling adventures, ORCA Publications, Melbourne, Priest, S & Gass, M 2005, 2nd edn, Effective leadership in adventure programming, Venture Publishing, State College, PE,

Assessment: Practicum, Practical skills and field work (WIL equivalent) (1500 words) ,, 50%. Assignment, Written assignments/presentations (1500 words),, 50%.

AHS1100 Introduction to Sport and Recreation

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit provides students with knowledge and information that are important for all professionals in the sport and recreation industries. It creates a foundation for much of what is covered in other units and applied throughout the graduates' careers. This unit aims to provide students with an understanding of the breadth and depth of the field of sport and recreation. It assists students to develop a personal and professional philosophy about sport and recreation service delivery. Students gain an understanding of the structure and role of government, community organisations and businesses in sport and recreation service delivery, leisure theory, and the role of sport and recreation in the context of current issues in the field.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Explain the range of sport and recreation services in Australia and how these services fit within the wider political, governmental and community context; 2. Identify selected definitions, theories and philosophical concepts related to sport and recreation; 3. Recognise the role of government and its agencies in influencing the structure and development of sport and recreation in Australia; 4. Locate credible references and use this information to write a report about a contemporary sport or recreation issue; 5. Undertake a group project that increases appreciation of the breadth and depth of sport and recreation services available; and 6. Prepare a report that summarises, critically reflects upon and relates to students' direct experiences.

Class Contact: Lectures: 12 x 1 hour; Tutorials: 12 x 1.5 hour.

Required Reading: Veal, AJ, Darcy, S & Lynch, R 2012, 4th edn, Australian leisure, French's Forest, NSW: Pearson.

Assessment: Literature Review, Review contemporary sport and recreation literature on a specific topic of interest to the student (2000 words), 35%. Project, Community sport and recreation delivery group project (600 words per student), 25%. Test, Quizzes and final exam: to demonstrate understanding of key concepts (500 words), 40%.

AHS1107 Sport, Leisure and Society

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study aims to introduce students to the sociology of sport, leisure and Australian society. Key sociological themes and issues will be covered, enabling an understanding of the contemporary social world and how it shapes sport and leisure. Through this knowledge, students will be encouraged to critically examine some of the common assumptions concerning our society, sport and leisure. The ideas developed in this unit are essential to an understanding of sport and leisure planning, programming, management, leadership and marketing, all of which are fundamental processes utilised in the rest of the course. The theoretical assumptions and empirical knowledge base of these major areas of sport and leisure management draw upon sociological concepts, theories and methods of research.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Appreciate the diverse range of social forces that influence our lives as individuals and members of society; 2. Understand how social forces impact on sport and leisure patterns and lifestyles; 3. Explain and evaluate some of the key sociological and sport and leisure concepts and theories; 4. Apply the concepts, theories and ideas introduced in this unit to interpret and critically analyse the inter-relationships of society, sport and leisure; 5. Interpret how society and individuals operate so that they will be better equipped to meet the demands of their future professional career; and 6. Understand and appreciate the socially and culturally diverse Australian community, their sport and leisure services, patterns and needs.

Class Contact: Lecture 1.5 hrs Tutorial 1.0 hr Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour for one semester.

Required Reading: Cookely, J 2001, 7th edn, Sport in society: issues and controversies, McGraw Hill, Boston,, MA, A Book of Readings for Sport, Leisure and Society will be made available to students.

Assessment: Other, Tutorial readings (1000 words), 25%. Other, Ethnography or autobiographical sociology of sport and leisure involvement (alternating years) (WIL) (1500 words), 35%. Examination, End-of-semester examination. Content of unit (500 words, 40%. Ethnography: an essay about a public space used for sport or leisure based on observation and relating type of usage (eg. gender, activity type, ethnicity, social status) to time and on explanatory sociological concepts or theories. Autobiographical sociology of sport and leisure involvement: an essay telling the story of the student's life featuring their sport and leisure involvement focusing on the many social dimensions (eg. family life, schooling, socioeconomic background, gender, ethnicity, race, sexuality) that shape life and life choices.

AHS1108 Sport and the Media

Locations: Footscray Park.

Prerequisites: Nil.

Description: In this unit students gain an understanding of how the media operates within Australian society generally and within sporting contexts specifically. In particular, it examines the way in which the media impacts on sporting clubs, leagues and associations. This unit also provides students with the requisite practical skills to ensure that they can engage in successful media management when employed in the field of sport and recreation management. The underlying theme of this unit is that sport and the media are engaged in a mutually interdependent relationship, in which each benefit from contact with the other.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate critical awareness of how the media operates within Australian society generally and within sporting contexts specifically; 2. Produce a professional media release; 3. Organise and manage a media conference; 4. Research, construct and manage a radio program, internet site, community television program, newspaper article and media kit; and 5. Assess how different sports can position themselves in order to attract publicity and exposure.

Class Contact: Lecture 1.0 hr Tutorial 1.5 hrs Lectures: 12 x 1 hour; Tutorials: 12 x 1.5 hours.

Required Reading: Nicholson, M 2011, Sport and the media: managing the nexus, Routledge: London,

Assessment: Assignment, Weekly commentaries - weeks 1 to 6 (1400 words), 30%. Assignment, Media strategies report - weeks 7 to 11 (1000 words), 35%. Report, Group media content report (600 words), 35%.

AHS1111 Sport History and Culture

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit aims to provide students with a social and cultural framework within which the historical development of Australian sport can be understood. The first part of the unit therefore provides an extended historical overview of the development of sport in Australia from Aboriginal occupation to the late 20th century. The second part of the unit then looks in detail at a number of sports as specific case studies. Special emphasis is given to the development of sport in the Federation era and in the decades immediately following World War II. In this unit, special attention is given to the academic skills of reading, writing and research, complementing the instruction provided in other units.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Explain research methodologies used concerning the origins of Australian sport; 2. Explain the development of sport as a significant social force in Australian life; 3. Find, critically use and analyse primary documents in the field of sport history; 4. Critically discuss and research aspects of sport in an Australian context; and 5. Assess relationships between historical knowledge and the understanding of current issues associated with sport.

Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour.
Required Reading: Cashman, R 2002, Sport in the national imagination, Walla Walla Press, Sydney,
Assessment: Exercise, Tutorial learning activities (600 words), 21%. Research Paper, Research paper (2000 words), 39%. Examination, Final examination (2 hours), 40%.

AHS1116 Sport Administration Foundations 1

Locations: Footscray Park.
Prerequisites: Nil.
Description: Students will be introduced to the structure of the Australian sport industry, and will examine the major issues faced by contemporary sport managers. This unit will also introduce students to the strategies that can be used to bolster the performance of coaches, support staff, players, teams, members and fans. The concept of professionalism will also be addressed, and will focus on strategy, change, culture and quality. Students will also be required to undertake field observations involving the operation of a sport organisation. They will also be introduced to the Career Development Program.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Understand the distinction between sport organisations and the sport industry; 2. Identify, analyse and discuss the various areas of organisation management in the sport industry; 3. Identify, analyse and discuss the sport management environment; 4. Identify, analyse and discuss the fundamental principles of sport management; 5. Identify, analyse and discuss the future challenges facing sport management organisations; and 6. Demonstrate understanding of the various areas of organisational management by designing a sport organisation.
Class Contact: 1.5 hour lecture and 1 hour tutorial each week
Required Reading: Hoye, R, Smith, A, Westerbeek, H, Stewart, B & Nicholson, M 2006, Sport management: principles and applications, Elsevier, Oxford,
Assessment: Other, Online discussions; Workshop participation; Major project., 100%.

AHS1200 Sport and Recreation Management

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit aims to provide students with a comprehensive introduction to the principles of management and their practical application to sport and recreation organisations operating at the community, state/provincial and international levels. The unit is divided into three major areas of sport and recreation management: the sport and recreation management environment; sport and recreation management principles; and future sport and recreation management challenges.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Identify the management factors involved in professional sport through to community sport and recreation; 2. Demonstrate their understanding of the theoretical concepts of strategic management; 3. Describe the key dimensions of an organisational structure; 4. Distinguish between leadership and management; 5. Identify why culture is important to sport and recreation organisations; 6. Understand the characteristics of organisational governance for corporate and non-profit sport and recreation organisations; and 7. Analyse a number of challenges relating to the future of sport and recreation management.
Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour; Field Work: 10 hours.
Required Reading: Hoye, R, Smith, A, Westerbeek, H, Stewart, B & Nicholson, M 2006, Sport management: principles and applications, Elsevier, Amsterdam,
Assessment: Essay, Management and leadership (group): critique the importance leadership plays in a management role (1000 words), 30%. Report, Strategic planning (individual): identify a strategic plan from a selected sport or recreation organisation and analyse (WIL) (1000 words), 30%. Examination, Final examination (300 words), 40%.

AHS1207 Sport and Recreation Career Development 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 to become proactive and strategic career builders and gain an understanding of the variety of career options in the sport and recreation industry sectors. They learn the importance of gaining work-related experience and also develop the self-understanding to improve their career outcomes. Students learn job hunting skills by securing a recreation career placement of their choice. This placement should improve students' career options after graduation. Students must have a valid contract with the university and host organisation for the placement to be valid. Ideas for placements can be found on the Career and Professional Development (CPD) website: www.staff.vu.edu.au/hmrpcpd. Contract applications are to be completed at the CPD website. Once the application is approved an official contract will be sent to the student who must ensure copies are signed and returned to the university before the placement starts.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate significant knowledge and understanding of own learning in relation to work and career choices and requirements; 2. Develop, reflect on and evaluate a broad range of strategies for achieving own career and learning goals; 3. Work individually and/or with others, as both a team member and leader in both formal and informal teams, to complete tasks, evaluate and respond to own and others' performance using given parameters; and 4. Communicate with others, using speech and writing, on a broad range of topics using appropriate language and demonstrating significant control over key genres/text types.
Class Contact: Half day workshop: 3.5 hours; Tutorials: 10 x 2.5 hours; Career placement within sport and recreation industry: 70 hours.
Required Reading: Dressler, A et al 2007, Real jobs to inspire future students, Melb: Victoria University Publication. Dressler, A 2012, Career and professional development report writing guidelines, Melb: Victoria University Publication. Funk, R 2012, Career and professional development guidelines, Melb: Victoria University Publication.
Assessment: Assignment, Holland self-directed search assignment, 15%. Assignment, Personal resume, 20%. Presentation, Information interview class presentation, 15%. Report, Successful completion of a 70-hour recreation career placement with a placement contract and a written report based on placement, 50%. Students are required to attend all classes as much of the personal career development is gained from the class activities, insights, sharing and learning. Career development is experiential. Total effective word limit 3000 words.

AHS1218 Sport Administration Foundations 2

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit of study will cover the following aspects of sport administration: economic and commercial factors that influence the operation of sport; primary and

secondary stakeholders in sport; the special nature of sport, and the implications for the marketing and promotion of sport; tools and procedures for monitoring sport organisation performance.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Understand and explain the economic foundations of sport; 2. Identify and differentiate the markets for sport and the Australian sports market; 3. Use sport stakeholder theories to identify and analyse different stakeholder groups of a sport organisation; 4. Monitor and measure sport organisation performance; and 5. Understand sport consumers' needs, market segmentation, and the use of marketing mix to promote sport services and goods.

Class Contact: 2.5 hours per week or equivalent if delivered flexibly or online.

Required Reading: As directed in the unit CD-ROM.

Assessment: Presentation, In-class presentation and participation, 20%. Test, Two mid-semester quizzes, 20%. Project, Major project, 40%. Case Study, Case study analysis, 20%.

AHS1221 Sport Career Development 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study introduces students to the career development program in sports administration. Students obtain knowledge of the nature of sport careers and the career opportunities available in sport from a variety of sources including: guest speakers working in the sport industry; peer group presentations; web resources; and industry directories and graduate career destination research. The unit provides preparation to go on the placement including: planning sport career placements; setting and writing objectives for the placement; awareness of safety and risk management issues; legal liability and insurance cover; the importance of the online contract system; analysing and evaluating organisations and their programs; and self-evaluation of competency achievements and development while on career placements. Students learn a number of job-hunting strategies and apply these practically to a search using currently advertised positions. The Holland Self Directed Search is completed to introduce students to the importance of self-understanding in career planning and job searching. Information interviewing is also taught to students who then go out into the sport industry to conduct an information interview with a person in a job position to which the student aspires. Students learn job interview techniques and practise job interviewing using position descriptions. Students learn to identify their strengths and competencies through their education, work and extracurricular experiences. These are documented according to the guidelines of the Victoria University Career Portfolio. Students are taught how to develop this portfolio throughout their studies, to identify core graduate attributes and other essential professional competencies and to adapt this as a very effective resume for the job of their choice. Students find a suitable 70-hour placement using a variety of sources: eg. networking, the career placement board and career development database or guest speakers. Students complete a 70-hour placement under the supervision of appropriate industry supervisors and write a comprehensive placement report evaluating the main learning outcomes of the placement.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate familiarity with the field of career and professional development (CPD); 2. Reinforce prior knowledge of online learning and communication techniques; 3. Demonstrate oral presentation and evaluation skills; 4. Appreciate their practical professional experiences in sport; and 5. Demonstrate essential skills for a changing workplace.

Class Contact: 2.5 hours per week using a variety of seminars and online learning activities; 70 hours placement in the field of sport administration.

Required Reading: Career and Professional Development website: www.staff.vu.edu.au/hmrpcpd. Sport Career Development Manual. Sport Career Development Placement Report Writing Guidelines.

Assessment: Participation 10%; Completion of career portfolio 25%; Interview performance 10%; Successful completion of placement that meets all requirements of the placement contract as assessed by the agency supervisor 30%; Completion of the placement report (2000 words maximum) 25%.

AHS2111 Sport Sponsorship

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. Students are given a sound knowledge of the processes and procedures in sourcing sponsorships. The unit concentrates on sponsor objectives and benefits, identifying and approaching sponsors, developing and packaging sponsorship proposals and evaluating the sponsorship. Students are required to prepare and present a sponsorship proposal for an industry partner and obtain industry feedback on the success of the proposal.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Appreciate the process associated with sponsorship packaging; 2. Design strategies to understand sponsorship organisations; 3. Present the development, implementation and evaluation of a sponsorship plan; 4. Apply the concepts related to sponsorship plans; 5. Manage the elements of the sponsorship deal; 6. Apply control and monitoring (evaluation) systems; and 7. Identify how innovative sponsorship efforts lead to renewing and long-term sponsorship contracts.

Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour

Required Reading: A selection of online reading will be prescribed.

Assessment: Report, Sport industry partner evaluation form, 10%. Presentation, Sponsorship proposal, 20%. Assignment, Sport sponsorship proposal - part 1, 30%. Assignment, Sport sponsorshop proposal - parts 1 and 2, 40%. Total effective word limit 3000 words.

AHS2300 Event Management in Sport and Recreation

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit has three main aims: to provide students with a hands-on approach to the theory, processes and procedures in designing, planning, staging and evaluating sport and recreational 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Apply effective communication, teamwork and relationship building with the main event stakeholders; 2. Critically reflect on, evaluate and improve upon individual and team performance during an event management process and write a final event evaluation report; 3. Employ leadership skills, effective teamwork, initiative and problem-solving in the sport or recreation event management process; 4. Apply the theories and professional practices of all stages of the planning, operation and evaluation of sport and recreation event management to a real live event; and 5. Articulate knowledge of the variety of events and the role of diverse service providers

as well as the resources available in the event management field.
Class Contact: Lecture1.0 hrSeminar3.0 hrsTutorial1.5 hrsWorkshop8.0 hrsLectures: 12 x 1 hours; Tutorials: 12 x 1.5 hour; Field work: 20 hours.
Required Reading: Allen, J, O Toole, W, Harris, R & McDonnell, I 2011, 5th edn, Festival and special event management, Wiley, Milton, Queensland,
Assessment: Exercise, Weekly tutorial activities includes quizzes and activities (800 words), 30%. Project, In teams plan and stage an event (1000 words), 30%. Report, Produce and present an evaluative report (1200 words), 40%. Total effective word limit 3000 words. Students need to pass all assessments in order to pass this unit. A minimum of 50% constitutes a pass mark in all tasks.

AHS2301 Sport and Recreation Services Marketing

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit of study draws on marketing theory and practice to provide a framework for a customer-focused approach to sport and recreation service delivery. The unit draws on the content of Sport and Recreation Management as a basis for focused development of sport and recreation service delivery. Sport and Recreation Service Marketing provides students with skills and knowledge to deliver sport and recreation services and will also contribute to their Sport and Recreation Facility Management unit. The unit aims to provide students with an understanding of key marketing concepts and a capacity to apply these concepts in the sport and recreation industry.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Explain the range of marketing concepts and practices that are relevant for different sport and recreation organisations; 2. Analyse marketing practices in sport and recreation organisations by locating, evaluating and managing relevant information to write a report that synthesises relevant literature and observed practice; and 3. Develop and present marketing strategies in applied sport and recreation settings by working in a group, using a range of relevant information to prepare a written report
Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour; Field work: 10 hours.
Required Reading: McCarville, R 2002, mproving leisure services through marketing action, Sagamore, Champaign, Illinois, Morgan, MJ & Summers, J 2005, Sports marketing, Thomson, Sydney,
Assessment: Report, Market review (WIL). Students will be expected to work with a sport or recreation organisation of their choice and prepare a report that summarises an, 40%. Report, Applied marketing strategy (WIL). Groups of three to four students will be expected to develop an applied marketing strategy that relates to a real a, 30%. Examination, final exam. A formal exam will provide students the opportunity to demonstrate their understanding of the key marketing concepts and their application, 30%.

AHS2305 Social Psychology of Recreation

Locations: Footscray Park.
Prerequisites: Nil.
Description: Understanding human interaction, behaviour and decision-making processes is central to leisure, as well as being critical in any group setting, such as you would find in the role of a manager of a work team. This unit provides students with a social science discipline foundation to sport and recreation management. The aim of this unit is to give students an opportunity to inquire into psychological and sociological processes that underlie leisure behaviours and the effects of leisure on the psychological and sociological state of the individual. It is believed that these processes are fundamental to understanding the nature of leisure and leisure behaviours. The unit also looks at the place of leisure in students' personal lives. Thus, this unit seeks to apply psychological concepts and theories to understand human interaction and leisure phenomena. This unit is an extension of Introduction to Sport and Recreation and stands beside the unit Sport, Leisure and Society. The ideas developed in the unit are essential to an understanding of leisure planning, management and marketing, all of which are fundamental processes in all areas of leisure management. Understanding of these areas draws upon perspectives developed in foundation disciplines which include social psychology of recreation.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse the psychological nature (dimensions) of play and leisure and the conditions that help and hinder the experiencing of play and leisure in wide ranging contexts; 2. Contextualise progress through the developmental stages of play in childhood and leisure during adult life; 3. Debate the affective psychological processes such as leisure attitude, personality and motives that are believed to underlie various contemporary leisure behaviours; and 4. Argue how leisure experiences lead to psychosocial outcomes for people including personal development.
Class Contact: Lecture1.0 hrTutorial1.0 hrLectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour.
Required Reading: Mannell, R, Kleiber, D, & Walker, G 2011, Second edition, A social psychology of leisure, Venture: State College, PA.
Assessment: Essay, Short essay - observation, 20%. Essay, Research essay, 30%. Test, Two in-class quizzes - (2 x 25%), 50%. Total effective word limit 3000 words.

AHS2400 Human Resources in Sport and Recreation

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit aims to develop an understanding of people management as it relates to the delivery of sport and recreation services. Topics to be covered include organisational purpose; role design; recruitment; development; change management; and remuneration. This unit builds on the ideas addressed in the Introduction to Sport and Recreation. The understandings and skills gained in this unit will assist students in studies in Career Development and Industry Placements.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Review contemporary concepts and approaches to managing people in the delivery and management of sport and recreation organisations and services; 2. Apply human resource planning and management processes and strategies for effective management of employees and volunteers; 3. Develop strategic management approaches that address the needs and skills of employees and volunteers to ensure they perform their roles effectively and efficiently; 4. Determine the attributes associated with employee wellness and motivation; and 5. Demonstrate understanding of personal relation issues associated with sport and recreation organisations and services.
Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour; Field work: 10 hours.
Required Reading: A selection of online and tutorial readings will be prescribed.
Assessment: Review, Create a human resource review of articles, 30%. Assignment, Develop a human resource management plan, 50%. Presentation, Present on current human resource issues, 20%. Total effective word limit 3000 words.

AHS2404 Recreation and Community Development

Locations: Footscray Park.
Prerequisites: Nil.

Description: This unit provides students with skills to work with communities in order to develop programs and initiatives that meet the changing needs of society. It builds on the ideas that were presented in the units Introduction to Sport and Recreation, Recreation Programming, Recreation Activity Leadership and Sport and Recreation Management. The main topics to be covered include but are not limited to: theoretical foundations of community development; skills required for collaborative-based work; strategies used in community development; working with and listening to community groups; funding and research opportunities; and general understanding of community agencies.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Identify theories and philosophies of community development; 2. Describe strategies used in community development projects; 3. Demonstrate an appreciation and respect for marginalised and diverse groups of people in society; 4. Work with community agencies and use community development strategies to fulfil agency needs; and 5. Demonstrate a working understanding of needs analysis and project development skills.

Class Contact: Lecture1.5 hrsTutorial1.5 hrsLectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour.

Required Reading: Kenny, S 2007, 3rd edn, Developing communities for the future: community development in Australia, South Melb, Vic: Nelson Thomson Learning.

Assessment: Assignment, Agency assignment, 15%. Review, Self reflection, 25%. Report, Written report, 25%. Assignment, Partner / group assignment, 35%. Total effective word limit 3000 words.

AHS2405 Research and Evaluation in Sport and Recreation

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study introduces students to basic concepts and methods associated with research and evaluation in sport and recreation. It seeks to provide students with the understandings, skills and values necessary to conduct basic research and evaluations associated with sport and recreation services. This unit expands the ideas about research and the need for evaluation that students will have encountered in units such as Programming and Leadership and Management and relies on skills that have been developed in computing. The skills learned in this unit will be applied in future units such as Recreation Planning and Policy, Marketing, Facility Design and Community Development.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Understand the nature of sport and recreation research and its application in evaluation of sport and recreation services; 2. Select and design basic research methods (quantitative and qualitative) appropriate to particular sport or leisure service research and evaluation problems; 3. Analyse numerical and verbal information to reach research and evaluative conclusions; 4. Write a research report; 5. Understand the use of output from an evaluation project; and 6. Appreciate the importance of the ethical conduct of research and evaluation of sport and leisure phenomena and services.

Class Contact: Lectures: 12 x 1 hour; Workshops: 12 x 1.5 hours; Field work: 10 hours.

Required Reading: Hendersen, KA & Bialeschki, DM 2002, 2nd edn, Evaluating leisure services: making enlightened decisions, Venture, State College, PA.

Assessment: Test, Mid-semester quiz (50 minutes) (300 words), 25%. Report, Importance-performance research report (WIL) (1000 words), 25%. Project, For example, evaluate the recreation facilities and services of the Aquatic and Fitness Centre at Footscray Park Campus. Develop questionnaire, each s, 20%. Examination, For example, analyse the qualitative comments regarding the Aquatic and Fitness Centre at Footscray Park Campus. Qualitative coding (strengths, weakne, 30%.

AHS3111 Sport Event Administration

Locations: Footscray Park.

Prerequisites: Nil.

Description: During the first half of the semester this unit of study will cover all of the essential event theories including: event planning and budgeting; venue audit; event feasibility; sponsorship; marketing and promotion; risk management; human resource management; project management; teamwork; and event evaluation and fixturing for selected sports events. Students will place all of this theory and practice through working in teams and tutorial groups throughout the semester to plan, organise, stage and evaluate an actual event.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate hands-on experience and competency development in event and project management; 2. Demonstrate knowledge of the theories and application of event and sport event management, project management and effective teamwork principles; 3. Demonstrate knowledge and experience of professionalism in the event management field; 4. Develop effective communication, team work and relationship building with the main stakeholders of events; 5. Critically reflect on, evaluate and improve upon individual and team performance during the event management process; 6. Develop leadership skills, initiative and problem-solving in the event management process; 7. Appreciate all stages of the planning, operation and evaluation stages of event management; and 8. Appreciate a variety of events as well as the resources available in the event management field.

Class Contact: Equivalent to 1 hour lecture and 1.5 hour tutorial. All theory is taught in flexible mode during the first part of the semester.

Required Reading: The Wilkinson Group 1988, The event management and marketing manual, The Event Management and Marketing Institute, Ontario, Canada. McDonnell, I, Allen, J & O'Toole, W 2005, 3rd edn, Festival and special event management, John Wiley and Sons, Brisbane,

Assessment: Examination, Take home exam, 20%. Other, Self-assessment and Team charter, 35%. Report, Major event report, 30%. Other, Lecturers assessment of event, 15%.

AHS3112 Sport Venue and Stadium Administration

Locations: Footscray Park.

Prerequisites: Nil.

Description: The aim of this unit of study is to familiarise students with the administrative functions that support the management and planning of sporting and community facilities, programs and services. Specific attention will be given to: the planning process associated with developing sporting facilities; the role of the administrator in preparing marketing plans; instigating professional work practices in a facility setting; administering short and long term sports and activity programs; the administration of local, state, national and international sporting competitions. Students will also be given a detailed understanding of stadium design principles that relate to the working environment of staff and the needs of spectators.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate knowledge of general sport facility planning, designing and evaluation processes; 2. Demonstrate knowledge of funding sources for facilities; 3. Apply management skills necessary for the successful daily operation,

housekeeping, maintenance, security and control of facilities; 4. Demonstrate knowledge of risk management and special issues in sport venue and facility management; and 5. Apply knowledge and skills from other units such as marketing, financial management and human resource management to management of sporting facilities.

Class Contact: 1.5 hour lecture and 1 hour tutorial each week

Required Reading: Farmer, P, Mulrooney, A & Ammon, R 1996, Sports facility planning and management, Sports facility planning and management,

Assessment: Report, Facility and program evaluation reports, 15%. Project, Group project, 45%. Examination, Examination, 30%. Participation, Participation, 10%.

AHS3113 Ethics and Social Policy in Sport

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study is designed to develop the student's awareness and appreciation of the ethical dimensions of sport management. The unit will facilitate the development of the student's ability to analyse critically various issues, policies, practices and relationships within sport so as to inform sport management and professional work cultures. Special attention will be paid to the development of ethical reasoning and integrity and their practical application to topics such as: anti-doping, match fixing, diversity and anti-discrimination (e.g., gender and sexuality, race, ethnicity and religion, ability and disability); health and safety (e.g., children's rights and protection, animal welfare, environmental protection).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Apply understanding of ethical reasoning skills and integrity to sport and sport management in written form. 2. Use ethical and integrity principles, as well as relevant legislation and policy, to assess a community sport organisation or club in written form. 3. Demonstrate in written form the understanding of ethical and integrity principles, as well as relevant legislation and policy, and support resources and their application to sport management issues and practices.

Class Contact: Lectures: 12 x 1 hours; Tutorials: 12 x 1.5 hours

Required Reading: A reader with all necessary readings for this unit is provided to students.

Assessment: Test, Short Answer, 20%. Case Study, Sport Organisation/Club/Profession Case Analysis, 20%. Assignment, Tutorial Workshop Reports, 50%. Assignment, Online Course Completion, 10%.

AHS3114 Sport and Recreation Facility Management

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study is designed to provide students with theoretical knowledge and practical experience with the administrative functions that support the management, planning and evaluation of sporting and community venues and facilities. The unit draws on the content in Sport and Recreation Management, Sport and Recreation Service Marketing and Human Resources in Sport and Recreation as a basis to address the issues and problems in Sport and Recreation Facility Management. The skills and knowledge students obtain in this unit contributes to their sport and recreation career development. 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Outline and apply general sport and recreation facility planning, design and evaluation processes; 2. Demonstrate management skills necessary for the successful daily operation, housekeeping, maintenance, security and control of facilities; and 3. Apply knowledge and skills learned from other units such as marketing, financial management and human resource management to management of sporting and recreation facilities.

Class Contact: Lecture1.0 hrTutorial1.5 hrsLectures: 12 x 1.5 hours; Tutorials/WebCT: 12 x 1.5 hour; Field work: 15 hours.

Required Reading: Westerbeek, H, Smith, A, Turner, P, Emery, P, Green, C & Lennuwen, L 2006, Managing sport facilities and major events, Crow's Nest, NSW: Allen & Unwin. Ammon, R, Southall, R & Blair, D 2004, Sport facility management: organizing events and mitigating risks, Morgantown, WV: Fitness Information Technology

Assessment: Report, Field trip review: prepare a report that summarises and critiques facility management practices (WIL) (1000 words), 25%. Report, Facility performance evaluation report: (groups of 3 to 4) collect data and evaluate the performance of a sport or recreation facility (1200 words), 45%. Examination, Demonstrate understanding of key facility management concepts and theories and their industry application (800 words), 30%.

AHS3213 Sport Career Development 2

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study is a culminating career-focused unit designed to assist students' career decision-making and goal-setting for graduate employment. A career map is developed using: a range of self-understanding activities; work integrated learning experiences; part-time/casual employment experiences and units studied during the course. This map provides students with sufficient information to identify career goals and design an action plan to reach these goals. The unit then provides for students to use job-hunting strategies to establish a work integrated learning placement of their choice. Strategies include: searching newspapers and the internet; networking; writing targeted resumes (based on their portfolios); and job interviews. Each student is encouraged to select and secure their final placement strategically - so that they optimise their placement experience, their networking opportunities and possible employment opportunities. All of these outcomes should be aligned to their career goals. Students will develop generic sports administration skills and augment specific skill areas (ie. marketing, event management, research, sport development, facility management) during their supervised placement.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Record valuable practical experience in sport in their resume and discuss during future job interviews; 2. Enhance their employability in the sports industry through experience gained, and skills developed, during a 175-hour field placement; 3. Improve their network of sport industry contacts; and 4. Reinforce and add to their prior knowledge of online learning and communication techniques.

Class Contact: Equivalent to one hour per week classroom learning and 200 hours in the field on placement.

Required Reading: Sport Career Development Manual developed by HMRP staff. Sports Career Development Placement Report Writing Guidelines. Career and Professional Development website www.staff.vu.edu.au/hmrpcpd.

Assessment: Section A: completion of all self-understanding activities contained in the My career booklet provided. Career map: summary of career goals and action plan. Section A is worth 20% of overall grade. Section B: contract for work integrated learning placement. Completion of 200 hours of placement; written report on placement (max 2000 words); submission of satisfactory evaluation from work

placement supervisor including graded assessment. Section B is worth 60% of overall grade. Section C: completion of career portfolio. Section C is worth 20% of overall grade.

AHS3502 Recreation Planning and Policy

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit of study examines concepts and steps associated with community recreation planning and policy processes. The unit aims to introduce students to recreation planning and policy and develop the knowledge and skills to affect a number of different strategies and approaches to the development and evaluation of recreation plans and policies. The main skills in the role of recreation planner are taught and the relationships between recreation planning and urban, regional, state and national policies are analysed. The impacts of planning and policy development on facility development, program delivery and community development are analysed. Understandings of planning concepts and techniques, including gathering information and understanding community needs, feasibility studies, policy development, interpretation of existing policies and recognising the political processes associated with policies and planning are developed. This unit complements and further develops material introduced in Society and Leisure, Management, Marketing, Programming and Leadership units. This unit of study will cover the following topics: recreation planning and policy context; recreation planning's impact on urban, regional, state and National policy and development; goals and objectives; recreation needs assessment, recreation benefits analysis; recreation planning methodology, development of project briefs; community consultation; management plans; policy development; and feasibility studies.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Evaluate the nature of recreation policies and their role in guiding the recreation planning process; 2. Prepare a recreation policy document; 3. Analyse and review existing recreation planning projects; 4. Demonstrate an understanding of the range of recreation planning techniques and the ability to apply them; 5. Interpret and explain government policy as it relates to recreation planning; and 6. Plan the stages of a recreation planning process and evaluate the outcomes of the process.
Class Contact: Seminar 2.5 hrs One 1.5 hour lecture and one 1 hour tutorial per week for one semester.
Required Reading: A list of essential materials to be provided to students in the Unit Guide,
Assessment: Other, Learning diary (3 parts at 10% each), 30%. Assignment, Assignment (3 parts), 45%. Examination, Formal examination, 25%. Total effective word limit 3000 words.

AHS3503 Legal Issues in Sport and Recreation

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit of study examines selected prominent legal issues affecting the sport and recreation industries in Victoria and Australia-wide. It analyses the relationship between Federal, State and Local government law on a range of topics, including: personal injury (negligence and insurance law); contract and employment issues; land access; management and maintenance; anti-discrimination law and certain criminal offences dealing with sexual assault and child abuse, while providing guidance for students on when to obtain legal representation; and how to identify a potential legal problem.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Understand a range of legal issues, and their consequences, relevant to the professional experience of employees and independent contractors in the field of recreation management; 2. Understand terms, institutions, sources, content and practices of law in society as they apply to professional activities in the recreation industry (courts visits); 3. Appreciate the importance of legal relations through the law of contract, as well as aspects of dispute prevention and resolution, including litigation as a last resort; 4. Understand common law duties of care and their relationship with professional indemnity insurance in the area of accident compensation; 5. Appreciate the role of human rights and anti-discrimination law in terms of staff management and access to recreational services; 6. Understand various rights and obligations under criminal and employment laws; 7. Identify problems with legal dimensions, and to develop viable and preventative risk management strategies (sport or recreation organisations [including local government] legal issues); 8. Use analytical procedures to assess the effectiveness of legal regulation, formal dispute resolution and prevention in the field of recreation; and 9. Deal with legal practitioners and sources of law.
Class Contact: Lecture 1.5 hrs Tutorial 1.0 hr Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour; Field work: 10 hours.
Required Reading: Online resources associated with Government and law institutions: Australasian Legal Information Institute database (www.austlii.edu.au).
Assessment: Test, Mid-semester test (500 words), 30%. Presentation, Group presentation on a selected legal issue (WIL) (1500 words per student), 30%. Examination, End-of-semester take home examination (WIL) (1000 words), 40%.

AHS3505 Sport Recreation and Sustainability

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit of study aims to provide students with a comprehensive introduction to the concepts, principles and strategies of environmentally sustainable sport and recreation management in the 21st century. This unit is divided into four major themes: emerging environmental, social, economic and regulatory pressures for sustainable sport and recreation management in the 21st century; sustainability: the broad response to environmental degradation and its historical development; principles and strategies for sustainable sport and recreation management; and climate change: key concepts, implications for sport and recreation management, and principles and strategies for sport or recreation management in a carbon-constrained 21st century.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate their understanding of the concept of sustainability: the broad response to environmental degradation; 2. Demonstrate their understanding of the need for sustainable sport and recreation management practices by evaluating the environmental, social, economic and regulatory pressures emerging in the 21st century; 3. Understand the fundamentals of climate change: its key concepts, implications for sport and recreation management, and strategies for sport or recreation organisations in a carbon-constrained 21st century; and 4. Define, understand and apply principles and strategies for sustainable management to sport and recreation case studies.
Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs Lectures: 12 x 1 hour; Tutorials: 12 x 1.5 hours; Field work: 6 hours.
Required Reading: Chernushenko, D & The United Nations Environment Programme (UNEP) 2001, Sustainable sport management: running an environmentally, socially and economically responsible organization, Green and Gold Inc, Ottawa,

Assessment: Review, Critical Review (500 words), 20%. Presentation, Group research presentation (WIL) (500 words), 20%. Project, Individual project (WIL) (2000 words), 60%. Critical review of learning resources: Students critically review specified learning resources related to emerging environmental, social, economic and regulatory pressures for sustainable sport and recreation management. Group research presentation: Students (in pairs) research a sport or recreation organisation, critically evaluate its current practices for sustainable management, and make recommendations for improvement. Individual project: Using the unit literature and case studies, students prepare a report that applies principles, concepts and strategies of sustainable sport and recreation management to a sport or recreation organisation. Students are to discuss the organisation's needs in a carbon-constrained operating environment and options for carbon management.

AHS3507 Sport, Recreation and Social Responsibilities

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study provides students with the opportunity to participate in a group-based, structured and self-contained, work-integrated learning project. Students will learn how the concepts of sport and recreation for development, social responsibility, corporate citizenship, social cause endorsement, and cause-related marketing are introduced and applied in the sport and recreation industry. Students will then utilise these concepts to work with various stakeholders, and use their strategic management, problem-solving, team building and interpersonal skills to complete a socially responsible community project for a sport or recreation organisation.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate a good understanding of the concepts of sport and recreation for development, social responsibility, corporate citizenship, social cause endorsement, and cause-related marketing and how these concepts are applied in the sport and recreation industry; 2. Develop socially responsible community projects for sport and recreation organisations; 3. Work effectively in teams on sport and recreation industry-based projects and problems; and 4. Communicate effectively with all stakeholders in the industry project.

Class Contact: Lab1.0 hrLecture1.0 hrTutorial1.5 hrsLecture: 12 x 1 hour Tutorial: 12 x 1.5 hours for one semester

Required Reading: Maylor, H 2003, 1st edn, Project management, Harlow, Essex: Pearson Education Limited

Assessment: Journal, Online journal to be submitted during week 3 - 6, 30%. Presentation, Project plan presentation, 10%. Performance, Peer Performance Evaluation, 10%. Project, Final project plan, 50%. Total effective word limit 3000 words.

AHS3600 Sport and Recreation Career Development

Locations: Footscray Park.

Prerequisites: Either AHS1207 Sport and Recreation Career Development 1 or AHE2213 Career and Professional Development 2.

Description: This unit is designed to facilitate a successful transition to employment in the fields of sport and recreation management and 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 action 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 student's current employment status.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse skills, career values and personality to gain a clear career direction; 2. Advance self-marketing skills for lifelong career development focussing on communicating achievements during job interviews and professional image management; 3. Adapt and synthesise theoretical knowledge and skills to the workplace by undertaking a career placement in a responsible, accountable and collaborative manner; 4. Build on existing business communication skills and practices to enhance capability to be an effective professional communicator; and 5. Exercise independent critical thinking, practices and judgements and reflect within the career placement at the workplace setting.

Class Contact: Lecture2.5 hrsTutorial2.5 hrsWorkshop5.5 hrsEach student is required to attend and complete all assessment activities during three 2.5 hour tutorials, one career networking event, a two day workshop at the end of semester and a 140 hour placement.

Required Reading: Class materials to be provided to students during their first tutorial.

Assessment: Portfolio, Completion of a range of self-marketing activities including an updated resume, business card, career pitch to be used at a business event, 20%. Case Study, Analysis of personal data to gain definite career directions, 30%. Report, Completion of a 140 hour career placement and professional report, 50%. Total effective word limit 3000 words.

AHS4031 Honours Thesis (Full-Time)

Locations: Footscray Park.

Prerequisites: Nil.

Description: The Honours Thesis is designed to be an educational experience that gives students the opportunity to conceptualise, design, implement and evaluate a specific research project related to sport administration. Unlike a Masters or Doctoral thesis, the Honours thesis is not expected to, although it may, contribute to a discipline's body of knowledge. The broad aim of the Honours thesis is to promote the development of the student as an independent researcher. The specific aims are to develop and use the knowledge and skills necessary to conduct a research project and present a formal written thesis. The student should generally be able to display the resourcefulness and academic rigour required of an independent researcher. More specifically the student should be able to: identify/construct a research problem or issue; review the relevant literature; determine appropriate methods (including ethics) to study the problem; collect and analyse data, using suitable quantitative, qualitative or other appropriate methods and techniques; report the results, discuss the results in the context of the review of literature, draw conclusions, evaluate the process undertaken and make recommendations for future research and for practice; and present the whole process clearly and accurately in a formal thesis normally between 10,000 and 20,000 words.

Credit Points: 48

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Conduct a research project; 2. Present a formal written thesis; 3. Demonstrate an understanding of the depth and breadth of knowledge and skills associated with a particular research area; and 4. Demonstrate the academic rigour to design, carry out and evaluate a sports administration related research project.

Class Contact: Tutorial2.0 hrsThe research process will be monitored by regular meetings with the supervisor in light of the agreed-upon project proposal.
Required Reading: To be advised by the supervisor in consultation with the student.
Assessment: The final thesis will be examined by two academics with expertise in the specific area of the research. These may be internal or external to the School and will not include the supervisor. This examination will constitute 100% of the assessment. Each examiner will independently recommend one of the following outcomes to his/her assessment of the thesis: pass without further examination; pass unit to corrections to the satisfaction of the School's Honours Courses Committee; deferred for resubmission after major revision; fail. In the event that there is a major disagreement between the examiners, a third examiner will be appointed. An additional requirement of the unit is that the student must make at least two oral presentations to members of the Sport Management and Policy Division throughout the duration of their honours year on topics related to their thesis.

AHS4032 Honours Thesis (Part-Time)

Locations: Footscray Park.
Prerequisites: Nil.
Description: The Honours Thesis is designed to be an educational experience that gives students the opportunity to conceptualise, design, implement and evaluate a specific research project related to sport administration. Unlike a Masters or Doctoral thesis, the Honours thesis is not expected to, although it may, contribute to a discipline's body of knowledge. The broad aim of the Honours thesis is to promote the development of the student as an independent researcher. The specific aims are to develop and use the knowledge and skills necessary to conduct a research project and present a formal written thesis. The student should generally be able to display the resourcefulness and academic rigour required of an independent researcher. More specifically the student should be able to: identify/construct a research problem or issue; review the relevant literature; determine appropriate methods (including ethics) to study the problem; collect and analyse data, using suitable quantitative, qualitative or other appropriate methods and techniques; report the results, discuss the results in the context of the review of literature, draw conclusions, evaluate the process undertaken and make recommendations for future research and for practice; and present the whole process clearly and accurately in a formal thesis normally between 10,000 and 20,000 words.
Credit Points: 24
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Conduct a research project; 2. Present a formal written thesis; 3. Demonstrate an understanding of the depth and breadth of knowledge and skills associated with a particular research area; and 4. Demonstrate the academic rigour to design, carry out and evaluate a sports administration related research project.
Class Contact: The research process will be monitored by regular meetings with the supervisor in light of the agreed-upon project proposal.
Required Reading: To be advised by the supervisor in consultation with the student.
Assessment: The final thesis will be examined by two academics with expertise in the specific area of the research. These may be internal or external to the School and will not include the supervisor. This examination will constitute 100% of the assessment. Each examiner will independently recommend one of the following outcomes to his/her assessment of the thesis: pass without further examination; pass unit to corrections to the satisfaction of the School's Honours Courses Committee; deferred for resubmission after major revision; fail. In the event that there is a major disagreement between the examiners, a third examiner will be appointed. An additional requirement of the unit is that the student must make at least two oral presentations to members of the Sport Management and Policy Division throughout the duration of their honours year on topics related to their thesis.

AHS7055 Contemporary Issues in Sport Administration

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit of study will cover specific themes and issues that will improve students' understanding of the context in which sport operates, and allows an in-depth examination of a sport activity or policy initiative. Topics will be rotated to take account of a crisis or incident, and special developments. Topics will include: the culture and practice of cricket; the business and culture of horse racing; and the economics of professional sport leagues.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Explain the organisation and operation of contemporary sport; 2. Identify the key cultural and commercial forces operating in contemporary sport; 3. Diagnose the operation and performance of a sport organisation, event or league; 4. Understand how the stucture and organisation of sport impacts upon its operation; and 5. Understand how the culture of a sport impacts upon its operation.
Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour; Field work: 10 hours.
Required Reading: Cashmore, E 2000, Sports culture, Routledge, London,
Assessment: Other, Mid-semester quiz (200 words), 20%. Report, Individual report (800 words), 30%. Case Study, Case study (2000 words), 50%.

AHS7056 Player Management in Sport

Locations: Footscray Park, City Flinders.
Prerequisites: Nil.
Description: This unit of study develops students' understanding of the fundamentals of effective player management, and how it impacts on player development and welfare. This will be done through a study of the relationship between players, coaches and officials, and the strategies that management use to control the behaviour and conditons of players.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Explain the ways in which commercialisation impacts on the roles and responsibilities of players in sports organisations; 2. Identify the key legal paramaters that provide the basic working conditions for players 3. Identifty the basic rights of players in sports organisations; 4. Identify the obligations that players have to sports organisations and the broader public; 5. List the fundamental provisions of a standard player employment contract; 6. Explain what a collective bargaining agreement is, how it might be negotiated, and the influence of player unions and associations on the process; 7. Explain what player welfare involves, and how player welfare programs are managed; and 8. Understand the role of player agents and their relationship with sports organisations.
Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour; Field work: 10 hours.
Required Reading: Berry, R & Staudohar, P 1996, Playing for dollars: labor relations and the sports business, Cornell University Press, New York.
Assessment: Other, Mid-semester quiz on rights and responsiblities of players in professional sports (200 words), 20%. Report, Individual report that analyses a collective bargaining agreement (300 words), 30%. Case Study, Case study of the player welfare program of a sports organistion that requires observations and interviews in a sports organisation setting (2500 word, 50%.

AHX0010 Olympic Studies

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit of study aims to provide students with knowledge and critical understanding of the globalisation of the modern Olympic Games. It does this by examining in detail the historical, political, cultural, philosophical and economic literature pertaining to the Olympic movement. The unit aims to give students an awareness of the relationships between the Olympic Games and sport, culture and tourism, especially as they relate to Australia in a global context.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate their knowledge of the Olympic movement in terms of its history, structure, functions, controversies and other relevant issues; and 2. Demonstrate their technical skills in various information technology areas, including the use of Web CT, Powerpoint, website-based research, etc.
Class Contact: Lecture 2.0 hrs Tutorial 1.0 hr Seminars: 12 x 2.5 hours for one semester.
Required Reading: Hill, CR 1992, Olympic Politics, Manchester University Press, Manchester. Gordon, H 1994, Australia and the Olympic Games, University of Queensland Press, St Lucia. Guttman, A 1992 The Olympics: a history of the modern games, University of Illinois Press, Urbana.
Assessment: Assignment, Written assignments and presentations, 60%. Examination, Final examination, 40%.

AHX0015 Sport and Culture Research Seminar

Locations: Footscray Park.
Prerequisites: Nil.
Description: This elective research seminar provides an opportunity for students with a strong interest in the social sciences or humanities of sport to consider elected current research issues and topics in sport from multidisciplinary social sciences and humanities perspectives. The unit will be run partly in conjunction with departmental sport and culture-related seminars attended by fourth year honours students, graduate research students and lecturing staff currently researching in the social sciences and humanities areas.
Credit Points: 12

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

- Critically research, interpret, and then verbally discuss contemporary aspects of sport and culture from a multidisciplinary perspective;
- Bring historical, philosophical and sociological knowledge to bear upon written understandings of current issues associated with sport and culture;
- Display in written and verbal form, an advanced appreciation of different theoretical and methodological approaches to the study of sport and culture.

Class Contact: Two hours per week for one semester comprising one two-hour seminar.
Required Reading: To be advised by lecturer.
Assessment: Papers, debates, presentations, projects 100%.

AHX5017 Cardiorespiratory and Metabolic Physiology for Rehabilitation

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit of study will include: cardiac patho-physiology and rehabilitation: ischemic, myocardial, pericardial and valvular disease, heart failure, hypertension, electrocardiography; stroke (cerebro-vascular accident): cardio-respiratory deficits; pulmonary diseases: asthma, chronic bronchitis and emphysema, pneumonia, bronchiectasis, cystic fibrosis, tuberculosis, respiratory distress syndrome, acute respiratory tract infections; metabolic/neuro-hormonal conditions: obesity, diabetes, chronic fatigue syndrome, anaemias; inflammation, infection control (including wound management) and haemostasis
Credit Points: 8
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate knowledge of: cardiac pathophysiology and rehabilitation: ischaemic, myocardial, pericardial and valvular disease, heart failure, hypertension, electrocardiogaphy; 2. Demonstrate knowledge of: stroke (cerebro-vascular accident), cardiorespiratory deficits, pulmonary diseases, asthma, chronic bronchitis and emphysema, pneumonia, bronchiectasis, systic fibrosis, tuberculosis, respiratory distress syndrome, acute respiratory tract infections; and 3. Demonstrate knowledge of: metabolic/neurohormonal conditions: have a knowledge of inflammation, infection control (including wound management) and haemostasis.
Class Contact: Two hours of lectures per week for one semester.
Required Reading: American College of Sports Medicine 1998, 3rd edn, ACSM's resource manual for guidelines for exercise testing and exercise prescription, Baltimore: Williams and Wilkins. Hampton, JR 1997, 3rd edn, The ECG made easy, Edinburgh: Churchill Livingstone. Huff, J, Doernbach, DP & White, RD 1993, 2nd edn, ECG workout: exercises in rhythm interpretation, Philadelphia: JB Lippincott. McCance, KL & Huether, SE 1998, 3rd edn, Patho-physiology: the biological basis for disease in adults and children, St Louis: Mosby. Van de Graaf, KM 1998, 5th edn, Human anatomy, Boston: WCB/McGraw Hill.
Assessment: Attendance and participation 10%; Mid-semester exam 30%; End-of-semester exam 60%.

AHX5018 Exercise Prescription for Musculo-Skeletal and Neurological Conditions

Locations: Footscray Park.
Prerequisites: AHX5042 - Musculo-Skeletal Physiology for Rehabilitation Nil.
Description: Exercise prescription for the following conditions: soft tissue, bone and joint injuries; extensive content on low back pain: spinal surgeries including laminectomies, fusions, discectomies and pain management; arthritis: osteo, rheumatoid, gout, ankylosing spondylitis; osteoporosis; stroke and acquired head injury; spinal cord injury; multiple sclerosis; Parkinson's disease; muscular dystrophy; knee and shoulder reconstructions; knee and hip replacements; and dementias. Exercise modes will include: hydrotherapy; Pilates exercise; Swiss Balls; stabilisation of lumbar, cervical and scapular segments; modified equipment; exercise for people in a wheelchair; gait aids; balance training/assessments.
Credit Points: 8
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Take clinical histories and conduct physical examinations of clients with musculoskeletal and/or neurological conditions; 2. Identify exercise goals and barriers to exercise among clients with musculoskeletal and/or neurological conditions; 3. Identify risks associated with exercise, and contraindications to exercise, among clients with musculoskeletal and/or neurological conditions; 4. Discuss and explain a broad range of evidence-based exercise interventions useful among clients with musculoskeletal and/or neurological conditions; and 5. Safely apply a broad range of evidence-based exercise interventions useful among clients with musculoskeletal and/or neurological conditions.

Class Contact: Four hours per week for one semester.
Required Reading: Brukner & Khan 2007, 3rd edn, Clinical sports medicine, Sydney, Australia: McGraw Hill.
Assessment: Case Study, Musculoskeletal case study, 20%. Examination, Written final exam, 40%. Examination, Practical hurdle exam, 40%. Minimum effective word limit 5000 words.

AHX5029 Exercise Prescription for Work

Locations: Footscray Park.
Prerequisites: Nil.
Description: Students will develop skills in the prescription of both individual and group work-orientated programs involving workers in simulated or actual work tasks and activities that are structured and progressively graded. Aqua-exercise and hydrotherapy and other modes of exercise conditioning will be included. Students will develop expertise in the design and implementation of programs that increase physical power and capacity, and productivity, with the goal of training workers to remain at, or return to, suitable employment. The unit will provide students with advanced skill training in the assessment of injured or disabled workers to identify and specifically measure the limitations and deficits of clients against the type of work the client will be/is required to perform in the workplace. Students will also develop their skills in the education of the injured worker to maintain sound physical and physiological habits to avoid further injury. This will include: the ability to conduct individual and group training programs in manual handling techniques; lumbar stabilisation programs; back care education as well as work break exercise programs; injury prevention strategies; pain management and modification of exercise equipment for people with disabilities.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:
1. Practise exercise physiology in the workplace with the emphasis on interactions between an individual worker's physical capacities the physiological demands of the job and local environmental stressors, all of which students will learn to measure, analyse, report and communicate.
Class Contact: Two hours per week for one semester.
Required Reading: Åstrand, PO 2003, Textbook of work physiology: physiological bases of exercise, Human Kinetics, Champaign, Illinois. American College of Sports Medicine 2001, ACSM's resource manual for guidelines for exercise testing and exercise prescription, 4th edn, Williams and Wilkins, Baltimore. Karasek, R & Theorell, T 1990, Healthy work: stress, productivity and the reconstruction of working life, Basic Books, New York. Moore, KL & Dalley, AF (eds), Donohoe, LS & Moore, M 1999, Clinically oriented anatomy, 4th edn, Lippincott Williams and Wilkins, Philadelphia. Skinner, JS 2003, Exercise testing and exercise prescription for special cases, 3rd edn, Lippincott Williams and Wilkins Publishers, Philadelphia.
Assessment: Oral presentation (comprising 20% each for the oral presentation and the accompanying written case study) 50%; Log book 50%.

AHX5031 Physiological Testing for Rehabilitation

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit of study aims to provide students with knowledge and skill in the application of physiological techniques and protocols used to assess human movement and exercise performance with an emphasis on people recovering from injury or illness or people with permanent disabilities. The unit revisits those techniques that students have previously used in the assessment of exercise performance in able-bodied people (including athletes) and then progresses to modifications of those techniques for use in exercise rehabilitation. The former include the measurements of skin-fold thicknesses, VO2 max, anaerobic threshold, acid-base responses to acute exercise, normal exercise electrocardiography and lung function while the latter includes VO2 peak, pathological electrocardiography, cardiovascular responses to exercise, blood lipids, interpretation of pulmonary function and dysfunction in exercise and the assessment of balance.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:
1. Apply physiological techniques and protocols to assess human movement and exercise performance with an emphasis on people recovering from, or living with, injury or illness.
Class Contact: Two hours per week for one semester.
Required Reading: ACSM 2005, 2009, 5th & 6th edns, ACSM's resource manual for guidelines for exercise testing and prescription, Baltimore: Lippincott Williams & Wilkins Hampton, JR 1986, 3rd edn, The ECG made easy, Edinburgh: Churchill Livingstone Skinner JS 1987 Exercise testing and exercise prescription for special cases, Philadelphia: Lea and Febiger West, JB 1990, 4th edn, Respiratory physiology: the essentials, Baltimore: Williams & Wilkins
Assessment: Attendance and participation 10%; Laboratory reports 60%; Practical examination 30%.

AHX5033 Biomechanics Theory and Practice for Rehabilitation

Locations: Footscray Park.
Prerequisites: Nil.
Description: The theoretical component of this unit of study will provide students with general knowledge of the mechanical properties of biological materials and examine the biomechanical aspects of selected joints and the mechanics of movement applied to normal and pathological states. The practical part of the unit of study will provide students with knowledge of the biomechanical techniques used to assess human movement with an emphasis on injured or disabled individuals, and practical skills that will enable students to assess muscular function. This will include the following topics: measurement and analysis of human gait; video analysis of human motion; anthropometry; foot pressure sensors and force platform analysis; recording and interpretation of electromyography (EMG) signals; and isokinetic dynamometry.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:
1. Demonstrate general knowledge of the mechanical properties of biological materials, biomechanical aspects of selected joints, and the mechanics of movement as they apply to normal and pathological states; 2. Demonstrate knowledge of the biomechanical techniques used to assess human movement with an emphasis on injured or disabled individuals; and 3. Demonstrate practical skills necessary to assess muscular function
Class Contact: One one-hour lecture plus one two-hour laboratory session per week for one semester.
Required Reading: Enoka, RM 1994, Neuro-mechanical basis of kinesiology, 2nd edn, Human Kinetics, Champaign, Illinois. O'Sullivan, SB & Schmitz, TJ 1994, Physical rehabilitation: assessment and treatment, 3rd edn, FA Davis Company, Philadelphia. Rose, J & Gamble, JG 1994, Human walking, Williams and Wilkins, Baltimore and Maryland. Whittle, MW 1991, Gait analysis: an introduction, Butterworth Heinemann, Oxford.
Assessment: Mid-semester exam 20%; Final examination 30%; Laboratory reports (2 @ 1000 words each) 30%; Assignment (1500 words) 20%.

AHX5034 Exercise Physiology in the Workplace

Locations: Footscray Park.
Prerequisites: Nil.

Description: Students will practise the measurement, interpretation and communication of physiological data of workers and how these inter-relate to workers' exposure to environmental and occupational stressors. Measurements will include: functional capacity evaluations (FCE); functional job analyses (FJA); and descriptions (FJD) and the subsequent matching of workers' FCEs to the physical demands of their jobs, as identified by the FJAs and FJDs. Students will simulate the application of these in the areas of 'work conditioning' (for the job) and matching workers to jobs that they can manage in terms of physical capacity and skill (pre- or early-employment screening). Environmental and occupational stressors that students will investigate include any combination of: cold and heat stress; repetitive movement over the course of a shift; vibration; awkward postures and positions; high loads; endurance demands; mental and psychological stressors. Issues around fatigue management and the minimisation of human error to prevent injury will be emphasised. Students will explore the role of exercise conditioning for manual process and office workers in managing risk factors (including lifestyle factors) and/or current or past injury or preventable illness. They will also practise the prescription of both individual and group work-orientated exercise programs involving workers in simulated or actual work tasks, mainly in healthy workers, but including those recovering from injury or lifestyle-related illness.
Credit Points: 8
Class Contact: Two hours per week comprising a blend of lectures, group and laboratory work, supplemented by online teaching and mentoring (WebCT).
Required Reading: Åstrand, PO 2003, Textbook of work physiology: physiological bases of exercise, Human Kinetics, Champaign, Illinois. American College of Sports Medicine 2004, ACSM's resource manual for guidelines for exercise testing and exercise prescription, 4th edn, Williams and Wilkins, Baltimore. Karasek, R & Theorell, T 1990, Healthy work: stress, productivity and the reconstruction of working life, Basic Books, New York. Moore, KL, Dalley, AF (eds), Donohoe, LS & Moore, M 1999, Clinically oriented anatomy, 4th edn, Lippincott Williams and Wilkins, Philadelphia. Skinner, JS 2003, Exercise testing and exercise prescription for special cases, 3rd edn, Lippincott Williams and Wilkins Publishers, Philadelphia.
Assessment: Note: Core Graduate Attributes do not apply to postgraduate programs at this time. Literature review (2000-3000 words) 40%; Case report (1200 words each, excluding graphs, diagrams, tables, references) 30%; Laboratory skills and competencies 30%.

AHX5041 Functional Anatomy

Locations: City Flinders.
Prerequisites: Nil.
Description: This unit of study content will include: the physical properties of bone and collagenous tissues, arthrology, muscular system, an overview of the nervous system; functional anatomy of the joints: shoulder complex, forearm, wrist and hand complex, hip joint complex, knee complex, ankle foot complex; vertebral column, posture, locomotion, anatomy and performance.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Know the physical properties of bone and collagenous tissues, arthrology, muscular system, and an overview of the nervous system; 2. Understand the functional anatomy of the joints: shoulder complex, forearm, wrist and hand complex, hip joint complex, knee complex, and ankle foot complex; and 3. Demonstrate knowledge of the vertebral column, posture, locomotion, anatomy and performance.
Class Contact: Two hours of lectures and two hours of practical per week for one semester.
Required Reading: Moore, KL, Dalley, AF (eds), Donohoe, LS & Moore, M 1999, Clinically oriented anatomy, 4th edn, Lippincott Williams and Wilkins, Philadelphia.
Assessment: Final examination 60%; Ongoing assessment 10%; Flag-race (practical) exam 30%.

AHX5042 Musculo-Skeletal Physiology for Rehabilitation

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit of study will include: mechanisms of injury and repair in skeletal muscle and other soft tissues, bones and joints; chronic pain management; low back pain: spinal surgeries including laminectomies, fusions, discectomies and pain management; arthritis: osteo, rheumatoid, gout, ankylosing spondylitis; osteoporosis; stroke (cerebro-vascular accident): musculo-skeletal deficits; knee and shoulder reconstructions; knee and hip replacements; detrimental effects of long term inactivity and bed rest.
Credit Points: 8
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Recognise signs and symptoms in relation to the musculo-skeletal conditions covered in the unit; 2. Understand the natural histories of musculo-skeletal diseases; 3. Demonstrate basic knowledge and modes of self-learning for the medical, surgical and physical therapies that are effective for people with the conditions; 4. Understand the role of exercise in the management of these diseases; and 5. Gather knowledge of the indications and contraindications of exercise.
Class Contact: Four hours of lectures per week for one semester. Weeks 1 to 6 inclusive will consist of theory content (muscles, joints, tendons and ligaments and associated assessment procedures and pathological conditions). Weeks 7 to 12 will consist of practical classes covering the assessment of said muscles, joints, ligaments and tendons through Observation, palpation of anatomical landmarks and muscles/tendons/ligaments/joints; standard muscle and joint tests used by clinical Exercise Physiologists in standard practice; posture and gait assessment; reflex tests; some basic special neurological tests used in EP practice.
Required Reading: Brukner & Khan 2007, 3rd edn, Clinical Sports Medicine, McGraw Hill.
Assessment: Assignment, Brief client information sheet of an allocated musculoskeletal condition, 15%. Case Study, 2 case studies of musculoskeletal conditions, 25%. Examination, Final examination of theory and some practical material, 60%. Total effective word limit 5000 words.

AHX5043 Quantitative and Qualitative Research Design and Methods for Practitioners

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit of study will include: sampling and analytic methods for quantitative and qualitative research; questionnaire design and evaluation; determination of validity and reliability of research designs; development of ethics applications; evaluation of research designs of published papers.
Credit Points: 8
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Design, conduct and evaluate the following categories of research, using both quantitative and qualitative methods: single case reports or case studies, population-wide surveys, observational outcome studies and randomised trials.
Class Contact: Two hours of lectures and one hour of tutorials per week for one semester.

Required Reading: Aron, A & Aron, EN 1994, Statistics for psychology, 2nd edn, Prentice Hall, Englewood Cliffs, New Jersey. Hair, JF, Anderson, RE, Tatham, RL & Black, WC 1995, Multivariate data analysis with readings, 4th edn, Prentice Hall, New Jersey. Coakes, SJ & Steed, LG 1999, SPSS: analysis without anguish, versions 7.0, 7.5, 8.0 for Windows, John Wiley and Sons, Brisbane. National Health and Medical Research Council 1999, National statement on ethical conduct in research involving humans, Commonwealth Government, Canberra. Victoria University 2000, Handbook of candidature research proposals, Victoria University, Melbourne. Baumgartner, TA & Strong, CH 1994, Conducting and reading research in health and human performance, Wm C Brown Communications, Dubuque. Bell, J 1993, Doing your research project, 2nd edn, Open University Press, Birmingham. Burns, N & Grove, S 1997, The practice of nursing research: conduct, critique and utilization, 3rd edn, Saunders, Sydney. Maxwell, JA 1996, Qualitative research design, Sage. Thousand Oaks. Munro, BH 1997, Statistical methods for health care research, 3rd edn, Lippincott, US. National Health and Medical Research Council 1999, National statement on ethical conduct in research involving humans, Commonwealth Government, Canberra. Thomas, JR & Nelson, JK 1996, Research methods in physical activity, 3rd edn, Human Kinetics, Champaign, Illinois. Victoria University 2000, Handbook of candidature research proposals, Victoria University, Melbourne. Wiersma, W 2000, Research methods in education: an introduction, 7th edn, Allyn and Bacon, Needham Heights, Ma.

Assessment: Four approved assignments of up to 1000 words or equivalent 25% each. Each will draw on quantitative and/or qualitative methods to analyse or critique one of the following: single case report or case study; population-wide survey; observational outcome study; and randomised trial.

AHX5069 Introduction to Rehabilitation Fieldwork

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study introduces students to the various roles of physical educators in exercise rehabilitation, and offers perspectives on the roles of other team members in rehabilitation processes. Students will have opportunities to observe health professionals during the design, implementation and evaluation phases of exercise programs. They also learn about equipment, facilities and program planning that are used in exercise rehabilitation.

Credit Points: 8

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Understand, via observation, the role of health professionals during the design, implementation and evaluation phases of exercise programs; 2. Know about equipment, facilities and program planning that are used in exercise rehabilitation; 3. Assist exercise practitioners with implementation of exercise programs; 4. Supervise and monitor clients' exercise programs and assist with execution of correct techniques; and 5. Discuss exercise progressions with exercise practioner and client.

Class Contact: 4 seminar hours and 160 fieldwork hours

Required Reading: To be advised by lecturer.

Assessment: Satisfactory/Unsatisfactory. Report, Supervisors Report/Logbook, Pass/Fail. Total effective word limit 5000 words.

AHX5070 Exercise for Rehabilitation Fieldwork (Full-Time)

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study aims to provide students with experience in exercise prescription, design, conduct and evaluation of exercise rehabilitation programs. It also provides practical knowledge of differing organisational models, the roles of other health professionals, referral and communication pathways and medical record systems.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate experience in exercise prescription, design, conduct and evaluation of exercise rehabilitation programs; and 2. Demonstrate practical knowledge of differing organisational models, the roles of other health professionals, referral and communication pathways and medical record systems.

Class Contact: Eight seminar hours in total for one semester as well as 170 hours of field contact (six weeks).

Required Reading: To be advised by lecturer.

Assessment: Satisfactory / Unsatisfactory. Report, Supervisors Report/Logbook for 170 hours in total, Pass/Fail. Total effective word limit 5000 words.

AHX5071 Exercise for Rehabilitation Fieldwork (Part-Time)

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study aims to: provide students with experience in exercise prescription, design, conduct and evaluation of exercise rehabilitation programs; and practical knowledge of differing organisational models, the roles of other health professionals, referral and communication pathways and medical record systems.

Credit Points: 6

Class Contact: 8 seminar hours and 170 fieldwork hours (completed over 2 semesters)

Required Reading: To be advised by lecturer.

Assessment: Satisfactory / Unsatisfactory.

AHX5180 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. Understand psychological processes in rehabilitation; 2. Understand the importance and influence of client-practitioner relationships in rehabilitation; 3. Use mental skills in applied settings; and 4. Demonstrate in-depth knowledge of one aspect of psychology and rehabilitation.

Class Contact: Two hours per week for one semester.

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

Assessment: Assignment, Review paper, 50%. Examination, Take-home final examination, 50%. Total effective word limit 5000 words.

AHX5501 Sport Community Partnerships

Locations: Footscray Park, 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 arrangements for specific sporting clubs and associations.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Apply theories of sport stakeholder synergies to analyse and develop sport partnerships; 2. Critically analyse sport partnership developments and engage in discussions that critique, deconstruct, and comment on sport partnership case studies; 3. Deliver written materials that demonstrate a thorough understanding of sport partnership theory as applied to sport partnership developments; 4. Appreciate the distinction between business agreements, community / business agreements and community agreements 5. Utilise case studies to understand the antecedents and motivations for undertaking different agreements, reveal the scale and scope of the outputs resulting from the agreements and highlight their strengths and limitations.
Class Contact: Tutorial3.0 hrsThirty-six (36) hours of managed learning including seminars and online activities. The managed learning needs to be complemented by forty-eight (48) hours of independent learning activities such as reading, participation in online activities and assessment preparation.
Required Reading: There is no prescribed text book but specific readings will be provided for each week's topic. Readings will be derived from industry reports and guides, academic papers and case study examples.
Assessment: Exercise, Web-based discussions: Interpretation of readings and discussion of how they apply to community partnerships, 30%. Case Study, Case study in sport community partnership, 30%. Report, Case study report on the development of a sport community partnership, 40%.

AHX5503 Sport Business Project

Locations: City King St, Footscray Park, City Flinders.
Prerequisites: Nil.
Description: This unit directly relates to individual students' sport business organisation or interests. The major project will be decided by individuals in consultation with the lecturer and the project content should benefit the chosen sport business organisation. Students are expected to implement project management strategies that apply the skills and knowledge gained and further developed during lectures. That is, a communications plan, risk and issues management strategies, task assignments and evaluation plan.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Conduct a synopsis on a business case in a sport organisation; 2. Investigate and design an innovative project that is a result from the synopsis on the identified case; 3. Justify to a specialist audience the relevance and applicability of the proposed project for a targeted sport organisation; and 4. Critically review and evaluate the professional quality and relevance of projects and the applicability these have to the context for which they have been designed
Class Contact: Lecture1.0 hrTutorial2.0 hrs36 total hours to be offered across multiple modes but equivalent to three hours per week for one semester comprising of lectures/seminars or equivalent.
Required Reading: No reading required due to individual student projects formed.
Assessment: Project, Project proposal, 30%. Report, Final report, 50%. Presentation, Class presentation, 20%.

AHX6041 Exercise Prescription for Cardiorespiratory and Metabolic Conditions

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit of study will include exercise prescription for the following conditions: cardiac pathophysiology and rehabilitation: ischemic, myocardial, pericardial and valvular disease, heart failure, hypertension; pulmonary diseases: asthma, chronic bronchitis and emphysema, pneumonia, bronchiectasis, cystic fibrosis, tuberculosis, respiratory distress syndrome, acute respiratory tract infections; metabolic conditions: obesity, diabetes, chronic fatigue syndrome, anaemias.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate knowledge of exercise prescription for cardiac pathophysiology and rehabilitation, ischaemic, myocardial, pericardial and valvular disease, heart failure and hypertension; 2. Demonstrate knowledge of exercise prescription for pulmonary diseases, asthma, chronic bronchitis and emphysema pneumonia, bronchiectasis, cystic fibrosis, tuberculosis, respiratory distress syndrome, and acute respiratory tract infections; and 3. Demonstrate knowledge of exercise prescription for metabolic conditions, including obesity, diabetes, chronic fatigue syndrome and anaemias.
Class Contact: One one-hour lecture per week; one one-hour practical per week.
Required Reading: American College of Sports Medicine 1998, ACSM's resource manual for guidelines for exercise testing and exercise prescription, 3rd edn, Williams and Wilkins, Baltimore. American College of Sports Medicine 1997, ACSM's exercise management for persons with chronic diseases and disabilities, Human Kinetics, Champaign, Illinois. Skinner, JS 1993, Exercise testing and exercise prescription for special cases, 2nd edn, Lea and Febiger, Philadelphia.
Assessment: Attendance and participation 10%; Assignments 50%; Tests (practical, oral and written) 40%.

AHX6042 Case Management

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit of study will include: structure and management of the public and private health systems; working in a rehabilitation team with physicians, physiotherapists, occupational therapists; management and presentation skills; medical terminology and common abbreviations used in referrals and correspondence; report writing; professional ethics; working as a consultant (independent provider) in rehabilitation; funding arrangements for Work Cover, TAC and private health fund clients; an introduction to occupational health and safety; referral systems for groups; management of mixed ability groups; monitoring and

evaluation of rehabilitation programs.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Comprehend, explain, discuss and debate a code of ethics or code of conduct relevant to the allied health profession of exercise physiology; 2. Plan and write a letter of referral for a client to another health professional; 3. Plan, prepare and demonstrate use of a clinical history case record form; 4. Plan, prepare and demonstrate use of an invoice and receipt for a clinical consultation; and 5. Plan and write a workplace risk assessment for a client.

Class Contact: Two hours per week for one semester.

Required Reading: Beckingham, AC, DuGas, BW 1993, Promoting healthy ageing: a nursing and community perspective, Mosby, Sydney. Cooney, C (ed) 1994, Primary health care: the way to the future, Prentice Hall, Melbourne. Gardner, H (ed) 1992, Health policy: development, implementation and evaluation in Australia, Churchill-Livingstone, Melbourne.

Assessment: Assignments and presentations 80%; Attendance and participation 20%.

AHX6045 Exercise Therapy for Neurological & Neuromuscular Disorders

Locations: Footscray Park.

Prerequisites: AHX5041 - Functional AnatomyAHX5042 - Musculo-Skeletal Physiology for Rehabilitation

Description: The unit content includes: mechanisms of injury and repair in neurological and neuromuscular tissue; spinal cord and peripheral nerve injuries; acquired brain injury; stroke (cerebro-vascular accident): neurological and neuromuscular deficits; multiple sclerosis; Parkinson's disease; muscular dystrophy; mitochondrial myopathies; cerebral palsy;ageing; detrimental effects of long term inactivity and bed rest.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Recognise signs and symptoms in relation to the neurological and neuromuscular conditions covered in the unit; 2. Understand, explain and describe the natural histories of neurological and neuromuscular conditions/diseases; 3. Understand, explain and describe the medical, surgical and physical therapies that are effective for people with these conditions/diseases; 4. Understand, explain and describe the role of exercise in the management of these conditions/diseases; and 5. Gather knowledge of the indications and contraindications to exercise in people with these conditions/diseases.

Class Contact: Two hours of lectures per week for one semester.

Required Reading: Durstine, Moore, Painter & Roberts 2009 3 ACSM's exercise management for person's with chronic diseases and disabilities, Human Kinetics Lecture slides and electronic reading materials will be made available from www.staff.vu.edu.au/exrehab . Notes available in hard copy only will be distributed in class.

Assessment: Assignment, Client information sheet, 30%. Examination, Final examination, 70%. Total effective word limit 5000 words.

AHX6046 Exercise for Rehabilitation Clinical Practice (Full-Time)

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit aims to apply theoretical and practical knowledge to the design, implementation and evaluation of exercise rehabilitation programs, using both individual and group models. Practical experience with all aspects of case management, including working as part of the rehabilitation team, report writing, professional ethics and exposure to the public and private health systems.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Apply the theoretical and practical knowledge gained in the unit to the design, implementation and evaluation of exercise rehabilitation programs, using both individual and group models; 2. Demonstrate practical experience with all aspects of case management, including working as part of the rehabilitation team, report writing, professional ethics and exposure to the public and private health systems; and 3. Have accrued the satisfactory number of clinical placement hours appropriate for AAESS accreditation upon of completion of the Master of Applied Science - Exercise Rehabilitation.

Class Contact: 170 hours industry placement.

Required Reading: American College of Sports Medicine 2010, 6th edn, ACSM's resource manual for guidelines for exercise testing and exercise prescription, Baltimore: Williams & Wilkins American College of Sports Medicine 2010, ACSM's exercise management for persons with chronic diseases and disabilities, Champaign, Illinois: Human Kinetics American College of Sports Medicine 2010, 8th edn, ACSM's guidelines for exercise testing and exercise prescription, Baltimore: Williams & Wilkins McCance, KL & Huether, SE 2006, 5th edn, Pathophysiology: the biological basis for disease in adults and children, St Louis: Mosby Moore KL, Dalley AF (eds) and Donohoe LS & Moore M 2009, 6th edn, Clinically oriented anatomy, Philadelphia: Lippincott Williams and Wilkins 2008, MIMS annual St Leonards: CMP Medica Australia Pty Ltd Skinner, JS 2005, 3rd edn, Exercise testing and exercise prescription for special cases, Philadelphia: Lippincott Williams & Wilkins Van de Graaf, KM 1998, 5th edn, Human anatomy, Boston: WCB/McGraw Hill

Assessment: Other, Choice of written report, project or exam (see below), 100%. Written Case Reports, 10-20 cases, total word limit 5,000 - 20,000 words 100% OR Minor Research Project (10 - 20 weeks), total word limit 20,000 words 100% OR Exit exam (oral and practical) comprising three case studies (normal healthy client); musculo-skeletal; cardio-respiratory client to be undertaken with two internal and two external examiners 100%.

AHX6047 Exercise for Rehabilitation Clinical Practice (Part-Time)

Locations: Footscray Park.

Prerequisites: Nil.

Description: To apply the theoretical and practical knowledge gained in the unit to the design, implementation and evaluation of exercise rehabilitation programs, using both individual and group models. Practical experience with all aspects of case management, including working as part of the rehabilitation team, report writing, professional ethics and exposure to the public and private health systems.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Apply the theoretical and practical knowledge gained in the unit to the design, implementation and evaluation of exercise rehabilitation programs, using both individual and group models; and 2. Demonstrate practical experience with all aspects of case management, including working as part of the rehabilitation team, report writing, professional ethics and exposure to the public and private health systems.

Class Contact: 170 hours industry placement (completed over 2 semesters)

Required Reading: American College of Sports Medicine 1998, 3rd edn, ACSM's resource manual for guidelines for exercise testing and exercise prescription, Baltimore: Williams and Wilkins American College of Sports Medicine 1997, ACSM's exercise management for persons with chronic diseases and disabilities, Champaign, Illinois: Human Kinetics American College of Sports Medicine 1995, 5th edn, ACSM's guidelines for exercise testing and exercise prescription, Baltimore: Williams and

Wilkins McCance, KL & Huether, SE 1998, 3rd edn, Pathophysiology: the biological basis for disease in adults and children, St Louis: Mosby Donohoe LS & Moore M 1999, Moore KL, Dalley AF (eds), 4th edn, Clinically oriented anatomy, Philadelphia: Lippincott Williams and Wilkins 23rd edn, MIMS annual, 1999, St Leonard's, NSW: Medi Media Skinner, JS 1993, 2nd edn, Exercise testing and exercise prescription for special cases, Philadelphia: Lea and Febiger Van de Graaf, KM 1998, 5th edn, Human anatomy, Boston, US: WCB/McGraw Hill

Assessment: Other, Choice of written report, project or exam (see below), 100%. Written Case Reports, 10-20 cases, total word limit 5,000 - 20,000 words 100% OR Minor Research Project (10 - 20 weeks), total word limit 20,000 words 100% OR Exit exam (oral and practical) comprising three case studies (normal healthy client); musculo-skeletal; cardio-respiratory client to be undertaken with two internal and two external examiners 100%.

AHZ8100 Research Thesis (Arts Based) (Full-Time)

Locations: Footscray Park, City Flinders.

Prerequisites: Nil.

Description: This unit of study, the aim of which is to enable students to competently research an area of study utilising knowledge and skills gained in previous studies, consists of a project carried out by students on an individual basis. The project is expected to be: an investigation of an approved topic, followed by the submission of a suitably formatted thesis or performance in which the topic is introduced and formulated; the investigation described in detail; results and conclusions from the study elaborated; and an extended discussion presented. Students may be required to undertake some lecture courses, as specified at the time of commencement.

Credit Points: 48

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

Required Reading: To be advised by supervisor.

Assessment: The thesis will normally be assessed by at least two expert examiners from an appropriate area of expertise.

AHZ8110 Research Thesis (Arts Based) (Part-Time)

Locations: Footscray Park, City Flinders.

Prerequisites: Nil.

Description: This unit of study, the aim of which is to enable students to competently research an area of study utilising knowledge and skills gained in previous studies, consists of a project carried out by students on an individual basis. The project is expected to be: an investigation of an approved topic, followed by the submission of a suitably formatted thesis or performance in which the topic is introduced and formulated; the investigation described in detail; results and conclusions from the study elaborated; and an extended discussion presented. Students may be required to undertake some lecture courses, as specified at the time of commencement.

Credit Points: 24

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

Required Reading: To be advised by supervisor.

Assessment: The thesis will normally be assessed by at least two expert examiners from an appropriate area of expertise.

AHZ8200 Research Thesis (Science Based) (Full-Time)

Locations: Footscray Park, City Flinders.

Prerequisites: Nil.

Description: This unit of study, the aim of which is to enable students to competently research an area of study utilising knowledge and skills gained in previous studies, consists of a project carried out by students on an individual basis. The project is expected to be: an investigation of an approved topic, followed by the submission of a suitably formatted thesis or performance in which the topic is introduced and formulated; the investigation described in detail; results and conclusions from the study elaborated; and an extended discussion presented. Students may be required to undertake some lecture courses, as specified at the time of commencement.

Credit Points: 48

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

Required Reading: To be advised by supervisor.

Assessment: The thesis will normally be assessed by at least two expert examiners from an appropriate area of expertise.

AHZ8210 Research Thesis (Science Based) (Part-Time)

Locations: Footscray Park, City Flinders.

Prerequisites: Nil.

Description: This unit of study, the aim of which is to enable students to competently research an area of study utilising knowledge and skills gained in previous studies, consists of a project carried out by students on an individual basis. The project is expected to be: an investigation of an approved topic, followed by the submission of a suitably formatted thesis or performance in which the topic is introduced and formulated; the investigation described in detail; results and conclusions from the study elaborated; and an extended discussion presented. Students may be required to undertake some lecture courses, as specified at the time of commencement.

Credit Points: 24

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

Required Reading: To be advised by supervisor.

Assessment: The thesis will normally be assessed by at least two expert examiners from an appropriate area of expertise.

SCC1001 Biomechanics for Physical Education

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit introduces students to biomechanics, with a special application to physical education. The theoretical component of the unit focuses on important biomechanical principles and how these apply to human movement and sport. The practical part of the unit provides students with experience in calculating biomechanical parameters, plus hands on experience of biomechanical measurement and analysis techniques and experience in developing practical analytical skills that help to assess human movement and sports activities.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Articulate in written form, the theoretical knowledge of biomechanical principles; 2. Employ written and oral forms of communication to elaborate on the biomechanical techniques used to assess human movement in physical activity and sport; and 3. Evaluate a range of physical activities and sports movements using quantitative tools (video and computer-based) and qualitative tools (field-based methods).

Class Contact: Lab 2.0 hrs Lecture 1.5 hrs

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

Assessment: Test, Weekly Topic - Ten Weekly Tests, 45%. Examination, Applied knowledge - end-of-semester, 25%. Project, Provide a qualitative analysis report of a

secondary school PE student that assesses their performance of a fundamental motor skill, 30%.

SCC1002 Psychology of Sport Coaching and Physical Education

Locations: Footscray Park.
Prerequisites: Nil.
Description: Sport coaches and physical education teachers are increasingly recognising the importance of sport psychology for athletes, sport and exercise participants, physical education students, and their own self-development, and being required to teach and deliver psychological interventions. This unit aims to help coaches and teachers understand the psychological factors that influence participation and performance in sport and physical activity, and equip them with the fundamental skills needed to teach and apply interventions to promote and enhance the knowledge, participation, performance, growth, and wellbeing of athletes, sport and exercise participants, and students. Furthermore, this unit will encourage coaches and teachers to focus on their own self-awareness and professional growth, and develop the important skills of leading and communicating.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Examine the discipline of sport psychology and advocate its importance for sport and exercise participation and performance; 2. Identify apply interventions to promote and enhance the knowledge, participation, performance, growth, and wellbeing of athletes, sport and exercise participants, and physical education students; 3. Integrate relevant social psychology knowledge and principles into their coaching/teaching; 4. Identify and analyse the influence of macro psychological concepts such as self-awareness and personality in their coaching/teaching; and 5. Exhibit the ethical concepts of working within competencies/boundaries and the referral process.
Class Contact: Lecture1.0 hrTutorial1.5 hrsIncludes an experiential learning experience.
Required Reading: Selected readings will be made available via the unit VU Collaborate site.
Assessment: Poster, Personality SWOT Analysis, 20%. Practicum, Practice-Integrated Learning, 20%. Test, Online Test, 20%. Portfolio, Class Workbook, 40%.

SCL1001 Personal Training

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit deals with the business and practice of personal training. Students will be encouraged to gain skills associated with sound business practices (i.e. marketing and promotions, advertising, client retention, record-keeping, insurance and legal issues) relevant to operating as a personal trainer either within an existing fitness business or as a sole operator. There will also be a focus on using knowledge gained from other fitness-oriented units of study to design tailor-made programs for clients. In terms of professional issues, students will be exposed to the concept of networking, professional accreditation and registration and how to stay up-to-date with new trends, programs and services via published research, conferences, trade shows, online resources and professional associations. Finally students will be exposed to a variety of personal training employment options.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Apply basic principles of fitness to the practical program delivery of professional personal training; 2. Apply sound business practices relevant to operating as a personal trainer; 3. Design a variety of strength, stretching, cardiovascular, nutritional and mind/body programs applicable to clients; 4. Understand how the fitness and personal training industry operates in Australia and worldwide, especially regarding the process of professional accreditation; and 5. Understand how to gain employment in a variety of personal training settings including fitness centres, personal training studios, parks and outdoor areas, corporate environments, health farms, hotels, resorts and cruise ships, apartments and body corporate settings, and mobile personal training services.
Class Contact: Lab1.0 hrLecture2.0 hrs
Required Reading: The Hyrsomallis et al text remains one of the best in the field for practical fitness assessment and programming. Other research articles and conference powerpoints will be provided via the VU Collaborate system.Hrysomallis, C, Buttifant, D & Buckey, N 2006, Weight training for Australian football, Lothian Books, South Melbourne.
Assessment: Test, Test- Theory- completed after first week of two week burst mode, 25%. Assignment, Logbook Assignment, 50%. Test, Practical test, 25%.

SCL3001 Exercise, Health and Disease

Locations: Footscray Park.
Prerequisites: AHE2006 - Exercise Interventions for Healthy Populations
Description: This unit of study explores the relationship between regular physical activity (or lack thereof) and the incidence and severity of lifestyle related diseases, such as cardiovascular disease, obesity, diabetes, cancer, lung disease osteoporosis and osteoarthritis. It considers the risk factors for the development of these diseases and how these can be modified by exercise. The practical component will explore screening tools for various diseases and considerations for exercise testing and prescription in clinical populations. The unit is ideal preparation for the Master of Clinical Exercise Science and Rehabilitation to become an Exercise and Sports Science Australia (ESSA) accredited Exercise Physiologist.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically review the risk factors for the development of lifestyle-related, age-related, and other common diseases and conditions in relation to contemporary multi-ethnic Australian demographics; 2. Critically examine the evidence behind the current exercise guidelines for lifestyle-related chronic diseases and conditions; 3. Interrogate the relationship between symptoms of chronic disease and sedentary behaviours and demonstrate intellectual independence in solving complex, authentic problems; 4. Interpret appropriate screening tools to identify risk factors and stratify accordingly for chronic lifestyle-related diseases and conditions ahead of participation in an exercise program, exemplifying professional accountability; 5. Critically interpret the risk factors for metabolic, respiratory, cardiovascular and musculoskeletal, and neurological diseases and conditions that require consultation with a medical practitioner before participating in, or changing, a physical activity program; and 6. Collaborate to resolve complex problems with cultural sensitivity and communicate solutions to wide-ranging audiences.
Class Contact: Lab2.0 hrsLecture2.0 hrsLectures: 12 x 2 hours; Labs/Tutorials/Practicum: 12 x 2 hours
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 x in-class tests on semester lecture and tutorial material, 20%. Assignment, Write up as a case study (from lab/tutorial work), 20%. Practicum, 3 x

assess practical skills required to perform initial clinical screening of clients with chronic lifestyle-related diseases, 20%. Examination, Exam of all theoretical material presented in all activities, 40%.

SCL3002 Sport and Exercise Science Capstone

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit is designed as the second part of a Capstone project taken by students in the final year of the ABHE program. It is designed to consolidate the students' undergraduate clinical training via contemplative inquiry, interview and post-interview reflection of current practitioners (accredited exercise physiologists) and clinicians (e.g. cardiologists, endocrinologists, dietitians, phsyios etc) and a reflective, evidence-based analysis of key conditions affecting the health of society. The theoretical and applied aspects of this unit include a critical reflection of the role, scope and impact of professionals who treat clients (patients) with clinical conditions, informed both by theoretical knowledge from the disciplines of physiology, biomechanics, motor control, anatomy, psychology, sociology, and ethics, and professional knowledge from resistance training, exercise interventions, first aid and career and professional development. Students are required to participate in a number of key phases and activities of the program or project and write a major report, with a conference presentation, that outlines the processes and outcomes of the project.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Conceptually map and interrogate the issues and challenges of designing, planning and implementing an exercise intervention as part of the clinical treatment plan of a population group with a specified condition, in order to achieve optimal health and well-being outcomes; 2. Critically reflect upon the provision of services to the population group living with this condition, by both accredited exercise physiologists and other clinicians; 3. Use evidence bases to construct a synthesis of different approaches in the design and provision of clinical exercise services for this group; 4. Identify and critically review the ethical and legal responsibilities, and professional and interprofessional requirements, regarding the provision of clinical exercise services to this group (within the context of a standard treatment regimen); and 5. Compose a reflective research paper and conference presentation which will outline the review of literature and evidence-based methods of intervention established to improve health and wellbeing for this group.
Class Contact: Lecture 2.0 hrs Tutorial 1.0 hr
Required Reading: Selected readings will be made available via the unit VU Collaborate site.
Assessment: Annotated Bibliography, Endnote file comprising references relating to the chosen clinical case study condition of interest (week 3), 5%. Other, Clinician (e.g. cardiologist, endocrinologist, dietitian, physio) and practitioner (Accred. Ex. Physiologist, AEP) interview questions (week 6), 5%. Report, Clinician (e.g. cardiologist, endocrinologist, dietitian, physio) and AEP interview script, and student reflective report (week 10), 40%. Case Study, Case study of population group intervention and conference style presentation on case study (submit in week 11; presentations in week 11+12 classes), 50%.

SCL3003 Corrective Exercise Prescription and Injury Management

Locations: Footscray Park.
Prerequisites: AHE2006 - Exercise Interventions for Healthy Populations
Description: Injuries are the unwanted side effects of active engagement in sport and physical activity (e.g., it is estimated that annually, 1 in 6 Australians suffers a sports-related injury). Exercise professionals often witness injuries first-hand and are frequently responsible for initial injury management until professional help (e.g., sports medicine physicians, accredited exercise physiologists and physiotherapists) is sought when major injuries occur or for the ongoing management of minor injuries. In contrast 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. Identify 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. Apply musculoskeletal screening methods and derive corrective exercise prescription for a diverse range of apparently healthy clients; 4. Demonstrate understanding of the psycho-social drivers of injury and illness; 5. Critically review the evidence-base, and contextualise the current best practice, of recovery strategies for physical activity-acquired injury management and prevention.
Class Contact: Lab 1.5 hrs Lecture 1.5 hrs
Required Reading: Anderson, M.A & Parr, G.P. (2011) 3rd Ed. Fundamentals of Sports Injury Management Baltimore, MD. Wolters Kluwer Clark, M, A and Lucett, S.C. (2013) 1st Ed. Revised NASM Essentials of Corrective Exercise Training Burlington, MA. Jones & Bartlett Publishers, Inc.
Assessment: Test, In-class test (40-min) in week 4 comprising short answer and multiple-choice questions., 10%. Test, In-class test (40-min) in week 8 comprising short answer and multiple-choice questions., 10%. Literature Review, 2000-word literature review summarising the evidence-base for a given recovery strategy, 40%. Examination, Practical examination covering corrective exercise assessment and training (25-min prep; 30-min examination), 40%.

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. The practical component of the unit gives students the capability to create conditioning programs suitable for specific populations of clients. During laboratory classes, students are required to apply the knowledge gained in this unit by interpreting testing results, and implement individual training sessions based from these results. The theoretical aspect of this unit includes learning how the conditioning programming variables interact with one another, and how manipulation of these variables affects overall physical performance. This is informed by evidence-

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

Credit Points: 12

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

Class Contact: Lecture 1.5 hrs PC Lab 1.5 hrs

Required Reading: Required readings advised in Unit Guide.

Assessment: Test, Multiple choice quiz based on theoretical content (basic concepts of periodization and testing), 10%. Test, Multiple choice quiz based on theoretical content (specific physiological concepts and capacities), 10%. Report, Report comprising a) training program for a case study and b) relevant industry expert interview with reflective report, 60%. Presentation, In groups, research and present an annual plan for a chosen athlete/sport/event, 20%.

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, 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. Compare and contrast the Australian health systems in the occupational, private industry and insurance sectors; 3. Design and evaluate exercise and physical activity interventions; 4. Critically evaluate the technical challenges of providing a competent service in clinical exercise in the occupational rehabilitation, industry and insurance sectors; and 5. Critically examine and appraise the core issues concerning ethical provision, business management, and legal responsibility.

Class Contact: Lecture 2.0 hrs Tutorial 1.0 hr Lecture: 12 x 2 hours; Tutorial 12 x 2 hours.

Required Reading: Willis, Reynolds & Keleher 2012, 2nd Ed. Understanding the Australian Healthcare System Churchill Livingstone, Elsevier

Assessment: Case Study, Two group assignments (10% each), 20%. Portfolio, Part A and B (each 25%), 50%. Examination, End of semester final written examination, 30%.

SCL6102 Exercise Assessments and Interventions for Metabolic and Respiratory Conditions

Locations: Footscray Park.

Prerequisites: Nil.

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

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate, evaluate and apply knowledge of normal and abnormal metabolism related to the pathophysiology of ESSA-defined metabolic and respiratory conditions; 2. Research, evaluate, and critically appraise the literature relating to clinical exercise testing and exercise prescription for metabolic and respiratory diseases; and 3. Critically evaluate and apply knowledge of clinical exercise testing and exercise prescription for patients presenting with metabolic and respiratory conditions.

Class Contact: Lab 2.0 hrs Lecture 2.0 hrs

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.
Class Contact: Lecture 2.0 hrs Tutorial 2.0 hrs Lectures: 12 x 2 hours; Practical 12 x 2 hours.
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%. Total effective word limit 6,000 words. Hurdle 1: To gain an overall pass in this unit, students must attend and complete 80% of the tutorial sessions. Hurdle 2: Successful completion of the end of semester practical examination (receive at least 60% in the practical exam). .

SCL6104 Clinical Exercise Practice

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit of study meets the National University Course Accreditation (NUCAP) core knowledge and skills criteria for professional education in clinical exercise practice. Students will be introduced to a range of professional roles undertaken by clinical exercise physiologists and be offered perspectives on the roles of other team members in the interdisciplinary rehabilitation processes. Students will have opportunities to observe clinical exercise professionals in the design, implementation and evaluation of exercise and physical activity programs, and to learn about equipment, facilities and program planning that are used in exercise delivery for clinical populations. Learning will be conducted in a practical case-based clinical setting under supervision whilst working with clients carrying a range of chronic conditions. Students will be supervised in the workplace by an approved supervisor, with additional mentoring by university staff. Under supervision, students will practise with real clients and document their learned experiences working as student practitioners with clients.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Comprehend, analyse and apply knowledge to operate within the scopes of professional roles available to clinical exercise practitioners, and how these intersect with the roles of other health professionals; 2. Evaluate, assess and design assessment methods and protocols; 3. Critically analyse and interpret data with high degrees of accuracy to discriminate between clinical and functional (eg exercise capacity) outcomes; 4. Appraise, recommend and deliver exercise interventions; and 5. Integrate and evaluate the use of evidence-based medicine in the design and provision of clinical exercise services.
Class Contact: 12 x 2 hour lectures during semester, and 360 hours of clinical placements accrued within 12 months of completing the unit (full-time) or 18 months (part-time).
Required Reading: None.
Assessment: Examination, Placement preparation exam (HURDLE), 0%. Assignment, Cover letter and professional resume, 10%. Examination, End of semester written examination, 30%. Practicum, Clinical practicum supervisor feedback reports, 60%. Hurdle: Student must pass placement preparation exam in order to commence clinical placements.

SCL6201 Psychology for Rehabilitation

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit of study aims to develop in students a basic understanding of the psychological aspects of rehabilitation. It is not intended that graduates of the unit will be equipped to provide the primary psychological care of rehabilitation clients because in most instances they are part of a team which includes clinical and neuro-psychologists. However, they should have an understanding of the psychological aspects of the rehabilitation process. The unit will include the following topics: counselling and interviewing skills - verbal and non-verbal, listening skills, body language, human interaction; human behaviour and development, lifestyle, life-cycle, life crisis, life development; coping with injury; dealing with grief and loss; coping with chronic pain; stress management, anxiety and depression; self-confidence, development and maintenance, particularly in the transitions which occur during rehabilitation; motivation, intrinsic-extrinsic, goal orientations, self-efficacy, goal setting, physical, psychological and technical.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Comprehend, compare and contrast the psychological processes in rehabilitation; 2. Critically evaluate the importance and influence of client-practitioner relationships in rehabilitation; 3. Practise, test, revise and learn to use mental skills in applied settings; 4. Evaluate, assess and develop strategies to improve client self-management, adherence and compliance to rehabilitation programs; and 5. Critically analyse the importance of counselling and support for clients during the rehabilitation process; when to refer to other appropriate allied health professionals.
Class Contact: Lecture 12 x 2 hours.
Required Reading: Kolt & Andersen 2004, 1st edn, Psychology in the physical and manual therapies, Edinburgh, Scotland: Churchill Livingstone.
Assessment: Assignment, Review paper, 50%. 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 comprehensive knowledge of a range of acute, sub-acute and chronic musculoskeletal conditions; 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. Assess,

understand and summarise clinical statuses, stages of rehabilitation and relevant testing procedures for musculoskeletal conditions; 4. Critically understand and evaluate evidence relating to test results for acute, sub-acute and chronic musculoskeletal conditions; and 5. Integrate, discriminate and apply a thorough understanding of the ethical and professional elements of client management.
Class Contact: Tutorial 12 x 1 hour; Practical 12 x 2 hours; Approximately 70 hours of clinical placements.
Required Reading: Brukner, P, and Khan K, 2012 4th edn Clinical Sports Medicine McGraw Hill, Sydney Prentice, WE, 2010 5th edn Rehabilitation Techniques for Sports Medicine and Athletic Training McGraw Hill, Sydney
Assessment: Test, In class Quizzes, 20%. Assignment, Written report and presentation, 20%. Examination, End of semester practical examination (HURDLE), 30%. Examination, End of semester written examination, 30%. Total effective word limit 6,000 words. 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). .

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. Comprehend, explain and apply a comprehensive knowledge to a range of acute, sub-acute and chronic neurological and neuromuscular conditions; 2. Critically evaluate research relating to a range of assessment procedures and techniques to facilitate competent assessment of acute, sub-acute and chronic neurological and neuromuscular conditions; 3. Assess, understand and summarise clinical statuses, stages of rehabilitation and relevant testing procedures for acute, sub-acute and chronic neurological and neuromuscular conditions; 4. Critically understand and evaluate evidence relating to test results for acute, sub-acute and chronic neurological and neuromuscular conditions; and 5. Integrate, discriminate and apply a thorough understanding of the ethical and professional elements of client management.
Class Contact: Lab 2.0 hrs Lecture 2.0 hrs Approximately 70 hours of clinical placements.
Required Reading: Stokes M & Stack E, 2009 Pocket Book of Neurological Physiotherapy. http://www.sciencedirect.com/science/book/9780443068546 Elsevier
Assessment: Examination, In class Quizzes, 30%. Assignment, Written report and presentation, 40%. Practicum, End of semester practical exam (hurdle), 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).

SCL6204 Occupational Health and Exercise Rehabilitation

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit of study meets the National University Course Accreditation (NUCAP) core knowledge and skills criteria for professional education in occupational health and exercise rehabilitation. Students will practice the measurement, interpretation and communication of physiological data of workers and how these interrelate to workers' exposure to environmental and occupational stressors. Students will explore the role of exercise conditioning for manual processes and office/home workers in managing risk factors (including lifestyle factors) and/or current or past injuries and preventable illnesses/diseases. They will also practise the prescription of both individual and group work-orientated exercise programmes involving workers in simulated or actual work tasks. Students will develop awareness of cultural and socio-economic issues that might affect the workplace, and the assessment of workers for workplace injuries and recommended therapies/exercise management and rehabilitation.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Research, evaluate, and critically appraise the clinical exercise testing literature relating to the measurement and interpretation of physiological/psychological data obtained from the workplace/home environment; 2. Critically evaluate, design, and implement clinical exercise programmes appropriate for the workplace/home environment; 3. Competently develop programmes that will promote a healthy lifestyle in the workplace, with a view to primary and secondary prevention of avoidable illness and injury; 4. Critically examine and appraise cultural and socio-economic issues that might affect clinical exercise testing and prescription in the workplace; 5. Compare and contrast medicinal effects of prescription/non-prescription medicine for conditions relevant to the workplace/home environment; 6. Research, evaluate, and critically apply skills that identify modes, frequencies, intensities, and volumes of exercise that are contraindicated for clients in the workplace/home environment with Accredited Exercise Physiology-target pathologies, from both an acute and chronic perspective.
Class Contact: Lecture 2.0 hrs Tutorial 2.0 hrs Tutorials: 12 x 1 hour; Practicals: 12 x 2 hours; Approximately 60 hours of clinical placements.
Required Reading: Astrand P, 2007, 4th edn Textbook of Work Physiology: Physiological Basis of Exercise Champaign, IL: Human Kinetics
Assessment: Test, Mid semester written exam, 25%. Assignment, Literature review, Manual Handling, Functional Job Analysis, or Office Ergonomic Assessment, 50%. Presentation, Oral presentation, 20%. Practicum, Site visits (hurdle requirement), 5%.

SES3000 International Sports Study Tour: Practicum

Locations: Footscray Park, Off-Campus.
Prerequisites: Nil.
Description: This unit is designed for students enrolled in the College of Sport and Exercise Science and acts to facilitate international experiences and learning opportunities. Specifically this unit will call upon students to utilise the skills, knowledge and expertise that they have developed during their degree in practical and hands on scenarios in an international setting. The focus of this unit is for 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 are expected to be able to:

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

Class Contact: 36 hours which will be delivered in burst mode in an off shore setting
Required Reading: None
Assessment: Journal, Reflexive Journal of Experience, Pass/Fail. Practicum, Volunteer placement in international sports setting, Pass/Fail. Minimum effective word limit of 3000 words in total, or equivalent.

SES3001 International Sports Study Tour: Communities

Locations: Footscray Park, Off-Campus.
Prerequisites: Nil.
Description: This unit of study is designed for students enrolled in the College of Sport and Exercise Science and acts to facilitate international experiences and learning opportunities. Specifically this unit will call upon students to utilise the skills, knowledge and expertise that they have developed during their degree in a range of community contexts in an international setting. The focus of this unit is for the student to begin to gain an understanding of 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 are expected to be able to:

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

Class Contact: 36 hours which will be delivered in burst mode in an off shore setting
Required Reading: None
Assessment: Other, Photo essay of community practices in sport and exercise, Pass/Fail. Journal, Reflexive Journal, Pass/Fail. Minimum effective word limit of 3000 words in total, or equivalent.

SFS6001 Current Issues and Trends in Football

Locations: Footscray Park, Online.
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 identify the main stakeholders in the industry; 3. Argue and defend the main issues driving change in the industry; and 4. Conceptually map at which level issues will have impact on performance (industry, organisational and individual) and analyse the potential outcomes.
Class Contact: 3 x 1.5 hours face-to-face lectures One 2-hour seminar 20 hours of online learning and activities
Required Reading: Topic-specific readings will be made available via the unit VU Collaborate site.
Assessment: Exercise, Concept Map, 30%. Report, Discipline specific report, 70%.

SFS6002 Sport Integrity and Ethics

Locations: Online, City Flinders.
Prerequisites: Nil.
Description: This unit is designed to develop the student's awareness of the principles of integrity and ethical conduct in sport business and 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 issues (e.g., anti-doping, match fixing, anti-discrimination); and those related to sport governance and management; as well as sport medicine and allied health practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate critical-reflective knowledge and skills; 2. Exhibit ethical reasoning knowledge and skills related to sport business or applied sport science; 3. Address critically integrity and ethical issues, challenges and problems related to the sport-related industry, organisation or profession within which the student works or aims to work.

Class Contact: Tutorial2.5 hrs8 hours face-to-face in burst mode; 22 hours on-line.

Required Reading: McNamee, M./2010 1st The Ethics of Sport: A Reader London/Routledge

Assessment: Report, Reflective Learning Report, 20%. Report, Case Study Report, 20%. Case Study, Case Studies Report, 20%. Project, Industry/Organisation/Profession Analysis Project, 40%.

SFS6003 Communication in An Interprofessional Practice

Locations: Online, City Flinders.

Prerequisites: Nil.

Description: The capacity of exercise science professionals to work as a member of a team comprising individuals from various professions directly determines the success of a football conditioning / injury management program. In this unit students will gain an understanding of the theoretical concepts underpinning communication and interprofessional practice and how to implement these in the football environment. This unit will develop the knowledge and skills necessary for successful football department interprofessional practice. The material will assist sport scientists to communicate effectively with other professionals and occupational groups for the benefit of footballers. The delivery of the unit is a combination of self-directed learning and interactive workshops focusing on theoretical knowledge and practical skills. The skills gained by students in this unit are applicable for current and future work in the football sector.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Contextualise organisational communication practices in relation to interpersonal, structural and technological issues; 2. Discuss and apply significant communication theories and research in relation to common issues arising in contemporary organisational communication; 3. Plan and execute a case study which synthesises a critical understanding of theory and practice in a contemporary organisation; and 4. Present complex material which articulates the application of theory to organisational communication practice.

Class Contact: Tutorial2.5 hrs15 hours face-to-face in burst mode and 15 hours on-line.

Required Reading: Interprofessional Collaboration: From Policy to Practice in Health and Social Care Audrey Leathard, Taylor & Francis, 24 Jul 2003.

Assessment: Journal, Students will post on a discussion board a series of written reflections based on inter-professional practice experiences in their workplace., 20%. Case Study, Students will use a case study based on common issues arising in contemporary organisational communication to contextualise and apply theories, 30%. Assignment, Students will interrogate and report a real world case study of organisational change where a communication strategy or plan was put in place, 50%.

SFS6004 Integrated Athlete Monitoring

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 review 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 apply different statistical methods to determine athlete responses and variations; 4. Consolidate results from various tools into a recommendation on subsequent load for an individual athlete; and 5. Translate load monitoring results to coaches, athletes and stakeholders via written communication.

Class Contact: 2 hours per week for 12 weeks; 10 hours face-to-face in burst mode and 14 hours on-line, comprising online lectures and burst mode face-to-face tutorials.

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

Assessment: Assignment, Literature review of a selected load monitoring tool, 35%. 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 and verbal report on athlete load to a coach, 30%.

SFS7001 Research Methods

Locations: Footscray Park, Online.

Prerequisites: Nil.

Description: This unit focuses on integrating the basic principles of quantitative and qualitative research methods with a contemporary approach to data analysis built on magnitude-based inferences in the specifics of sport sciences. The unit will provide graduates with the skills to conduct applied research that is relevant to the role of football practitioners, and to analyse and communicate research outcomes in a manner that can be understood by a variety of stakeholders (e.g. scientific community, coaches etc.). It will include a study of research methods both qualitative and quantitative, planning, forming and designing proposals, undertaking a literature review, gathering and analysing data and writing a thesis.

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 in particular Football; 2. Clarify the essential elements and processes involved in undertaking quality research in sport; 3. Devise a literature review or analysis of current research in the field; and 4. Design a research project to be undertaken as part of a minor thesis or industry project.

Class Contact: This unit will be organised with 12 x 2h lectures delivered primarily online. The students will also be required to complete a total of 36 hours of out-of-class study time.
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: Project, Research proposal, 30%. Exercise, Weekly online exercise based on the content of the module, 70%.

SFS7002 Exercise Prescription in Football

Locations: Footscray Park.
Prerequisites: Nil.
Description: High performance staff in football must be able to design appropriate conditioning programs to enhance the athletic capacity of footballers. This unit will give students exposure to the various methods of football-specific conditioning and provide a framework for integrating this information into a single program. Students will gain an understanding of the theory and application of conditioning, including key physical capacities to develop, training principles, program progression and possible interference effects of various exercise modalities on each other. Students will develop the ability to critically appraise the conditioning programs used by high performance staff.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Contextualise and review the important physical capacities for football players; 2. Implement a range of training types to enhance important capacities; 3. Interpret results from a range of monitoring tools to manipulate training; 4. Verify the effectiveness of a training program; and 5. Articulate training results to coaches, athletes and stakeholders using verbal and written communication that is appropriate for the context and audience.
Class Contact: Workshop 2.0 hrs
Required Reading: Van Winckel J, Tenney D, Helsen W, McMillan K, Meert JP, Bradley P The science and practical application Moveo Ergo Sum / Leuven ISBN-NUMBER : 9789082132304
Assessment: Assignment, Assignment on determinants of muscle function, 35%. Assignment, Assignment on assessing strength, power, speed and agility, 35%. Case Study, Based on several case studies students will formulate a written and verbal report on the success of a training program to a coach, 30%.

SFS7003 Data Analytics & Technology

Locations: Footscray Park.
Prerequisites: SFS6001 - Current Issues and Trends in FootballSFS7001 - Research Methods
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. Critically appraise and use technology to complement their knowledge base and practice; and 5. Elucidate complex information based on big data sets to coaches and support staff.
Class Contact: 2.5 hours per week for 12 weeks; online lectures and online tutorials Thirty (30) hours for one semester, comprising online lectures and burst mode face-to-face tutorials. The expectation for independent learning is 3 hours per week. Recommended out-of-class activities include; reading the assigned research papers, assignment work, study/revision of lecture content.
Required Reading: Research articles from 2014/2015 will be prescribed on a weekly basis to make it clear to students that this topic is quickly evolving and progressing and they must constantly read new research to stay up to date.
Assessment: Test, Four online quizzes, 40%. Project, Data analysis project, 45%. Presentation, Video-based presentation about the results of the project, 15%.

SFS7004 Minor Thesis

Locations: Footscray Park.
Prerequisites: SFS7001 - Research Methods
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: 24
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically review relevant and current scholarly literature/s relating to the thesis topic; 2. Conduct a substantial independent research project under supervision with a high level of personal autonomy and accountability; 3. Work collaboratively and ethically in designing and conducting research and communicating research outcomes 4. Interrogate and challenge complex information, and synthesise a range of conceptual and empirical materials to draw defensible conclusions; and 5. Authoritatively and effectively communicate structured, coherent ideas in a sustained written composition at a standard acceptable for academic peer review.
Class Contact: Regular meetings with the chosen supervisor for the minor thesis will be of 1 hour per week. The remaining hours will be dependent on the data collection process.
Required Reading: Given the nature of this unit, the required readings will be provided by each Minor Thesis Supervisor at the beginning of the semester
Assessment: Thesis, Minor Thesis - Written work of 14,000 - 16,000 words, Pass/Fail.

SFS7005 Industry Project

Locations: Industry, Footscray Park, The Capstone task can be undertaken within any football club of choice.
Prerequisites: SFS7001 - Research Methods
Description: This unit focuses on drawing from theoretical knowledge and practical skills that the students developed during their degree, with the aim of producing a

portfolio of evidence of how the introduction of a new methodology in the workplace changes its current practice. At the conclusion of this unit students will have gained the ability to work independently and under supervision to conduct a defined workplace project and communicate the findings. The main difference with the Minor Thesis is that a Capstone must produce a measurable and applicable change to current practice which is documented mainly through the collection of a portfolio and presented via oral presentation.

Credit Points: 24

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 apply outcomes of the investigation to innovate practice; and 5. Effectively communicate outcomes of the intervention to different stakeholders at both the local and global level.

Class Contact: Thirty-six (36) hours for one semester comprising 6 hours of face-to-face meetings with nominated supervisor and 30 hours of independent work in the workplace.

Required Reading: The required readings will be discussed with the supervisor of the project

Assessment: Presentation, Oral presentation on the project proposal, 20%. Portfolio, Collection of evidence of the investigation performed and modification of the practice, 60%. Report, Written report summarising the results of the investigation, 20%.

SFS7006 Talent Identification and Development in An International Context

Locations: Footscray Park.

Prerequisites: SFS6004 - Integrated Athlete Monitoring

Description: This module is focussed on the development of talent ID methodology in Football. It will increase the graduates' ability to design and direct training sessions that are tailored to the needs of football players according to their biological age and skill level. This unit will assist the students to gain deep knowledge regarding the training tools utilised in the development of young football players, with the ultimate aim of having a holistic view of training and strength & conditioning in youth football.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Conceptually map and reflect on the successful models of football player development to implement them in a plan; 2. Critically review and dispute new and available technologies to apply them in the development of young athletes; and 3. Design and evaluate specific training plans based on the performance models available for different age groups.

Class Contact: 30 hours in a one-week burst mode Contact hours will be organised as follow: Five days of class, each with 6 hours of learning (4h of face-to-face class + 2h of attendance at a training session). Depending on the availability of youth football teams this could change slightly, but overall there will be 20h of face-to-face classes and 10h of training attendance.

Required Reading: Casais, L., Dominguez, E., & Lago-Peñas, C., 2010 Fútbol base II: el entrenamiento en categorías de formación: McSports. Williams, AM., Ward, P., Bell-Walker, J. and Ford, PR., Perceptual-cognitive expertise, practice history profiles and recall performance in soccer, British Journal Of Psychology (2012) 103 393-411

Assessment: Assignment, Reflective journal aimed at crafting a theoretical plan of Talent ID, 50%. Presentation, Oral Presentation; Implementation of plan, 50%.

SFS7007 Global Leadership and Human Resource Management in Football

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit has been developed to provide students with an understanding of advanced concepts in leadership and human resources management applied to the specific context of football. As graduates of this Master degree, students will enter the football workplace which is typically very challenging and unstable in nature. This unit will provide the students with both the theoretical knowledge and practical tools to appreciate their own leadership style and improve the way they interact with other staff members and manage group dynamics.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Conceptually map leadership theory, practice and contemporary issues in a globalised football environment taking a critical perspective; 2. Show evidence of enhanced personal knowledge, skills and attitudes (including cultural competence) as they relate to the effective exercise of leadership in football; 3. Develop 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 identify and solve complex problems, motivate and inspire others and act strategically in football; and 5. In collaboration with others, critically reflect on responsibility and accountability for conflict management and mediation.

Class Contact: 24 hours in a one week burst mode. Six, 4-hour classes within a one week burst mode module.

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. Johnson, T., Martin, A. J., Palmer, F. R., Watson, G., & Ramsey, P. (2012). COLLECTIVE LEADERSHIP: A Case Study of the All Blacks. Asia-Pacific Management and Business Application 1 1, pp. 53-67. Mach, M., Dolan, S., & Tzafrir, S. (2010). The differential effect of team members' trust on team performance: The mediation role of team cohesion. Journal of Occupational and Organizational Psychology 83 3, 771-794. Saldana, L., & Chamberlain, P. (2012). Supporting implementation: the role of community development teams to build infrastructure. American journal of community psychology 50 3-4, 334-346.

Assessment: Assignment, Reflective Journal to craft a leadership statement and plan, 50%. Presentation, Oral Presentation aimed at implementing a leadership plan, 50%.

SFS7008 Industry Internship

Locations: Industry, Footscray Park.

Prerequisites: SFS6001 - Current Issues and Trends in FootballSFS6002 - Sport Integrity and EthicsSFS6003 - Communication in An Interprofessional PracticeSFS6004 - Integrated Athlete Monitoring

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. Integrate 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. Demonstrate an ability to work ethically and safely in the industry; 4. Evaluate and debate the effectiveness of the practices implemented with other professionals; and 5. Conceptually map the necessary skills required to gain employment in the industry.
Class Contact: A minimum of 140 hours of placement within a 12-week period is required to satisfy the requirements of this unit.
Required Reading: Selected readings will be made available via the unit VU Collaborate site.
Assessment: Practicum, Complete logbook of hours and detail of tasks undertaken, Pass/Fail. Report, Satisfactory Supervisor report, Pass/Fail. Assignment, Reflective Journal, Pass/Fail. Project, Drafting a position description and response to criteria, Pass/Fail.

SFS7009 Video Analysis in Football Codes

Locations: Industry, Footscray Park, Online.
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.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Master fundamental video analysis skills in the football codes by demonstrating competence with an industry recognised best practice analysis program; 2. Deconstruct theory, technical and tactical elements of a game, categorise patterns and analyse results; and 3. Critically reflect on the game analysis and present to an interprofessional audience.
Class Contact: This unit will be featuring approximately 24 hours of content, organised as follows: An initial 4-h online introductory block A combination of burst-mode intensive weekends face-to-face Online material Three 4-h intensive visits to football clubs' Head of Performance Analysis
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 of four, pre-recorded football games., 25%. Presentation, Video-based presentation of the results of the project., 25%. Practicum, Set-up a live recording and coding session during a game., 25%.

SHE1001 Nutrition and Health for Physical Education

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit introduces students to nutrition, healthy eating practices and the economic and sociocultural reasons behind people's food choices. It explores the main nutrient groups, and how diet and nutrition have a critical role in the promotion of healthy living and the prevention of chronic lifestyle-related diseases. Students investigate good and bad nutritional practices and how they affect growth, development and activity levels. While the unit looks broadly at global nutritional trends, it also emphasises current and emerging trends across Australia. The unit takes a sociological approach to understanding some of the lifestyle and social factors that impact people's food choices, including fad diets, body image, stereotypes and the media.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Apply theoretical knowledge of nutritional requirements for health and wellness; 2. Demonstrate knowledge of the Australian Guide to Healthy Eating; 3. Employ a health promotion framework to improve healthy eating; 4. Investigate how social and economic factors affect nutrition and food choices.
Class Contact: Lecture1.0 hrTutorial1.5 hrs
Required Reading: Selected readings will be made available via the unit VU Collaborate site.
Assessment: Assignment, Food diary and relationship to the Australian Dietary Guidelines, 30%. Presentation, Multimedia presentation and accompanying report about healthy eating, 40%. Essay, Research essay exploring the social aspects of food and nutrition, 30%.

SHE1002 Growth Development and Ageing

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit provides a basis for the application of knowledge in growth, development and ageing in health, physical education, and human movement. It examines physical growth, and the cognitive, psycho-social, and motor development of humans from childhood into adulthood. Genetic and environmental factors that interact to influence the processes of human growth, development and ageing are explored from a developmental perspective. The unit focuses on human development across the lifespan to give a balanced perspective on age-related changes in human function.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse research-based knowledge of the physical growth, and the cognitive, psycho-social and motor development of humans throughout the lifespan; 2. Explain the developmental factors that interact to influence growth, development, and ageing; 3. Apply and adapt knowledge about physical growth and human development in health and physical education and human movement to advise on age specific programs; and 4. In collaboration with others, clearly and coherently communicate the adaption of concepts, principles or techniques in growth, development and ageing to specific situations.
Class Contact: Lecture1.5 hrsTutorial1.5 hrsLecture: 10 x 1.5 hours; Tutorial: 10 x 1.5 hours.
Required Reading: Sigelman, C.K., Rider, E.A., & De George-Walker, L. (2012) Lifespan Human Development: Australian and New Zealand Edition Melbourne/Cengage
Assessment: Report, Report, 20%. Presentation, Group presentation, 30%. Examination, Mid-term exam, 20%. Examination, Final exam, 30%. Total effective word limit 3000 words.

SHE2001 Adolescent Health

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit explores concepts, issues and programs dealing with the physical, psychological, cognitive, emotional and social health and wellbeing of adolescents. The unit addresses health issues facing young adults, such as family, challenge, risk and safety, as well as global, national and school/community health issues including depression, suicide, bullying, resilience, anxiety, body image, self-esteem, identity and self-concept. The unit also examines the role harm minimisation and the media play in the development of drug education. Students will identify appropriate health resources that are available at local, state, national and international levels. The unit includes strategies that adolescents can use to feel safe in their communities.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Investigate and argue the impact of physical, cognitive, psychological and social perspectives on adolescent health and wellbeing; 2. Analyse the major factors affecting the mental health of adolescents and discuss a range of protective measures to reduce the risk of mental disorders and illness; 3. Evaluate a variety of resources designed to support the mental health and wellbeing of adolescents; and 4. Apply their knowledge of current educational approaches to issues such as risk taking, drug and alcohol abuse, bullying and violence.

Class Contact: Lecture 1.0 hr Tutorial 1.5 hrs

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

Assessment: Project, Preparation for presentation, 20%. Test, 2 x On-line tests, 20%. Presentation, In-class presentation, 20%. Assignment, Health session plans, 40%.

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 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 safe and unsafe 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. Critically analyse sociocultural influences that affect human sexuality and relationships; 2. Integrate conceptual knowledge of human sexuality into a teaching and learning resource; 3. Evaluate, collate and assemble teaching and learning resources for sexual health education across a range of settings. 4. Demonstrate knowledge of legal, social and developmental factors that affect human sexuality

Class Contact: Lecture 1.0 hr Tutorial 1.5 hrs

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

Assessment: Presentation, Group presentation, 20%. Test, 2 x quizzes, 10%. Essay, Essay dealing with a human sexuality issue, 30%. Portfolio, Electronic human sexuality resource portfolio, 40%.

SHE3001 Social Bases of Health: Global Perspectives

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit exposes students to historical and theoretical models of health with application to health education and physical education. Health and wellbeing are considered from individual and population perspectives. Concepts around identity are explored, including the social and cultural factors that influence health outcomes. Students are encouraged to explore the interdisciplinary nature between health and a range of social determinants such as socioeconomic status, physical activity, the environment, gender, religion, communities, sexuality and the media. The unit focuses on both the Australian and global health contexts and examines ways to improve health outcomes among at-risk groups.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Evaluate a contemporary health promotion program's objectives, aims and goals specific to the communities' social determinants of health; 2. Determine how social issues affect health outcomes at individual and population levels; 3. Interpret a global health issue and investigate ways for improvement; 4. Work individually and with others to collaboratively present and critique a global health issue; and 5. Peers assess the contributions of others and provide effective feedback.

Class Contact: Lecture 1.0 hr Tutorial 1.5 hrs

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

Assessment: Assignment, Investigation of a health promotion program, 25%. Essay, Research essay that explores one or more social determinants of health, 35%. Presentation, Collaborative group presentation of a global health issue, accompanying critical essay and peer evaluation of other group's project, 40%.

SHE3002 Health Policy and Promotion

Locations: Footscray Park.

Prerequisites: Nil.

Description: In this unit, students explore theories of global health promotion practices and the foundations and history of health promotion. They also examine the social and cultural influences that affect health for individuals and communities throughout the world. The unit examines different models and theories of health promotion and how behavioural change can take place through health promotion and planning and through greater understanding of service provision and policy frameworks. Students explore the way that health promotion empowers individuals and communities and some of the enablers and barriers to participation.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Explain and analyse the social ecological model of health 2. Critically analyse health promotion foundations, theories, behaviour changes, strategies and implementation processes for future applications within the health industry; 3. Design a health promotion campaign that addresses a global health issue; and 4. Communicate to a range of audiences the efficacy of a health promotion program and the strategies, policies and theories that underpin it.

Class Contact: Lecture 1.0 hr Tutorial 1.5 hrs
Required Reading: Selected readings will be made available via the unit VU Collaborate site.
Assessment: Research Paper, Research paper related to the social ecological model of health, 20%. Assignment, Design a health promotion campaign with supporting documentation, 60%. Test, Online test relating to lectures, readings and tutorial material, 20%.

SHM8900 Human Movement (Full-Time)

Locations: Footscray Park.
Prerequisites: Nil.
Description: The Doctor of Philosophy (PhD) at Victoria University is VU's Doctoral Degree (Research) program, and qualifies individuals who acquire and apply a substantial body of knowledge to research, investigate and develop new knowledge, in one or more fields of investigation or scholarship. This unit contributes to the research student's progress towards the production of a thesis in an approved thesis format for independent examination by at least two external expert examiners of international standing. In this unit of study the student will be expected to demonstrate progress towards thesis completion as per the Learning Outcomes and procedures outlined as part of the university's Higher Degrees by Research Policy.
Credit Points: 48
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Expert understanding of a substantial body of theory and its practical application at the frontier of a field of work or learning, including substantial expert knowledge of ethical research principles and methods applicable to the field; 2. Intellectual independence and cognitive skills to undertake a systematic investigation, reflect critically on theory and practice and evaluate existing knowledge and ideas, including identifying, evaluating and critically analysing the validity of research studies and their applicability to a research problem; 3. Expert cognitive, technical and creative skills to design, develop and implement a research project/s to systematically investigate a research problem; to develop, adapt and implement research methodologies to extend and redefine existing knowledge; and to manage, analyse, evaluate and interpret data, synthesising key ideas and theorising within the context of key literature; 4. Expert communication skills to explain and critique theoretical propositions, methodologies and conclusions; to disseminate and promote new insights; and to cogently present a complex investigation of originality, or original research, both for external examination and to specialist (eg. researcher peers) and non-specialist (industry and/or community) audiences through informal interaction, scholarly publications, reports and formal presentations; 5. Capacity to reflect on, develop and evaluate strategies for achieving their own learning and career goals; 6. Intellectual independence, initiative and creativity in new situations and/or for further learning; 7. Ethical practice and full responsibility and accountability for personal outputs; and 8. Autonomy, authoritative judgment, adaptability and responsibility as an expert and leading scholar.
Class Contact: Regular meetings with supervisor and participation in agreed research professional development activities.
Required Reading: To be determined in consultation with the supervisors.
Assessment: Thesis, Research Thesis, Pass/Fail. The student will demonstrate substantial progress towards completion of the research thesis through formal meetings with their thesis supervisors, who will provide formative feedback. The unit will be internally assessed by the supervisory team, the College and University through 6- or 12-monthly progress reports. On completion, the thesis will be assessed through independent examination by at least two external expert examiners of international standing.

SHM8901 Human Movement (Part-Time)

Locations: Footscray Park.
Prerequisites: Nil.
Description: The Doctor of Philosophy (PhD) at Victoria University is VU's Doctoral Degree (Research) program, and qualifies individuals who acquire and apply a substantial body of knowledge to research, investigate and develop new knowledge, in one or more fields of investigation or scholarship. This unit contributes to the research student's progress towards the production of a thesis in an approved thesis format for independent examination by at least two external expert examiners of international standing. In this unit of study the student will be expected to demonstrate progress towards thesis completion as per the Learning Outcomes and procedures outlined as part of the university's Higher Degrees by Research Policy.
Credit Points: 24
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Expert understanding of a substantial body of theory and its practical application at the frontier of a field of work or learning, including substantial expert knowledge of ethical research principles and methods applicable to the field; 2. Intellectual independence and cognitive skills to undertake a systematic investigation, reflect critically on theory and practice and evaluate existing knowledge and ideas, including identifying, evaluating and critically analysing the validity of research studies and their applicability to a research problem; 3. Expert cognitive, technical and creative skills to design, develop and implement a research project/s to systematically investigate a research problem; to develop, adapt and implement research methodologies to extend and redefine existing knowledge; and to manage, analyse, evaluate and interpret data, synthesising key ideas and theorising within the context of key literature; 4. Expert communication skills to explain and critique theoretical propositions, methodologies and conclusions; to disseminate and promote new insights; and to cogently present a complex investigation of originality, or original research, both for external examination and to specialist (eg. researcher peers) and non-specialist (industry and/or community) audiences through informal interaction, scholarly publications, reports and formal presentations; 5. Capacity to reflect on, develop and evaluate strategies for achieving their own learning and career goals; 6. Intellectual independence, initiative and creativity in new situations and/or for further learning; 7. Ethical practice and full responsibility and accountability for personal outputs; and 8. Autonomy, authoritative judgment, adaptability and responsibility as an expert and leading scholar.
Class Contact: Regular meetings with supervisor and participation in agreed research professional development activities.
Required Reading: To be determined in consultation with the supervisors.
Assessment: Thesis, Research Thesis, Pass/Fail. The student will demonstrate substantial progress towards completion of the research thesis through formal meetings with their thesis supervisors, who will provide formative feedback. The unit will be internally assessed by the supervisory team, the College and University through 6- or 12-monthly progress reports. On completion, the thesis will be assessed through independent examination by at least two external expert examiners of international standing.

SMG7140 The Social Ecology of Active Living

Locations: St Albans.
Prerequisites: Nil.
Description: Policies and programs targeting behaviour in isolation often fail to enhance active living and wellbeing. A socio-ecological framework recognises that behaviour does not occur in a vacuum and highlights the broader social determinants of active living. This unit analyses various critical issues in an integrated way using

international and multidisciplinary approaches. Students will have the opportunity to investigate the social factors that have a bearing on active living and its potential health benefits, including age, gender, sexuality, (dis)ability, socioeconomic status, race and ethnicity. The unit seeks to provide students with the critical understandings, skills and values necessary to promote active living and wellbeing at individual, group, community and environmental levels.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically analyse aspects of active living and wellbeing from a socio-ecological perspective; 2. Synthesise and contrast different perspectives on active living and wellbeing; 3. Develop alternative conceptions of active living and wellbeing; and 4. Utilise sociological method and inquiry to inform individual practice and challenge the construction of one's own beliefs in relation to active living and wellbeing.

Class Contact: The Master in Public Health (Global Nutrition and Active Living) is likely to attract practitioners already employed in the field of public health as well as recent graduates. The mode of course delivery is designed to be flexible in order to accommodate prospective students in full or part time employment locally, nationally and off shore seeking a postgraduate qualification to enhance their professional practice. Accordingly the Master in Public Health (Global Nutrition and Active Living) will not be offered in weekly, real-time, face-to-face mode across a semester. Instead the degree program will be offered in burst seminar mode, supported by on-line learning modules. If students can show cause why they are unable to attend burst sessions then on line learning modules covering the same content as the burst seminars will be available to them. Students can expect the course contact hours to equate to 3 hours per unit, per week across a 12 week semester. These hours will comprise a combination of lecture, seminar and tutorial type activities - on line and/or in burst mode. Students should also expect to spend an equal amount of time in self-directed study.

Required Reading: Selected research papers and book chapters, with students encouraged to source research papers relevant to their interests and experiences.

Assessment: Annotated Bibliography, Active Living and Selected Social Determinant (1500 words), 30%. Other, Two (2) Reflective Blogs (800 words each), 20%. Project, Group Case Study (Active Living) (individual 2500 words equivalent), 50%. The total word equivalence of combined assessment tasks is 5 - 6,000 words approximate.

SMG7240 Behavioural Aspects of Active Living

Locations: St Albans.

Prerequisites: Nil.

Description: As physical activity and sedentary behaviour involve a series of voluntary behavioural choices for an individual, it is important to recognise the impact of motivation and ability in active living. 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 and encourage students to compare and contrast psychosocial theories of health behaviour in a variety of active living situations. These theories will be evaluated in light of their relevance to a variety of target populations and their ability to guide interventions for health promotion. Students will reflect on the intra- and interpersonal factors that influence health behaviours in context of broader groups, organisations and environments.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Interrogate the relationships between psychological, physical, physiological, cultural, socio-demographic and environmental factors in an active living setting; 2. Evaluate and exemplify the interactions between all levels of the socio-ecological model and hypothesise the implications this model has on active living promotion, policy and programs; 3. Propose and defend strategies that will facilitate individual adherence to healthy lifestyles and improve wellbeing from both physical and psychosocial perspectives; and 4. Critically apply psychosocial theories of health behaviour to structure individual and group interventions.

Class Contact: The Master in Public Health (Global Nutrition and Active Living) is likely to attract practitioners already employed in the field of public health as well as recent graduates. The mode of course delivery is designed to be flexible in order to accommodate prospective students in full or part time employment locally, nationally and off shore seeking a postgraduate qualification to enhance their professional practice. Accordingly the Master in Public Health (Global Nutrition and Active Living) will not be offered in weekly, real-time, face-to-face mode across a semester. Instead the degree program will be offered in burst seminar mode, supported by on-line learning modules. If students can show cause why they are unable to attend burst sessions then on line learning modules covering the same content as the burst seminars will be available to them. Students can expect the course contact hours to equate to 3 hours per unit, per week across a 12 week semester. These hours will comprise a combination of lecture, seminar and tutorial type activities - on line and/or in burst mode. Students should also expect to spend an equal amount of time in self-directed study.

Required Reading: Selected research papers and book chapters, with students encouraged to source research papers relevant to their interests and experiences.

Assessment: ICT (Wiki, Web sites), Wiki contribution - Critique of one theoretical model of health and behaviour (1500 words equivalent), 20%. Essay, Essay / Report - Application of various theoretical behaviour models of health to intervention (2500 words equivalent), 40%. Presentation, Seminar Presentation - Recommendations for maximising intervention outcomes (2000 words equivalent), 40%. The total word equivalence of combined assessment tasks is 6,000 words approximate.

SMG7340 Active Living Programs

Locations: St Albans.

Prerequisites: Nil.

Description: Implementing effective and sustainable active living programs in the community is an important part of public health promotion and intervention. Programming for increased physical activity requires a well-considered and systematic approach to planning, implementation and evaluation. Program development should be based on the health needs within the target community and have a clear structure, yet be flexible to encourage participation and sustainability. This unit will consider both local active living initiatives and large-scale public health campaigns to provide students with an understanding of applied programming in an active living setting. Students will be encouraged to critique and apply a variety of planning, implementation and evaluation strategies to real world active living programs in order to extrapolate and develop their own methodology for programming in the active living setting. Implementation and evaluation strategies, such as social media, online interfaces, social support and other innovative methods will be discussed, with an emphasis on using high-quality evidence in program planning stages.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically apply high-quality planning, implementation and evaluation strategies for active living programs; 2. Propose and justify processes involved in health needs assessments for a variety of settings; community, workplace, schools, target

populations; 3. Interrogate and recommend programming approaches that involve all aspects of a socio-ecological framework to provide holistic active living programs; and 4. Argue the role and need for specific, evidence-based programs as part of a broader initiative to promote active living in a variety of known and unknown contexts.

Class Contact: The Master in Public Health (Global Nutrition and Active Living) is likely to attract practitioners already employed in the field of public health as well as recent graduates. The mode of course delivery is designed to be flexible in order to accommodate prospective students in full or part time employment locally, nationally and off shore seeking a postgraduate qualification to enhance their professional practice. Accordingly the Master in Public Health (Global Nutrition and Active Living) will not be offered in weekly, real-time, face-to-face mode across a semester. Instead the degree program will be offered in burst seminar mode, supported by on-line learning modules. If students can show cause why they are unable to attend burst sessions then on line learning modules covering the same content as the burst seminars will be available to them. Students can expect the course contact hours to equate to 3 hours per unit, per week across a 12 week semester. These hours will comprise a combination of lecture, seminar and tutorial type activities - on line and/or in burst mode. Students should also expect to spend an equal amount of time in self-directed study.

Required Reading: Selected research papers and book chapters, with students encouraged to source research papers relevant to their interests and experiences.

Assessment: ICT (Wiki, Web sites), Wiki contribution - Large scale health campaign – critique existing social media or press advertisement/coverage (1500 words), 20%. Essay, Essay / Report - Critically appraise existing active living program, integrating reflection on site visits with theoretical program models (3000 words, 40%. Presentation, Seminar Presentation of existing active living program, including audio visual ethnography and evidence-based recommendations for change (2500 words), 40%. The total word equivalence of combined assessment tasks is 7,000 words approximate.

SMG7440 Policy and Promotion for Physical Activity

Locations: St Albans.

Prerequisites: Nil.

Description: The unit examines the development and evaluation of global and national policies for promoting physical activity. It will identify key stakeholders in physical activity across the public, private and civil society sectors. Students will explore major physical activity policy developments and the translation of those policies into practice. Students will also consider how to construct a policy analysis of physical activity issues and reform proposals.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Identify and interrogate key national and global charters, conventions and policies. promoting physical activity and evaluate their impact in a variety of contemporary and emerging contexts including low and middle income countries; 2. Conceptually map the roles and responsibilities of key stakeholders in physical activity across public, private and civil society and investigate models of cross-sectoral collaboration; 3. Deconstruct existing policy analysis frameworks in order to deduce a model that can then be applied to a particular policy issue or reform within their scope of practice; 4. Investigate and recommend generic strategies by which physical activity policy translates to practical public health interventions; and 5. Formulate and justify a brief policy statement around a particular physical activity-related public health issue.

Class Contact: The Master in Public Health (Global Nutrition and Active Living) is likely to attract practitioners already employed in the field of public health as well as recent graduates. The mode of course delivery is designed to be flexible in order to accommodate prospective students in full or part time employment locally, nationally and off shore seeking a postgraduate qualification to enhance their professional practice. Accordingly the Master in Public Health (Global Nutrition and Active Living) will not be offered in weekly, real-time, face-to-face mode across a semester. Instead the degree program will be offered in burst seminar mode, supported by on-line learning modules. If students can show cause why they are unable to attend burst sessions then on line learning modules covering the same content as the burst seminars will be available to them. Students can expect the course contact hours to equate to 3 hours per unit, per week across a 12 week semester. These hours will comprise a combination of lecture, seminar and tutorial type activities - on line and/or in burst mode. Students should also expect to spend an equal amount of time in self-directed study.

Required Reading: Selected policies, research papers and book chapters, with students encouraged to source research papers relevant to their interests and experiences.

Assessment: Report, Policy Analysis - Audit (concepts, language, discourse, author, audience) and comparison of two (2) selected policy texts (1500 words equivalent), 20%. Case Study, Policy to Practice: A Case Study (4000 words equivalent), 50%. Presentation, Policy Formulation: Response to Public Health Issue (Active Living) (2000 words equivalvent), 30%. The total word equivalence of combined the assessment tasks is 7,000- 8,000 words approximate.

SPE1000 Movement Skill Acquisition

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study provides an introduction to the acquisition of movement skills in children. The following areas will be examined: terms and concepts in skill acquisition; movement skill classification; classification of games and sports; characteristics of movement skill learning; stages of learning; theories of movement skill acquisition; motivation and confidence; transfer of learning; practice design; practice distribution; practice variability; and feedback in movement skill acquisition with children. Students will engage in practical activities related to movement skill acquisition in childhood.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Interpret terms and concepts in movement skill acquisition; 2. Compare different movement skills and activities; 3. Evaluate changes in movement skill acquisition in children; and 4. Analyse the design of practice and use of feedback in skill acquisition with children.

Class Contact: Lecture1.0 hrTutorial1.5 hrs

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

Assessment: Test, Online Test, 20%. Report, Practical Reports, 40%. Assignment, Reflective Workbook, 40%.

SPE1001 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; biological growth and development; perceptual development;

description of motor behaviour characteristics at different stages of development; movement assessment; warm-up and organisation for skill development; and fundamental movement skill development. Students will engage in practical activities related to fundamental movement skills.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Differentiate terminology associated with growth and motor development; 2. Evaluate changes that occur in growth and motor development; and 3. Gauge the development and assessment of fundamental movement skills.

Class Contact: Lecture 1.0 hr Tutorial 1.5 hrs

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

Assessment: Report, Fundamental Motor Skill Report, 30%. Assignment, Log Book, 40%. Test, Online Test, 30%.

SPE1005 Individual Movement Activities

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit provides students with knowledge and skills in the area of rhythmic and expressive movement for participation in physical and fitness activities. Students apply their knowledge and skills in a range of rhythmic and expressive activities to analyse the impact of effort, space, time, objects and people when composing and performing movement sequences; analyse their own and others' movement compositions; participate in movement activities appropriate for developing individual fitness; design a movement performance; and provide and apply feedback to enhance performance.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate knowledge of rhythmic and expressive movement concepts; 2. Apply knowledge and movement skills to create innovative movement sequences according to specific criteria 3. Reflect on movement activities appropriate for developing fitness for individuals with a range of capabilities; 4. Analyse rhythmic and expressive movement sequences of others to provide feedback and instruction.

Class Contact: Lab 2.0 hrs Lecture 1.0 hr

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

Assessment: Report, Instructional Plan, 20%. Presentation, Instructional Experience, 20%. Report, Technique Method Chart, 30%. Examination, Final Exam, 30%. 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.

SPE1006 Introduction to Movement Skills

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit provides a foundation of knowledge and skills that are important for professionals in physical education and related industries. Students gain an understanding of the breadth and depth of the field of physical education and its sub-disciplines and explore physical education as learning through movement. The unit introduces students to fundamental movement skills and instructional principles relevant to physical education through instruction of those fundamental movement skills. Students will acquire and apply basic instructional knowledge and skills and reflect on and evaluate their instruction. Areas examined include: the physical education profession and related disciplines, personal and professional philosophy in physical education; fundamental movement skills; fundamental movement skill acquisition and development; instructional principles; and psycho-social factors affecting fundamental movement skill development.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Apply a broad knowledge of physical education and fundamental movement skills to evaluate a range of complex problems; 2. Adapt knowledge and skills to evaluate, assess, and instruct fundamental movement skills; 3. Locate and critically analyse credible references about contemporary physical education and related sub-disciplines; and 4. Communicate clearly both orally and in writing to accurately describe, explain, demonstrate and transmit core knowledge of physical education and fundamental movement skills to others.

Class Contact: Lecture 1.0 hr Lecture: 12 x 1 hours; Tutorial: 12 x 1.5 hours

Required Reading: Spittle, M 2013, Motor learning and skill acquisition: applications for physical education and sport, Melbourne: Palgrave Macmillan.

Assessment: Report, Report, 20%. Presentation, Presentation, 40%. Assignment, Logbook, 40%.

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 acquire key skills and knowledge to provide ongoing, developmentally appropriate movement opportunities for participants. The importance of play and the development of core movement skills will also be explored from a cognitive, social, and motor perspective with students engaging in practical activities related to these key movement areas. 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 fundamental movement skills; 3. In collaboration with others, locate and critically 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. Communicate clearly both orally and in writing to accurately describe, explain, demonstrate and transmit core principles of growth and movement development to others.

Class Contact: Lecture 1.0 hr Tutorial 1.5 hrs Lecture: 10 x 1.5 hours Tutorial: 10 x 1.5 hours

Required Reading: Gallahue, D.L., Ozmun, J.C., & Goodway, J.D. (2012). (7th ed), Understanding motor development: infants, children, adolescents and adults New York: McGraw Hill.

Assessment: Presentation, Presentation, 30%. Case Study, Case study of movement development, 40%. Examination, Final exam, 30%. Equivalent word limit of 3000 words.

SPE1105 Aquatic and Athletic Movement Activities

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit provides students with the skills and knowledge to plan prepare and reflect upon aquatic and athletic movement activities. Students develop an understanding of the safety requirements and issues when working with people of all ages in and around the water and in a sporting carnival situation. Students have the opportunity to complete all requirements of the ASCTA Teacher of Swimming qualification and CPR certificates. (Additional registration fees will apply). In addition to this, students participate in practice integrated learning activities that allow them to reflect upon their own skills as a practitioner in the field of physical education and community sport. Students actively engage in athletic movement skills and knowledge relating to the field of athletics.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Apply knowledge and skills of aquatic and athletic movement activities to develop basic aquatic and athletic skills with a range of clients; 2. Critically analyse knowledge of aquatic and athletic movement activities for participation in physical education as relevant to contemporary settings; 3. Plan, implement and evaluate practical aquatic and athletic movement activity sessions with the local community with responsibility and accountability; and 4. Adapt activities to develop aquatic and athletic movement skills and concepts in suit participant groups.

Class Contact: Lab 2.0 hrs Lecture 1.0 hr

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

Assessment: Project, Practice-integrated learning project, 15%. Test, Skills test, 40%. Report, Industry observation task, 25%. Test, Knowledge tests, 20%. Hurdle: To gain an overall pass in this unit students must pass the practical Skills Test.

SPE1106 Physiology for Physical Education

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit provides students with discipline specific knowledge and skills in human physiology, with a specific focus on application to physical activity, sport and exercise science, and physical education. Students are introduced to basic physiological structures and functions; examine the physiological systems most involved in human movement, such as the cardiovascular, respiratory, thermoregulatory, neural, endocrine and muscular systems; and explore the acute and chronic responses of those physiological systems to exercise. Knowledge and skills are developed from both a theoretical and practical perspective to enhance knowledge, skills and the application of those knowledge and skills to sport, exercise, and physical education.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Adapt knowledge of the cardiovascular, respiratory, thermoregulatory, neural, endocrine and muscular systems to contemporary sport, exercise, and physical education settings; 2. Identify and describe acute and chronic responses to exercise training; 3. Apply knowledge of exercise physiology principles to solve problems in practical physical education and sport situations; and 4. Communicate a clear, coherent and independent exposition of knowledge and ideas in physiology and exercise physiology.

Class Contact: Lecture: 12 x 1.5 hour; Tutorial: 6 x 2 hours

Required Reading: Sherwood, L 2013, 8th edn, Human physiology: from cells to systems, Belmont, CA: Thomson Learning Powers, S & Howley, E 2012, 8th edn, Exercise physiology: theory and application to fitness and performance Boston: McGraw-Hill

Assessment: Test, Online tests, 25%. Report, Laboratory report, 25%. Examination, Exam, 50%. Total effective word limit 3000 words.

SPE1200 Applied Movement Science

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit applies movement science to the analysis and acquisition of movement skills in children through exploration of how movement skills are learned and performed. Students will examine skill acquisition and biomechanical concepts including: movement skills; theories of movement skill acquisition; instruction, practice design and feedback; assessment of movement skills; analysis of movement; the manipulation and modification of effort, time, force, and objects; and the effect forces have on bodies and motion. The unit will help students develop skills and knowledge to support the acquisition, application and evaluation of movement skills, concepts, and strategic awareness in order to support learners in responding creatively and competently in a variety of physical activity contexts and settings. Students develop theoretical understanding of implementing and evaluating approaches to skill analysis, assessment and acquisition common to movement settings. Participation in practical experiences will illustrate theoretical concepts of how to analyse, develop, and refine movement. Students will explore the acquisition and analysis of movement skills, concepts and strategies to confidently and competently participate in a range of physical activities.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Present a clear coherent and independent exposition of knowledge and ideas in skill acquisition and biomechanics; 2. Classify and analyse the performance of movement skills in physical activity and sport using skill acquisition and biomechanical principles; 3. Determine changes in skill acquisition and performance in children; 4. Apply biomechanical and skill acquisition principles to analyse, develop, and refine movement for participation and performance in a range of physical activities; and 5. Develop understanding to support learners to acquire, apply and evaluate movement skills, concepts, and strategic awareness in order to respond creatively and competently in a variety of physical activity contexts and settings.

Class Contact: Lecture 1.5 hrs Lecture: 10 x 1.5 hours Tutorial: 10 x 1.5 hours

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

Assessment: Test, Online tests, 20%. Report, Practical reports, 40%. Assignment, Reflective workbook, 40%.

SPE2000 Rhythmic and Expressive Movement

Locations: Footscray Park.

Prerequisites: SPE1001 - Growth and Motor Development

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. Analyse the use of rhythmic and expressive movement in children's physical

activity participation; 2. Apply knowledge of movement concepts to create a movement sequence according to specific criteria; 3. Design and perform an imaginative movement sequence; and 4. Create activities to develop rhythmic and expressive movements of others.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

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

Assessment: Report, Instructional Plan, 20%. Presentation, Skill Instruction, 20%. Assignment, Resource, 30%. Performance, Rhythmic and expressive movement, 30%. 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: SPE1000 - Movement Skill Acquisition

Description: This unit provides students with an overview and practical experience of minor and major games for children's physical activity participation. Students will develop an understanding of different types of games and sports; knowledge and skills to apply movement concepts and strategies in games and sports; practice specialised movement skills and apply them in different movement situations; transfer movement concepts and strategies; modify games and activities for participation and skill development; and use feedback to improve performance in games and sports. These concepts will be explored through theoretical understanding and participation in minor and major games.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Evaluate different types of games and sports related to physical activity participation; 2. Design experiences to apply movement skills, concepts and strategies in games and sport; 3. Modify games and activities for participation and skill development; and 4. Develop activities to develop specialised movement skills.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: Breed. R., & Spittle, M. (2011). Developing Game Sense Through Tactical Learning: A Resource for Teachers and Coaches. Port Melbourne: Cambridge.

Assessment: Presentation, Instructional Experience, 30%. Assignment, Instructional Plans, 40%. Essay, Essay, 30%.

SPE2002 Physiology for Physical Education

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit provides students with discipline specific knowledge and skills in human physiology, with a specific focus on application to physical activity, sport and exercise science, and physical education. Students are introduced to basic physiological structures and functions; examine the physiological systems most involved in human movement, such as the cardiovascular, respiratory, thermoregulatory, neural, endocrine and muscular systems; and explore the acute and chronic responses of those physiological systems to exercise. Knowledge and skills are developed from both a theoretical and practical perspective to enhance knowledge, skills and the application of those knowledge and skills to sport, exercise, and physical education.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Adapt knowledge of the cardiovascular, respiratory, thermoregulatory, neural, endocrine and muscular systems to contemporary sport, exercise, and physical education settings; 2. Analyse acute and chronic responses to exercise training; 3. Apply knowledge of exercise physiology principles to solve problems in practical physical education and sport situations; and 4. Communicate a clear, coherent and independent exposition of knowledge and ideas in physiology and exercise physiology.

Class Contact: Lab 2.0 hrs Lecture 1.5 hrs

Required Reading: Sherwood, L 2013, 8th edn, Human physiology: from cells to systems, Belmont, CA: Thomson Learning Powers, S & Howley, E 2012, 8th edn, Exercise physiology: theory and application to fitness and performance Boston: McGraw-Hill

Assessment: Test, Online test, 25%. Report, Laboratory report, 25%. Examination, Final exam, 50%.

SPE2003 History of Sport

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit traces the history of sport and physical education from ancient to modern times. Students are encouraged to seek out the meanings that sport and physical education held for people during different historical periods, and to identify the linkages between current sports and physical education, and their earlier counterparts. This unit enables students to understand and recognize the contextual forces in each historical period that shaped the structure, form, and flavour of a society's sports and active pastimes. It also aims to assist students in gaining an appreciation of different theoretical and methodological approaches to the study of sport and physical activity in society. The unit can be broken down into six broad sections as follows: 1. Introduction to sports historiography and methodology; 2. Physical education and sport in antiquity, with particular reference to Greek and Roman culture; 3. Physical education and sport in the Middle Ages; 4. Physical education and sport during the Renaissance, Reformation and Enlightenment; 5. Sport, the Industrial Revolution and the British Empire; 6. Case studies of modern sport: The modern Olympic Games.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Explain research methodologies used concerning the origins of sport; 2. Discuss the development of sport as a significant social force in western civilizations; 3. Locate and analyse documents in the field of sport history; and 4. Determine relationships between historical knowledge and the understanding of current issues associated with sport.

Class Contact: Lecture 2.0 hrs Tutorial 1.0 hr

Required Reading: Hess, R & Klugman, M 2011, 2nd edn, A history of sport and physical education: ancient and modern perspectives, North Ryde: McGraw-Hill Australia.

Assessment: Essay, Essay on the history of sport and related topics, 20%. Exercise, Reading summaries, 40%. Examination, Final examination, 40%.

SPE2007 Minor Games

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit provides students with an overview and practical experience of minor games and athletics for participation in physical education. Students develop an understanding of invasion, striking / fielding, net / wall and target games and athletics and knowledge and skills to apply movement concepts and strategies in games. These concepts are explored through theoretical understanding and

participation in minor games and athletics.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically analyse knowledge of games and athletics for participation in physical education as relevant to contemporary settings; 2. Modify games and activities for participation and skill development with creativity and judgment; 3. Design experiences to apply movement skills, concepts and strategies in games with responsibility and accountability; and 4. Adapt activities to develop movement skills and concepts in games and athletics to suit participant groups.
Class Contact: Lab 1.5 hrs Lecture 1.0 hr
Required Reading: Breed. R & Spittle, M 2011, Developing game sense through tactical learning: a resource for teachers and coaches, Port Melbourne: Cambridge.
Assessment: Presentation, Presentation, 30%. Essay, Essay, 30%. Assignment, Workbook, 40%.

SPE2008 Major Games

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit is designed to develop knowledge and skills to conduct practical activity sessions involving major games. This unit adopts a Game Sense approach when providing students with an opportunity apply their knowledge and skills to plan, implement and evaluate group sessions related to major games. There is an emphasis on practical application of concepts to major games and sports from the game categories of invasion games, striking / fielding games, net/wall games, and target games.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically analyse knowledge and understanding of major games and sports and adapt information as relevant for participation in different games and sports; 2. Plan, implement and evaluate group sessions in a wide variety of games using a Game Sense model; 3. Design and modify the game environment for all participants; and 4. Instruct a wide variety of major games and sports as appropriate to contemporary Australia.
Class Contact: Lecture: 6 x 1 hours; Tutorial: 12 x 1.5 hours
Required Reading: Breed. R & Spittle, M 2011, Developing game sense through tactical learning: a resource for teachers and coaches, Port Melbourne: Cambridge.
Assessment: Presentation, Practical Experience, 40%. Assignment, Peer Assessment, 20%. Laboratory Work, Tutorial Workbook, 40%.

SPE2100 Biophysical Perspectives On Movement

Locations: Footscray Park.
Prerequisites: SPE1100 - Principles of Movement Development SPE1200 - Applied Movement Science
Description: This unit explores human movement from a biophysical perspective through the study of functional anatomy, human physiology, and exercise physiology. Students will develop a comprehensive understanding of anatomical concepts in order to determine how the body moves. In doing so, students will study the structure and function of the musculoskeletal, cardiovascular and respiratory systems and how they interact with each other to enable human movement. This unit will detail the mechanisms responsible for the physiological changes during exercise, while also examining the acute and chronic physiological adaptations to training. Students will also investigate the components of fitness, principles of exercise training, training program design, interaction of the three energy systems, factors related to fatigue during exercise, basic fitness testing protocols; and physiological strategies to enhance recovery.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Apply their understanding of biophysical concepts to explain and analyse movement using anatomical terminology; 2. Convey their knowledge of the structure, function and interactions of the musculoskeletal, cardiovascular and respiratory systems; 3. Identify and describe the normal physiological responses to exercise and explain how energy is obtained, stored, transferred and used during exercise; and 4. Critically analyse the acute and chronic physiological adaptations to training, and use the basic principles of training to plan and implement safe and effective training programs.
Class Contact: Lecture: 10 x 1.5 hours Tutorial: 10 x 1.5 hours
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, 15%. Assignment, Training Program, 25%. Report, Laboratory Report, 20%. Examination, Final Exam, 40%. Equivalent word limit of 3000 words. .

SPE2200 Games and Sports

Locations: Footscray Park.
Prerequisites: SPE1100 - Principles of Movement Development SPE1200 - Applied Movement Science
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 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 activities to develop specialised movement skills in games, sports, and athletics.
Class Contact: Lecture: 10 x 1 hours Tutorial: 10 x 2 hours
Required Reading: Breed. R., & Spittle, M. (2011). Developing Game Sense Through Tactical Learning: A Resource for Teachers and Coaches. Port Melbourne: Cambridge.
Assessment: Essay, Essay, 30%. Assignment, Workbook, 40%. Presentation, Instructional experience, 30%. Equivalent word limit of 3000 words.

SPE3000 Anatomical and Physiological Bases of Movement

Locations: Footscray Park.
Prerequisites: SPE1000 - Movement Skill Acquisition SPE1001 - Growth and Motor Development
Description: This unit outlines the fundamental discipline studies of functional anatomy, exercise physiology, and biomechanics applied to physical activity for

children. Theoretical concepts are applied through practical experiences and participation in athletics. The unit familiarises students with anatomical, biomechanical, and physiological concepts including: the skeletal, neural and muscular systems; biomechanical concepts of how the body moves, such as the manipulation and modification of effort, time, force, and objects; the effect forces have on bodies and motion; physiological systems involved in physical activity; physiological factors affecting performance; principles of training program design; and application of these principles in physical activity settings such as athletics.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Evaluate how anatomical, biomechanical and physiological principles contribute to physical activity in children; 2. Adapt knowledge of anatomical, biomechanical and physiological principles to design and evaluate training programs in athletics for children; and 3. Synthesise knowledge of physiological systems involved in physical activity and principles of training programs and program design to develop appropriate physical activities for children.

Class Contact: Lab 1.5 hrs Lecture 1.0 hr Lecture: 12 x 1 hour Tutorial: 12 x 1.5 hours

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: Report, Laboratory Report, 30%. Assignment, Training Program, 40%. Examination, Final Examination, 30%. Equivalent word limit of 3000 words.

SPE3001 Physical Activity for Lifelong Participation

Locations: Footscray Park.

Prerequisites: SPE1000 - Movement Skill Acquisition SPE1001 - Growth and Motor Development

Description: This unit provides an overview of lifelong participation in physical activity, including patterns, determinants, and health benefits of physical activity participation; importance of recreational and lifelong physical activities for children; and the importance of play. Students will gain practical experience of recreational and lifelong physical activities such as aquatics and fitness activities.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Argue the importance of participation in recreational and lifelong physical activities for children; 2. Analyse patterns, determinants, and health benefits of participation in physical activity for children; and 3. Plan and prepare appropriate and safe recreational and lifelong physical activities for children.

Class Contact: Lecture 1.5 hrs Lecture: 12 x 1 hour Tutorials: 12 x 1.5 hours

Required Reading: Readings will be advised by the lecturer and detailed in the unit guide.

Assessment: Presentation, Advocacy Presentation, 40%. Essay, Determinants of Participation, 30%. Assignment, Activity Plan, 30%. Equivalent word limit of 3000 words.

SPE3002 Major Games

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit is designed to develop knowledge and skills to conduct practical activity sessions involving major games. This unit adopts a Game Sense approach when providing students with an opportunity apply their knowledge and skills to plan, implement and evaluate group sessions related to major games. There is an emphasis on practical application of concepts to major games and traditional sports from the game categories of invasion games, striking / fielding games, net/wall games, and target games.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Synthesise knowledge and understanding of major games and sports and adapt information as relevant for participation in different games and sports; 2. Plan, implement and evaluate group sessions in a wide variety of games using a Game Sense model; 3. Design and modify the game environment for all participants; and 4. Instruct a wide variety of major games and sports as appropriate to contemporary Australia.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: Breed. R & Spittle, M 2011, Developing game sense through tactical learning: a resource for teachers and coaches, Port Melbourne: Cambridge.

Assessment: Assignment, Presentation Plan, 20%. Presentation, Practical Presentation, 40%. Laboratory Work, Tutorial Workbook, 30%. Other, Peer Assessment, 10%.

SPE3005 Perspectives On Physical Education

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit provides an opportunity for students to integrate and apply their discipline-specific knowledge and skills acquired through their course to their transition to careers in physical education. Students conduct a project exploring their personal conceptualisation of physical education; explore the ethical dimensions of roles in physical education; and develop knowledge and skills to enable them to be proactive and strategic in career planning in the physical education and associated industry sectors. Topics explored include views of contemporary physical education practice; changing understandings of physical education; professional ethics; career professional development, and physical education and exercise and sport science industry engagement.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically analyse and evaluate theoretical knowledge and technical information with autonomy, responsibility and judgment in order to both anticipate and creatively solve problems related to professional practice; 2. Determine and evaluate the ethical implications of professional practice in physical education and associated industry sectors; 3. Articulate a personal conceptualisation of physical education and argue the importance of physical education in the development of the whole person for application in the current job market; and 4. Derive ethical positions and coherently justify that position in relation to their goals in work and learning.

Class Contact: Lecture 1.0 hr Tutorial 1.5 hrs Workshop 6.0 hrs

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

Assessment: Assignment, Development of multi-media presentation (2000 words), 60%. Presentation, Multi-media presentation (1000 words), 40%.

SPE3100 Psychosocial Aspects of Health and Physical Activity

Locations: Footscray Park.

Prerequisites: SPE1100 - Principles of Movement Development SPE1200 - Applied Movement Science

Description: This unit explores the range of psychosocial influences on health, physical activity, sport and exercise contexts in contemporary society. Students will examine sociological, historical, and psychological concepts that influence health and physical activity including interactions of personal, social and environmental factors. Topics include the relationship between health and physical activity, psychosocial and health

benefits of physical activity participation, physical activity across the lifespan, theories of physical activity participation, physical activity and health promotion interventions and initiatives, inclusiveness and diversity in physical activity, methods of assessing physical activity and sedentary behaviour, national physical activity and sedentary behaviour guidelines, and the role of organisations in promoting physical activity and health. Understanding is developed through researching, analysing, applying contemporary practices in health and movement fields. Students will gain authentic practical experience of recreational and lifelong physical activities underpinning delivery of movement experiences and engagement in health and physical activity such as aquatics, challenge and adventure activities, minor games and modified sports. The unit will enable students to implement psychosocial understandings of lifelong health and participation in physical activity into practice within physical education and exercise and sport science.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically evaluate the influence of psychosocial factors on health, physical activity, sport and exercise contexts in contemporary society; 2. Use theoretical knowledge and practical skills to critique health and physical activity promotion initiatives and the assessment of physical activity and sedentary behaviour; 3. Identify and describe how personal, social and environmental contexts shape and provide opportunities for health and physical activity behaviours; 4. Contextualise the importance of participation in recreational and lifelong physical activities as movement experiences in promoting engagement in health and physical activity; and 5. Plan, prepare and participate in appropriate, safe and inclusive movement experiences to support lifelong health and physical activity participation.

Class Contact: Lecture: 10 x 1.5 hours Tutorials: 10 x 1.5 hours

Required Reading: Readings will be advised by the Unit Coordinator and detailed in the unit guide.

Assessment: Essay, Psychosocial aspects of health and physical activity, 30%. Assignment, Physical activity assessment, 40%. Report, Recreational and lifelong physical activities, 30%. Equivalent word limit of 3000 words.

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, games 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, games, and lifestyle exercise based programs.

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 create movement sequences according to given criteria with responsibility and accountability; 2. Develop activities to enhance movement skills, participation and performance in rhythmic and expressive movement, games and fitness with creativity and judgement; 3. Analyse their own and others' movement sequences to provide appropriate feedback and instruction; and 4. Compose and perform movement experiences using exposition and analysis of the impact of effort, space, time, objects and people on movement.

Class Contact: Lecture: 10 x 1 hour Tutorial: 10 x 2 hours

Required Reading: Readings will be advised by the Unit Coordinator and detailed in the unit guide.

Assessment: Performance, Rhythmic and expressive movement, 30%. Presentation, Movement instruction, 30%. Assignment, Movement for health and fitness, 40%. Equivalent word limit of 3000 words. .

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. Acquires skills in modifying training and competition, to manage injuries, illness or specific populations (e.g., disability) 6. To demonstrate an understanding of ethical practice from the perspective of setting boundaries and the referral process

Class Contact: Lecture1.0 hrTutorial1.5 hrs

Required Reading: Gotlin, RS (ed) 2008, Sports injuries guidebook: athletes' and coaches' resource for identification, treatment and recovery, Champaign, IL: Human Kinetics

Assessment: Performance, Practical testing scenarios, 25%. Workshop, Class engagement, 25%. Presentation, Group presentation, 25%. Examination, Final Exam, 25%.

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. Critical to both lectures and tutorials are both 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. Demonstrate understanding of current theory and research relating to speed training, including: reaction, acceleration, maximum speed, speed endurance; 2. Appreciate the fundamentals of running mechanics and related drills; 3. Appreciate the fundamentals of agility and related drills; 4. Demonstrate understanding of the key features of aerobic endurance systems (eg. continuous, interval, Fartlek);

5. Be familiar with a range of flexibility formats (ie. passive, static, dynamic, ballistic, PNF); 6. Demonstrate understanding of the key features of mobility, warm-up/cool-down and recovery; 7. Be conversant with energy system theory; and 8. Be familiar with appropriate use of water training as an integral component of speed development.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

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

Assessment: Practicum, On-going practicum, 30%. Exercise, Lesson plan and exercise manual - hurdle task A + B, 10%. Practicum, Practical: PIL session, 30%. Examination, Theory exam, 30%.

SSC3002 Sport Coaching: Talent Identification & Development

Locations: Footscray Park.

Prerequisites: Nil.

Description: The search for sport talent is almost as old as competitive sport. The modern advent of talent identification in sport (TID) dates back to the programs developed in the former Soviet and Eastern bloc countries in the 1960s and 1970s and was responsible for many Olympic successes. Now, some 40 years on, few areas in sport are as contentious as the ongoing debate of TID. While some experts argue that TID potentially provides talented players with opportunities possible to develop their potential, other experts argue that TID science lacks credibility and practice, is often flawed scientifically and/or ethically. It has also been said that, 'The best form of TID is mass participation.' This unit introduces students to TID and how it has historically been used, and at times misused. Students learn about TID theory and practices but also importantly underlying philosophical questions relevant to TID. There is also a focus on reconciling the dual objectives of mass participation and talent developed.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate understanding of giftedness and talent in a range of contexts; 2. Distinguish between what is talent identification (and what isn't talent identification) from a multi-disciplinary perspective; 3. Demonstrate understanding of the ethical implications and potential concerns, challenges and dilemmas relating to TID; 4. Demonstrate understanding of the typical stages of long term athlete development (LTAD), as well as current best practice in TID; 5. Work effectively with parents of talented children

Class Contact: Lecture 1.0 hr Tutorial 1.5 hrs

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

Assessment: Report, Laboratory reports, 30%. Presentation, Group presentation, 20%. Other, Class Debate (Presentation), 20%. Examination, Theory Exam, 30%. Non assessed Class Debates map to LO 5 & 6 and GC 1c,1d,2a,2b.

SSC3003 Sport Coaching: Skill Acquisition

Locations: Footscray Park.

Prerequisites: Nil.

Description: Students are introduced to motor learning or the more applied term, skill acquisition for sport coaching. Lecture and tutorial sessions introduce students to the major topic areas, measurement techniques and interventions that are relevant to teaching, learning, and performing complex movement skills. There is an emphasis on practical application of concepts, as students are asked to analyse skills and design training sessions that make use of the theories, and demonstrate their knowledge of concepts and instructional strategies.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Distil the basic principles and concepts of skill acquisition that apply to sport coaching; 2. Design and implement a range of practical activities for the development of skill acquisition through the practical activities (eg. skill analysis, training drills, learning interventions) for the particular needs of a diverse range of sport and physical education populations; 3. Interrogate the value of different theoretical concepts in maximising skill learning and performance; 4. Devise technical and tactical skill progressions suitable for basic to advanced level athletes and teams; and 5. Investigate contemporary skill acquisition knowledge as it relates to coaching.

Class Contact: Lecture 1.5 hrs Tutorial 1.0 hr

Required Reading: Farrow, D, Baker, J & MacMahon, C (eds) 2013, 2nd ed Developing sport expertise: researchers and coaches put theory into practice, London: Routledge.

Assessment: Report, Major project - written report (includes a 5% hurdle task), 30%. Practicum, Practical application and student contribution: Instructor & peer review, 20%. Report, Tutorial Reports - Written report (4 x 5% each), 20%. Test, Two quizzes (15% each), 30%.

SSC3004 Advanced Sport Coaching Research and Knowledge Transfer

Locations: Footscray Park.

Prerequisites: SSC3005 - Coach and Athlete Development

Description: This unit links with and follows from the capstone unit SSC3005 Coach and Athlete Development. In this current capstone unit, students will be required to apply their learning and capabilities acquired from the 20 course units already completed. More specifically, students will be more actively engaged in their learning goals, study from a career ready perspective, and take a reflective learning perspective to bridge the gap between theory and practice. From a content perspective, the unit is designed to enable students to use available research resources and strategies to better understand; research methodologies, research findings, research transfer and exchange principles, as they relate to coaching and coach effectiveness. Students will also explore the 'sport science revolution' and in so doing, build a defensible framework for the implementation of sport science in coaching. This research unit also serves to consolidate multi-disciplinary learning from the key sport science disciplines (e.g., sport biomechanics, exercise physiology, strength and conditioning, ethical behaviour, socio-historical, sport psychology and skill acquisition). Successful completion of this unit will require students to demonstrate via class participation and experiential-based assessment tasks their understanding and appreciation of the three VU graduate learning capabilities and four specific course learning outcomes. Finally, student engagement is maximised through the use of a team based learning pedagogy in this capstone unit.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate an understanding of fundamental research processes from both knowledge acquisition and knowledge exchange perspectives; 2. Work in teams to consult with coaching industry coordinators to solve 'real world' coaching challenges; 3. Successfully, work within and solve problems through the team based learning pedagogy; and 4. Demonstrate polished and professional presentation skills in the culminating graduating research pitch.

Class Contact: Lecture: 12 x 1 hour; Tutorial 12 x 1.5 hours

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

Assessment: Laboratory Work, Research Methods Workshops, 25%. Test, Team

Based Learning Quizzes (2), 20%. Assignment, Research methods and statistics assignment, 15%. Project, Knowledge Exchange & Transfer Research Project, 40%.

SSC3005 Coach and Athlete Development

Locations: Footscray Park.
Prerequisites: Nil.
Description: This capstone unit links with, and is a prerequisite to the capstone unit SSC3004 Advanced Sport Coaching Research and Knowledge Transfer. More specifically, students will be more actively engaged in their learning goals, study from a career ready perspective, and take a reflective learning perspective to bridge the gap between theory and practice. This unit is designed specifically to bridge the gap between the research (science) and practical (art) of sport coaching by examining coach and athlete development. Using a combination of traditional face-to-face learning and on-line research activity, students will investigate a coach/athlete development problem in the sport domain. An integral part of this unit is student's exposure to the varied development experiences of coaches and athletes working in different settings. These learnings are geared specifically around the broad theme of career and professional development for both coaches and athletes. Students are given the opportunity to state and refine a coach and athlete development problem in lectures and tutorials. Students will construct a systematic literature review that focuses on a coach/athlete development problem as developed by students in consultation with sport coaching industry personnel. Successful completion of this unit will require students to demonstrate via class participation and assessments tasks their understanding and appreciation of the three VU graduate learning capabilities and four specific course learning outcomes. Finally, student engagement is maximised through the use of a team based learning pedagogy in this capstone unit.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Identify the diversity of developmental issues faced by coaches and athletes; 2. Locate themselves in relation to stages of coach and athlete development theories/models; 3. Identify the challenges applicable to coaching athletes in the Australian and international context; 4. Develop and refine research skills needed to solve complexcoach/athlete development problems; 5. Work in teams to consult with coaching industry coordinators.solve 'real world' coaching challenges; and 6. Successfully, work within and solve problems through the team based learning pedagogy.
Class Contact: Face to face: 4 x 1hr Lecture; 4 x 1.5hr tutorial Fieldwork video data gathering: Students will use remaining contact hours off-campus to conduct coach interviews as part of assessment activities.
Required Reading: Lyle, J & Cushion, C 2010, Sport coaching: professionalisation and practice, USA: Elsevier.
Assessment: Test, Coach/athlete development team based learning workshops, 30%. Project, Coach/athlete industry engagement and literature review, 50%. Other, Workshop engagement assessments, 20%.

SSI6001 Sport Integrity Leadership

Locations: Footscray Park, City Flinders.
Prerequisites: Nil.
Description: This unit investigates concepts of leadership and their association with integrity and ethics at the societal, organisation, group and individual 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, approaches to assessment methodology, and intervention design and evaluation.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Review critically the evidence on the causes, costs and consequence of sport integrity successes and failures and the role of leadership influence outcomes. 2. Apply existing knowledge of integrity/ethics in sport and general management practice and knowledge translation and leadership to personal experience. 3. Diagnose an incident or case of breaches of sport integrity drawing on leadership theories and models to assess the case and develop evidence informed recommendations to address all systems and elements of a business to ensure integrity is system wide and grounded in the culture of a sport business or context.
Class Contact: Online1.0 hr18 hours face-to-face in burst mode in week 1; 9 hours online; 9 hours face-to-face in two sessions towards end of semester.
Required Reading: Sosic, J. 2015 1st Edn Leading with Character: Stories of Valor and Virtue and the Principles they Teach Information Age Publishing Inc., Charlotte, NC Recommended readings will be made available via the unit VU Collaborate site.
Assessment: Assignment, Written Assignment 1 - Individual Critical Essay, 35%. Assignment, Written Assignment 2 - Individual Reflective Essay, 15%. Case Study, Group Case Study Oral Presentation, 10%. Case Study, Group Case Study Written Report, 40%.

SSI6002 Sport, Law and Regulation

Locations: Footscray Park, 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 organizations, 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 organizations.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Discuss and present knowledge of key legal areas and their application to sport; 2. Analyse and critically review a range of legal issues in sport; 3. Assess relevant legal principles, legislation and rules to issues arising in sport contexts; 4. Work both autonomously and collaboratively to critically review and analyse the application of law in the policies, practices and culture of a sporting organisation or club; and 5. Assess how law is used to contextualise, minimise and solve problems in a range of applied practical cases in elite and/or community-based sport organisations.
Class Contact: Tutorial3.0 hrsLectures: 27 hours of face-to-face; Workshop/Seminars: 9 hours
Required Reading: Thorpe, D, Buti, A, Davies, C, Fridman, S and Jonson, P., 2013, 2nd ed Sports Law Oxford Veljanovski, A 2nd ed Sports Law LexisNexis Case Summaries
Assessment: Test, Short Answer, 1 hour, 20%. Report, Field Experience Project Report, 40%. Case Study, Case Studies Report, 40%.

SSI7001 Sport Media and Communications

Locations: City Flinders.

Prerequisites: Nil.
Description: This unit aims to develop the cognitive and communication skills of sports managers. This will be done by introducing students to a number of key media management concepts and communications perspectives. The unit will cover areas including role of communications in management, personal communications, working with and utilising the various forms of media, the expanding use of the internet in communications and sports, crisis management, sociological and legal issues, and social responsibility and ethics.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse the sport media and communications environment with knowledge of the relationship between sport and the media, historical development, current applications and key organisations (context); 2. Apply the Strategic Sport Communications Model (SSCM) to organisational and leadership communications in sport, strategic management of sport organisations, and the relationship between sport media and sport organisations. 3. Critique various methods for operationalising personal, mass, digital, mobile, and social media communication strategies using applicable media methods 4. Interpret competitive market dynamics and opportunities in an organisational context of integrated marketing communications, public relations, and crisis communication within the sport media and communications landscape 5. Evaluate the various sociological, legal, ethical, and social responsibility issues inherent to sport media and communications
Class Contact: 3 hours per week for 12 weeks; 27 hours face-to-face and 9 hours online. Thirty-six (36) hours for one semester comprising lectures, out-of-class independent reading and assignments, online discussion boards and lectures, and burst mode workshops, tutorials, and seminars.
Required Reading: Recommended readings will be provided in Unit of Study Guide. Current journal articles and literature, blogs, websites, social media, and other current technologies will be integrated across the unit.
Assessment: Case Study, Two, 750 words each, case study analysis papers (Weeks 3 and 5), 30%. Report, Sport communications and new media (Week 9, 2000-2500 word), 25%. Project, Witten communication plan (Week 12, 2500-3000 words), 30%. Presentation, Presentation of communication plan (Week 12, 1000 words indicative), 15%.

SSI7002 Sport Facility and Event Management

Locations: Footscray Park, City Flinders, Universidad Europea, Madrid, Spain.
Prerequisites: Nil.
Description: The unit provides students with both in-depth theoretical knowledge and practical understanding of the administrative functions that support the professional management of sport facilities and sport events. The unit will focus on elements of planning, design, management, and delivery. Special emphasis will be given to risk management, security and safety, service quality, and performance evaluation. The unit will be structured around case analysis and problem solving utilising class discussions, guest speakers, and facility / event visitations.
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. Adapt and contextualise theoretical and technical knowledge and skills in diverse contexts that underpin the effective management of sport facilities and events; 3. Analyse information with clarity and judgement in order to both anticipate and creatively solve problems related to the management of sport facilities and events; and 4. Adapt knowledge and managerial skills to make decisions that provide inclusive, sustainable, and culturally relevant sport facility and event services.
Class Contact: Seminar 8.0 hrs Thirty-six (36) hours for one semester comprising 3 hour introductory lecture, and 33 hours of blended learning including online activities. In addition, students complete a study abroad trip to Madrid, Spain.
Required Reading: Schwarz, E. C., Hall, S. A., and Shibli, S. (2015) Sport facility operations management: A global perspective (2nd Edition) Routledge
Assessment: Other, Weekly discussion boards (initial posts and follow-up posts - approx. 1500 words overall), 25%. Portfolio, Journal of Real Madrid/Madrid, Spain experience (3500-4500 words), 40%. Report, Facility / Event Project Report (2000 words), 35%.

SSI7003 Global Sport Business

Locations: Footscray Park, City Flinders, Universidad Europea, Madrid, Spain.
Prerequisites: Nil.
Description: This unit provides a detailed analysis of sport in a global context. Through the use of international case studies it aims to give students a deep understanding of the processes of globalisation and the ways in which they have shaped the structure and conduct of sport around the world. Students will initially explore the commercialisation of sport and trace its evolution into a business. Various commercial themes will be addressed, including a detailed study of sport consumption. Special attention will be given to the motivations and behaviour of sports consumers, together with strategies for engaging with diverse groups and cultures. Students will also examine the impact of technology and the entrenchment of it in media entertainment. This will lead into a critical evaluation of sport-commerce as an industrial sector, a contributor to economic growth, and arena of political influence.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Assess the ever evolving process of the globalisation of sport; 2. Devise a global structure of the sport industry; 3. Critically analyse the power relations and who are the key global players influencing the development and progress of sport (business); 4. Critically analyse the interrelationship between sport and culture in the industry and provide well-argued opinions about planned and unplanned cultural change; 5. Review and critique the links between political agendas and sport business; and 6. Propose critical opinions about sport and its place in a global society.
Class Contact: Seminar 3.0 hrs Thirty-six (36) hours for one semester comprising 3 hour introductory lecture, and 33 hours of blended learning including online activities and study abroad trip to Madrid, Spain..
Required Reading: Selected readings will be made available via the unit VU Collaborate site.
Assessment: Literature Review, Critical popular article on a sport business issue (week 4)., 30%. Case Study, Three case study analyses will be completed, with detailed responses to 5 questions attached to each case study., 45%. Presentation, Presentation on a current sport business opportunity., 25%.

SSI7004 Sport Economics and Finance

Locations: City Flinders.
Prerequisites: Nil.
Description: This unit gives students a grounding in the basics of sport economics and finance. The ambition is to make students financially literate, and enable them to comfortably use numerical data to plan and manage the economic affairs of sport and active recreation enterprises. The unit begins with an introduction the language of finance, accounting and economics. Special attention is given to the difference

between cash and accrual accounting, and what makes accrual model the preferred approach in the world of commercialised sport. Student will also become proficient in the critical analysis of balance sheets, income and expenditure statements, and cash flow statements. The funding sources for delivering improved facilities and higher quality programs will also be addressed. 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. The impacts and legacies of events will examined through the prism of cost-benefit analysis. The planning section will focus on the pricing and budget processes, and include a discussion on how budgets are constructed, with an emphasis on capital budgeting and recurrent budgeting. Techniques for estimating and monitoring future revenue, expenses, and profit levels will also be discussed. Break-even analysis and feasibility studies will feature heavily in this section. Class activities will centre on case studies and experiential exercises.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate their economic and financial literacy by explaining 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, return on investment, monetization of non-market exchanges, triple bottom line accounting, and cost-benefit analysis; 2. Critically examine financial statements through the use of ratio analysis, and use the finding to assess past performance of sport enterprises, and improve future outcomes and overall sustainability; 3. Apply budgeting, pricing, break-even, and forecasting principles to the construction of financial plans for sport enterprises; 4. Identify and quantify the impacts and legacies of sport events and programs on host cities and towns, taking into account economic, social, environmental, and health & well-being outcomes.

Class Contact: This unit will occupy thirty-six (36) hours of equivalent class-contact for one semester. It will comprise lectures and online activities. Lectures will be used to provide foundation knowledge and interrogation of reports, cases and incidents, with additional content delivered through online discussion of theories and analytical frames, and guest speakers via a workshop to bring all the content together.

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: Assignment, Students will complete a full financial diagnosis of two professional sporting clubs, rate their performance, and assess their future prospects., 30%. Report, Students will design a financial plan for an Australian sporting body., 40%. Project, Students will critically review an economic impact statement for a sporting event., 30%.

SSI7901 Sport Research Thesis

Locations: Footscray Park, City Flinders.

Prerequisites: SFS7001 - Research MethodsBMO6630 - Business Research Methodseither / or

Description: The research thesis provides students with an opportunity to apply and further develop the knowledge and skills acquired through the coursework units in a thematic project that addresses a sport business and integrity problem. The thesis should show the student's ability to carry out independent, creative and ethical research, written up in a format which adheres to academic conventions, and to generate new knowledge about the problem addressed in the thesis. This makes the thesis a challenging and creative part of the Master's program. During the research thesis, students will design a research proposal and a clear research strategy, creatively and critically use theoretical insights and concepts relevant to the research, independently conduct empirical research, and report about the research and the results in a clear and systematic way. The research proposal must be approved by the course coordinator and the supervisor.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Design and implement a research project to investigate a sport business and integrity problem through analysis, critical review and interpretation of relevant data 2. Critique and analyse theories and concepts, as well as research ethics principles and procedures, relevant to the research question at hand; 3. Interpret and contextualise research findings and generate future directions for research to contribute to the wellbeing of local and global communities; 4. Conduct a substantial independent research project under supervision with a high level of personal autonomy and accountability; and 5. Present and disseminate research findings to academic and/or industry and community audiences.

Class Contact: Research students will have regular supervision sessions with allocated supervisors. Students will write their thesis in one of the thematic thesis groups, which will meet at least three times during the semester (Introductory session, 3 hours; Presentation of research proposal, 3 hours; Trial presentation of research thesis, 3 hours).

Required Reading: Academic books relevant to the research topic.

Assessment: Presentation, Present research proposal to students and academics in the thematic thesis group, 10%. Thesis, Completion of the research thesis, 70%. Presentation, Present findings at the University Research Symposium, 20%. Students are required to submit a completed research thesis of approximately 16,000 words by the end of this unit and present the findings to an academic audience. .

SSM1101 Introduction to Sport and Active Recreation

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit provides students with knowledge that is important for all professionals in the sport and active recreation industries. It creates a foundation for much of what is covered in other units and applied throughout the graduates' careers. This unit aims to provide students with an understanding of the breadth and depth of the field of sport and active recreation. It assists students to develop a personal and professional philosophy about sport and active recreation service delivery. Students gain an understanding of the structure and role of government, community organisations and businesses in sport and recreation service delivery, leisure theory, and the role of sport and active recreation in the context of current issues in the field.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Interpret selected definitions, theories and principles related to sport and active recreation; 2. Advise on the role of government, non-profit and commercial organisations in the delivery of local sport and active recreation services; 3. Explain the range of sport and active recreation services in Australia and how these services fit within the wider political, governments and community context; 4. Critically reflect on and summarise direct experiences and build on that learning; and 5. Locate and critically analyse credible references about a contemporary sport or active recreation issue with personal responsibility for own output.

Class Contact: Lecture1.0 hrTutorial2.0 hrs

Required Reading: Veal, AJ, Darcy, S & Lynch, R 2013, 4th edn, Australian Leisure, Pearson, Frenchs Forest, NSW.

Assessment: Report, Community sport and recreation delivery report, 30%. Poster,

Background about a specific topic poster, 25%. Examination, Quizzes and exam, 45%.

SSM1102 Foundations of Sport and Active Recreation

Locations: Footscray Park.

Prerequisites: Nil

Description: SSM 1102 introduces students to the broad social, historical and cultural contexts in which sport and active recreation takes place. Research findings and theoretical concepts from history, sociology and cultural studies are used to help explain why some groups and individuals are excluded from, or marginalised through sport and active recreation. Students will undertake a series of learning activities which will enable them to identify and critique sport and recreation participation data and to deconstruct some common myths about Australian society. This unit also provides foundational knowledge and skills required in other units in the Sport Management courses: SSM 2103: Historical and Cultural Aspects of Australian Sport, SSM 2205: Sociology of Sport and Active Recreation and SSM 1204: Ethics and Integrity Management in Sport and Active Recreation.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Identify participation rates in sport and active recreation in Australia and explain how the popularity of particular sports and recreational activities is related to the broader historical, social and cultural context 2. Use key concepts from history, sociology and cultural studies to explain why some groups and individuals are excluded from, or marginalised through sport and recreation 3. Compare the participation patterns of one sport or activity in Australia to another nation and describe the similarities and differences using social, historical and/or cultural explanations

Class Contact: Lecture1.5 hrsTutorial1.0 hrLectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour.

Required Reading: There is no set text book for SSM 1102. Some readings and texts are assigned to specific tutorials and can be accessed through the library via links on VU Collaborate.

Assessment: Exercise, Weekly written tasks, 40%. Test, Key concepts quiz, 20%. Project, Tutorial group project and presentation, 40%.

SSM1103 Management Principles for Sport and Active Recreation

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit provide students with a comprehensive introduction to the principles of management and their practical application to sport and recreation organisations operating at the community, state / provincial and international levels. The unit is divided into three major areas of sport and recreation management: the sport and recreation management environment; sport and recreation management principles; and future sport and recreation management challenges. It provides the foundational knowledge and skills to analyse and evaluate approaches to unpredictable problems and management issues.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Define the meaning of management in a sport and active recreation setting, identify its core elements, and note examples of good and bad management; 2. Articulate a sound knowledge of planning and strategy and their application to sport and active recreation (S&AR) enterprises in the commercial, government and not for profit sectors; 3. Identify how sport and active recreation enterprises can be organised to deliver services in timely and efficient ways; 4. Develop a sound knowledge of leadership in sport and active recreation settings, and explain how effective leadership can positively influence motivation, morale, job satisfaction, productivity and service delivery; and 5. Explain how performance might be evaluated in sport and active recreation enterprises, taking care to cite how indicators of performance will differ between different types of enterprises.

Class Contact: Lecture1.0 hrTutorial1.5 hrsLectures: 12 x 1 hour; Tutorials: 12 x 1.5 hours; Field Work: 10 hours.

Required Reading: Hoye, R., Smith, A., Nicholson, M. & , Stewart, B. 2015, 4th edition, Sport Management: Principles and Applications, Routledge: London

Assessment: Report, Enterprise profile report - Review of the conduct of a sport, club, association or agency, 30%. Presentation, Five minute presentation on a key management concept accompanied by brief summary of key points, 40%. Test, Three quizzes on the principles of good management in sport and active recreation to be completed via VU Collaborate., 30%.

SSM1104 Community Building for Sport and Active Recreation

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit provides students an understanding of communities and the role of sport, recreation and culture in developing inclusive communities in today's changing society. The main topics to be covered include but are not limited to: theoretical foundations of community, open space, and the role of agencies in the community. In addition, it covers the impact of political decisions at the local level on sport and recreation budgets, facilities, programming and policy.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate an understanding of community theory and the importance of local area; 2. Analyse and assess the importance of space, planning, and design in developing community space; 3. Critique a sport, recreation or cultural event in a community; and 4. Apply needs analysis theory in providing community facilities.

Class Contact: Lecture1.5 hrsTutorial1.0 hrLectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour.

Required Reading: Kenny, S 2011, 4th edn, Developing communities for the future: community development in Australia, South Melb, Vic: Nelson Thomson Learning.

Assessment: Assignment, Field trip to a planned local community and written report, 20%. Report, Analytical report of a community initiative, 30%. Test, Quiz in week 6 over the first half of term, 25%. Test, Quiz in week 12 over the second half of term., 25%. Total effective word limit 3000 words.

SSM1201 Marketing for Sport and Active Recreation

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit draws on marketing theory and practice to provide a framework for a customer-focused approach to sport and active recreation service delivery. The unit draws on the content of Sport and Recreation Management as a basis for focused development of sport and active recreation service delivery. The unit provides students with skills and knowledge to deliver sport and active recreation services and also contributes to their Sport and Recreation Facility Management unit. The unit aims to provide students with an understanding of key marketing concepts and a capacity to apply these concepts in the sport and active recreation industry.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse marketing practices and strategies in sport and recreation organizations; 2. Present marketing strategies for various applied sport and recreation settings;

3. Apply marketing system concepts in the management and delivery of sport and recreation services; 4. Understand the process of identifying marketing opportunities through the use of marketing information systems in a sport and recreation organization; 5. Apply the concepts of market segmentation and target market selection to manage the elements of the marketing mix; and 6. Apply marketing control and monitoring (evaluation) systems.

Class Contact: Lecture1.5 hrsTutorial1.0 hrLectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour; Field work: 10 hours.

Required Reading: Shilbury, D, Westerbeek, H, Quick, S, Funk, D & Karg, A 2014, 4th edn. Strategic sport marketing, Allen & Unwin, Crows Nest NSW.

Assessment: Test, Multi-faceted quizzes - Four quizzes will be delivered via VU Collaborate (Weeks 3, 6, 9 & 12), 20%. Review, Market review of a sport or active recreation service (1200 words), 40%. Exercise, Tutorial Assessments, 10%. Project, Applied marketing strategy project (1000 words), 30%.

SSM1202 Financial Management for Sport and Active Recreation

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit introduces students to the principles and practice of financial management and financial planning, and their application to the administration of Australian sport and active recreation organisations. The financial management section focuses on balance sheets, income and expenditure statements, and cash flow statements. Special attention is given to financial performance, and how financial ratios, impact statements and cost-benefit analysis can be used to diagnose the financial health of sport and active recreation organisations, events, tournaments and programs. The planning section focuses on the pricing and budget processes, and the use of feasibility studies. It introduces students to the budgeting process, and examines the ways in which pricing strategies can be used to sustain revenues. It also discusses the issue of financial forecasting, and how future revenues, expenses, and operating surpluses can be estimated and monitored. Class activities centre on case studies of sport and active recreation organisations, and experiential exercises.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Understand the principles of double entry book-keeping and accrual accounting, and how they shape the construction of financial statements; 2. Explain the features and function of balance sheets, income and expenditure statements, cash flow statements, and discuss their use in sport and active recreation organisations; 3. Diagnose the financial health of sport clubs and associations, and recreation agencies through the interrogation of their financial statements; 4. Understand the principles underpinning economic impact statements and cost-benefit analysis, and use them to establish the economic, social, and environmental impacts of sport events, adventure leadership projects, and community festivals; 5. Construct operating budgets for sport events, adventure leadership projects, and community festivals, with special attention to break-even analysis and price modelling. 6. Complete feasibility studies for a sport or active recreation facility and/or event; and 7. Use the vocabulary of accounting and finance to make informed judgments about the financial affairs of sport and active recreation organisations.

Class Contact: Lecture1.0 hrTutorial1.5 hrsLectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour for one semester.

Required Reading: Stewart, R 2016, 2nd edition Sport Funding and Finance, London: Routledge

Assessment: Report, Briefing paper - Diagnosis of financial health of an enterprise in the sport and active recreation sector., 30%. Report, Case report - Evaluation of economic and social impact of sport event or festival., 40%. Exercise, Financial planning exercise - Design of feasibility study for a new sport project., 30%.

SSM1203 Human Resources for Sport and Active Recreation

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit aims to develop an understanding of people management as it relates to the delivery of sport and community development and outdoor adventure services. Topics covered include organisational purpose; role design; recruitment; orientation, training and development; staff performance; retention of varied personnel; and remuneration. The understandings and skills gained in this unit will assist students in their Career and Professional Development units, industry placements and workforce employment.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Locate and interpret contemporary concepts and approaches to managing people in the delivery and management of sport and active recreation organisations and services; 2. Collaborate in groups to question and discuss how human resource planning and management processes and strategies can be applied for effective management of employees and volunteers; 3. Plan and design strategic management approaches that address the needs and skills of employees and volunteers to ensure they perform their roles effectively and efficiently; 4. Determine and evaluate the attributes associated with employee wellness and motivation; and 5. Locate and develop strategies to show an understanding of personal relation issues associated with sport and active recreation organisations and services.

Class Contact: Lecture1.0 hrTutorial1.5 hrs1 hour x formal online learning and 1.5 hours x face-to-face workshop.

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

Assessment: Review, Answer questions relating to weekly online lecture material, 30%. Assignment, Develop a human resource management plan, 50%. Presentation, Current human resource issues, 20%.

SSM1204 Ethics and Integrity Management in Sport and Active Recreation

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study 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 so as to inform sport management, active recreation and professional work cultures. Special attention will be paid to the development of ethical reasoning and integrity and their practical application to topics such as: anti-doping, match fixing, diversity and anti-discrimination (e.g., gender and sexuality, race, ethnicity and religion, ability and disability); health and safety (e.g., children's rights and protection, animal welfare, environmental protection).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Apply understanding of ethical reasoning skills and integrity to sport and sport management in written form; 2. Use ethical and integrity principles, as well as relevant legislation and policy, to assess a community sport organisation or club in written form; and 3. Demonstrate in written form the understanding of ethical and integrity principles, as well as relevant legislation and policy, and support resources

and their application to sport management issues and practices.

Class Contact: Lecture1.0 hrTutorial1.5 hrsLectures: 12 x 1 hour; Tutorials: 12 x 1.5 hours.

Required Reading: N/A

Assessment: Test, Test - short answer, 20%. Case Study, Sport Organisation/Club/Profession Case Analysis, 20%. Assignment, Tutorial Workshop Reports, 50%. ICT (Wiki, Web sites), Online course, 10%. Total effective word limit 3000 words.

SSM1205 Introduction to Adventure in Sport and Active Recreation

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit complies with industry standards and the Adventure Activity Standards requirements as established by Outdoor Victoria. The unit introduces students to the core concepts and practices of adventure relating to peak sporting bodies, community sport and recreation clubs and groups that focus on public health and education. Drawing on a long tradition of adventure based theory the unit explores how adventure is a component of all of our lives and that through it we experience a range of community, health, wellbeing and personal development outcomes. The unit integrates adventure-based experiential learning theories, models and concepts with the skills of adventure programming and implementation and the safety procedures necessary to manage adventure activities in sport and recreation contexts.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Debate the core concepts and practices of adventure; 2. Reflect on the application and value of adventure in sport, recreation, and education; 3. Adapt knowledge and skills of adventure activities and organise self and others in the adventure environment; and 4. Interpret experiences of a range of adventure activities with responsibility and accountability for own learning.

Class Contact: Seminar3.0 hrs

Required Reading: Collard, M 2005, No props: great games with no equipment, Beverly, MA, Project Adventure Priest, S & Gass, M 2005 Effective leadership in adventure programming, Champaign, IL: Human Kinetics.

Assessment: Exercise, Completion of multiple choice questions relating to online content (1 set of 5 questions relating to online content), 10%. Exercise, Completion of multiple choice and short answer questions relating to online content (2 sets of 7 questions relating to online content), 30%. Practicum, Field Practicum Portfolio (Hurdle), 60%. All unit field practicums are Hurdle Tasks that must be completed in full to pass the unit. These practicums form part of the universities risk management process ensuring that students are appropriately skilled and prepared. They are also a component of registration with the Victorian Institute of Teaching. Any failure to complete practicums due to ill health, injury or crisis will require that the practicum be made up for the following year.

SSM2001 Theory and Instruction of River Craft

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit complies with industry standards and requirements as established by the Adventure Activity Standards and administered by the Outdoor Recreation Centre. This unit aims to impart theoretical, practical and instructional skills in rafts and open Canadian canoes on still water and down river. Leadership theories, safety and risk management issues (eg. rescue) and procedures for day trips and extended trips with diverse groups will be covered. Students will develop theoretical understandings of river and water flow dynamics and their implication for river travel. As well, they will extend their appreciation of the relationships between rivers and surrounding land, flora and fauna and the need for conservation. The value of river trips in educational and recreational settings will be explored.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Interpret the industry context of river craft and have the opportunity to gain their White Water Guide; 2. Assess the safety issues and risk management of aquatic environments through the exploration of risk management theory and practice; 3. Apply appropriate planning and facilitation strategies to plan and lead trips on Grade 2 rivers; 4. Devise and implement a learning program for diverse groups; 5. Articulate the environmental issues surrounding inland waterways and utilise minimal impact practices to assist in maintaining the sustainability of this environment; and 6. Report the value of river trips as recreational experiences and educational tools.

Class Contact: Seminar3.0 hrsLectures: 12 x 1 hour; Tutorials: 12 x 1.5 hours; Field trips: 140 hours.

Required Reading: Bechdel, L., & Ray, S. (2009). 4th ed River Rescue: A Manual for Whitewater Safety CFS Publishers, Ashville, NC,

Assessment: Practicum, Practicum A - Practical skills and field work (WIL equivalent) (750 words)., 25%. Practicum, Practicum B - Practical skills and field work (WIL equivalent) (750 words)., 25%. Assignment, Written assignments/presentations (1500 words)., 50%.

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 in the sport and recreation industry 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 students career options and employability after graduation.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate significant knowledge and understanding of work and career choices and requirements; 2. Prioritise and reflect on a broad range of strategies for achieving own career and learning goals; 3. Collaborate effectively with responsibility for own and team outcomes, to complete tasks, evaluate and respond to own and others performance using given parameters; and 4. Communicate effectively both orally and in writing, on a broad range of contemporary topics as a professional demonstrating significant control over key genres/text types.

Class Contact: Tutorial2.5 hrsHalf day workshop: 3.0 hours; Tutorials: 11 x 2.5 hours; Career placement within sport and recreation industry: 70 hours.

Required Reading: Dressler, A et al 2007, Real jobs to inspire future students, Melb: Victoria University Publication. Dressler, A 2015, Career and professional development report writing guidelines, Melb: Victoria University Publication. Funk, R 2015, Career and professional development guidelines, Melb: Victoria University Publication. Required texts provided in class and online.

Assessment: Assignment, Holland self-directed search assignment, 10%. Assignment, Personal resume and one minute career pitch, 25%. Presentation, Information interview class presentation, 15%. Report, Successful completion of hours, written report based on placement and evaluation from host supervisor., 50%.

SSM2003 Ethics in Sport Management and Active Recreation

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit is designed to develop the students awareness and appreciation of the ethical dimensions of sport management and active recreation. The unit will facilitate the development of the students ability to analyse critically various issues, policies, practices and relationships within sport so as to inform sport management, active recreation and professional work cultures. Special attention will be paid to the development of ethical reasoning and its practical application to topics such as: anti-doping, match fixing, diversity and anti-discrimination (e.g., gender and sexuality, race, ethnicity and religion, ability and disability); health and safety (e.g., injuries, childrens rights and protection, animal welfare, environmental protection).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Understand concepts of ethics, morals and values; 2. Use critical reasoning to analyse argument forms and detect fallacies; 3. Demonstrate knowledge of ethical reasoning and ethical reasoning approaches; and 4. Use ethical reasoning to identify, solve problems and recommend professional practice improvement in sport, sport management and active recreation.

Class Contact: Lecture1.0 hrTutorial1.5 hrs

Required Reading: Hemphill/2016 2016 Ethics Toolkit Melbourne/Victoria University

Assessment: Test, Test - short answer, 15%. Test, Test - short answer, 15%. Report, Tutorial Workshop Reports (6 reports x 10% each), 60%. ICT (Wiki, Web sites), Online course, 10%.

SSM2004 Transnational Sport Environments

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study examines the business of sport outside of the domestic marketplace, and addresses its internationalisation from various perspectives. It first of all introduces students to key aspects of the international business environment, where nation states, economic systems, government ideologies, and business cultures intersect. Special attention will be given to the ways in which different political and economic systems shape the structure and conduct of sport around the world, and the relationship between international sport and the service economy. The unit also addresses the ways in which the internationalisation of sport is used to expand international trade in sport products, strengthen national identities, accelerate the trans-national movement of players and sport professionals, and extend the global reach of sport broadcasting. These issues provide the context for examining the managerial implications and challenges of globalised sport. Topics include sports relationship with social media, professional sport league structures, the economic and social impact of sports broadcasting, and the impact of geography, culture, ethnic heritage and living standards on the organisation of sport - and its management - in different nations.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Explain sport business and its relationship to the globalization and the social phenomenon of sport in a changing world; 2. Discuss the structure and commercial scale of international sport, taking into account national differences in political and economic systems; 3. Evaluate sports place in the service economy, and its relationship with new media and the internet; 4. Review, assess, appraise or analyse major cultural challenges in international sport, and their implications for sport business management; and 5. Investigate forecasting and predictive analysis about the future of international sport business.

Class Contact: Lecture1.0 hrTutorial1.5 hrs

Required Reading: Foster, G., O'Reilly, N. & Davilia, A. (2016) Sports Business Management: Decision Making Around the Globe. London, Routledge. Li, M., MacIntosh, E, and Bravo, G. (2012) International Sport Management. Champaign, Human Kinetics

Assessment: Review, Globalisation Short Papers x 3 (10% each) (each paper would focus on a different region of the world)., 30%. Presentation, Presentation on one of the three Globalisation Short Papers listed at Item 1., 10%. Case Study, Case Study Analysis x 3 (10% each), 30%. Report, Analytical Report - Outline 10% & Written Paper 20%, 30%.

SSM2005 Global Studies in Football

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit adopts a multidisciplinary approach to the study of various codes of football, and will thus involve a fusion of business, economics, sociology, politics and history. The codes include Australian Rules Football, Rugby League, Rugby Union, Gaelic Football, American Football (Gridiron), Canadian Football (Gridiron), International Rules, (a hybrid game that fuses Gaelic Football with Australian Rules Football), and finally Soccer (otherwise known as Football to most of the worlds sport followers). This unit pays particular attention to the political, historical, economic and cultural dimensions of each code of football. This is undertaken at three levels: local, national and international. The unit also seeks to contextualise the increasing globalisation and commercialisation of football through a cross-code analysis of a number of related themes. They include football as a commercial spectacle, football and fandom, football and broadcasting, football and regulation, football and performance technology, football and violence, football and gender, football and ethnicity/race, and football and community. These themes will be examined in a global context, and additionally used to frame the discussion of local issues. Comparative case-studies will be used to illustrate key theories, structures, and processes.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Describe and explain the global spread of football over the last 150 years; 2. Examine the spatial distribution, structure, commercial scale, and community significance of football around the world; 3. Examine the management of football, and critically assess management attempts to rationalise and scientise the game; 4. Evaluate footballs role as an instrument of social development, and a vehicle for promoting social causes; and 5. Identify the major political and cultural challenges facing football.

Class Contact: Lecture1.0 hrTutorial1.5 hrs

Required Reading: Cleland, J. (2015) Sociology of Football in a Global Context London, Routledge Hess, R, Nicholson, M., Stewart, B. and De Moore, G. (2008) A National Game: A History of Australian Rules Football Camberwell, Viking/Penguin Hassan, D. and Hamil, S. (2010) (eds.) Who Owns Football?: Models of Football Governance and Management in International Sport. London, Routledge

Assessment: Test, On-line quizzes x 2 (15% each), 30%. Case Study, Case Study Analysis x 3 (10% each), 30%. Report, Analytical Report - Outline 10% & Written Paper 30%, 40%.

SSM2101 Sport Management Career Development 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 to become proactive and strategic career

builders and gain an understanding of the variety of career options in the sport and recreation industry 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 recreation career placement of their choice. This placement should improve students' career options after graduation.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate significant knowledge and understanding of work and career choices and requirements; 2. Prioritise and reflect on a broad range of strategies for achieving own career and learning goals; 3. Collaborate effectively with responsibility for own and team outcomes, to complete tasks, evaluate and respond to own and others' performance using given parameters; and 4. Communicate effectively both orally and in writing, on a broad range of contemporary topics as a professional demonstrating significant control over key genres/text types.

Class Contact: Tutorial2.5 hrsHalf day workshop; 3.5 hours Career placement within sport and recreation industry: 70 hours.

Required Reading: Dressler, A et al 2007, Real jobs to inspire future students, Melb: Victoria University Publication. Dressler, A 2012, Career and professional development report writing guidelines, Melb: Victoria University Publication. Funk, R 2012, Career and professional development guidelines, Melb: Victoria University Publication.

Assessment: Assignment, Holland self-directed search assignment, 15%. Assignment, Personal resume, 20%. Presentation, Information interview class presentation, 15%. Report, Successful completion of a 70-hour recreation career placement with a placement contract and a written report based on placement, 50%.

SSM2102 Foundations of Outdoor Education and Adventure Sports

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit considers the history, philosophy and theoretical applications of outdoor education. It explores the relationship between humans and nature, and the opportunities for personal growth through outdoor education programs. The concepts of leadership, safety, group management, program design and organisation are introduced.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Debate the past and future direction of outdoor education; 2. Adapt knowledge and skills and design appropriate activities to develop human potential in given environmental settings; 3. Adapt knowledge and skills of lightweight camping and organise self and others in a camping activity; and 4. Interpret experiences of a range of outdoor education activities with responsibility and accountability for own learning.

Class Contact: Lecture1.0 hrTutorial2.0 hrs

Required Reading: Gilbertson, K. 2006. Outdoor education: methods and strategies, Human Kinetics Publishers. Priest, S. & GASS, M. A. 2005. 2nd edn, Effective leadership in adventure programming, Human Kinetics Publishers

Assessment: Exercise, Field lab 1 pre and post lab requirements, 15%. Exercise, Field lab 2 & 3 pre and post lab requirements, 30%. Literature Review, Reading and online discussions, 50%. Other, Risk Management Hurdle Task, 5%.

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 research methodologies used concerning the origins of Australian sport; 2. Explain the development of sport as a significant social force in Australian life; 3. Find, critically use and analyse primary documents in the field of sport history; 4. Critically discuss and research aspects of sport, recreation and leisure in an Australian context; and 5. Assess relationships between historical knowledge and the understanding of current issues associated with sport, recreation and leisure.

Class Contact: Lecture1.0 hrTutorial1.0 hrLectures: 12 x 1.5 hour; Tutorials: 12 x 1 hour.

Required Reading: Cashman, R & Hess, R (eds) 2011, Sport, history and Australian culture: passionate pursuits, Walla Walla Press, Sydney,

Assessment: Exercise, Tutorial exercises, 20%. Research Paper, Research paper, 20%. Project, WIL project, 20%. Examination, Final examination, 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 first-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 Rossman and Schlatter's (2008, 2011) 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 programs and what people respond to.

Class Contact: Lecture1.5 hrsTutorial1.0 hr

Required Reading: Rossman, J & Schlatter, B 2011 6th edn, Recreation programming: designing leisure experiences, Sagamore: Champaign, Illinois. The 5th edition of the Rossman/Schlatter text is suitable.

Assessment: Report, Report on recreation visit, 10%. Project, Program activities - action plan, 20%. Other, Program plan for recreation week, 20%. Test, Quiz, 50%.

SSM2201 Bushwalking Leadership

Locations: Footscray Park, St Albans.

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.
Class Contact: Seminar 3.0 hrs
Required Reading: Harper, M 2007, The ways of the bushwalker: on foot in Australia, UNSW Press.
Assessment: 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%.

SSM2202 Safety in the Outdoors

Locations: Footscray Park, St Albans.
Prerequisites: Nil.
Description: This unit examines issues relating to the safe conduct of outdoor education experiences from a range of perspectives. Students develop their understanding of group management in dynamic environments, documentation, review procedures and the implementation of appropriate safety skills, as applied to a variety of environments and settings.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Calculate and monitor potential risks for individuals and groups in a range of outdoor experiences; 2. Map, plan and assess potential risks in a range of different types of trips; 3. Assess personal risk and act on information from a range of sources; and 4. Adapt risk assessment procedures to a range of outdoor educational and recreational activities conducted in a range of situations.
Class Contact: Seminar 3.0 hrs
Required Reading: Dickson, T. J., & Gray, T. L. (2011). River Rescue: A Manual for Whitewater Safety Cambridge University Press Drury, JK, Bonney, BF, Berman, D & Wagstaff, MC 2005, 2nd edn, The back country classroom, Falcon Press, Montana
Assessment: Practicum, Professional Practice and application of Theory, 25%. Test, Legal quiz, 30%. Literature Review, Literature search and article reviews, 25%. Presentation, Debate Topic Presentation, 20%.

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 two aspects: Sponsor objectives and benefits, identifying and approaching sponsors, developing and packaging sponsorship proposals and evaluating the sponsorship. Students have the option to prepare and present a sponsorship proposal in collaboration with a selected club and obtain industry, peer and teacher feedback on the success of the proposal. Partnership objectives and benefits, seeking appropriate partners and sustaining partnerships. Students have the option to prepare and present a 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. Analyse the processes associated with sponsorship and partnership proposals; 2. Scrutinise club sponsor proposals and design or modify new or additional components for club sponsor proposals; 3. Critique club partnerships and their associated processes; 4. Collaborate in groups and with a manager from a selected sport / active recreation club and negotiate processes associated with a sponsor or partnership proposal; 5. Present a sponsorship or a partnership proposal; 6. Organise and manage within the given timeline a sponsor or partnership proposal; and 7. Reflect on how innovative sponsorship efforts and genuine partnerships lead to renewing and long-term sponsorship contracts.
Class Contact: Tutorial 1.0 hrIntensive 2 day seminar; weekly 1 hour meetings - one week in class alternative week in sport/active recreation club.
Required Reading: A selection of online reading will be prescribed.Stotlar, D 2009. Developing successful sport sponsorship plans. Morgantown, USA: Fitness Information Technology
Assessment: Report, Sport industry partner evaluation form, 10%. Presentation, Sponsorship proposal, 20%. Assignment, Sport sponsorship proposal - part 1, 30%. Assignment, Sport sponsorship proposal - parts 1 and 2, 40%.

SSM2205 Sociology of Sport and Active Recreation

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit invites students to think sociologically about sport and active recreation. Key sociological themes and issues are covered, enabling an understanding of the contemporary social world and how it shapes sport and active recreation. Through this knowledge, students are encouraged to critically examine some of the pressing social challenges concerning sport and active recreation in both the Global North and the Global South. The ideas developed in this unit are essential to an understanding of sport and active recreation planning, programming, management, leadership and marketing, all of which are fundamental processes utilised in the rest of the course. How can sport "make a difference" in society beyond the playing field? Why are there sports identified as boys or girls sports? How do different sports organisations and cultures experience and respond to violence, racism and performance-enhancing drug use? How do professionalisation and commercialisation reshape amateur and community expressions of sport? Case studies will be used and relevant sociological theories and concepts put to work. Assessments and exercises will allow students to focus on a chosen aspect of sport, and on particular sports of their interest.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Identify various approaches to sport and active recreation in recent sociological

work; 2. Critically analyse sociological perspectives on sport and recreation in contemporary Australia; 3. Use sociological theories, concepts and methods to analyse and think creatively about empirical problems in relation to contemporary sport in a range of local and global contexts 4. Communicate sociological ideas about sport and active recreation effectively in oral and written formats, including blogs.

Class Contact: Lecture1.5 hrsSeminar2.5 hrsTutorial1.0 hrLectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour for one semester.

Required Reading: Various articles, book chapters and online and audiovisual materials will be used in the course. Electronic copies of, or links to, the required readings will be made available to students on VU Collaborate.

Assessment: Presentation, Class presentation, 30%. Other, Online blog journal (5 x blog), 70%.

SSM3000 Inclusion and Social Responsibility in Sport and Active Recreation

Locations: Footscray Park.

Prerequisites: Nil.

Description: The unit includes an overview of contemporary inclusive and socially responsible practices in the sport and active recreation industry and how they comply with government policies, legislation, and meet the community needs and expectations. It provides an insight into the diverse needs of under-represented communities/peoples in sport and active recreation, the unique resources sport and active recreational organisations have, and the social responsible initiatives offered to help the community to support social causes and address social issues. Underrepresented communities/peoples include: people with disabilities, ethnically diverse and CALD communities, Indigenous people, the homeless, refugees, and the lesbian, gay, bisexual, transgender and intersex (LGBTI) communities. Social responsibility focuses on the voluntary actions sport and active recreational organisations undertake to fulfil their social responsibility.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Conceptualise sport and recreation for development, social responsibility, corporate citizenship, social cause endorsement, and cause-related marketing, and the diverse needs of population groups that are under-represented in sport and active recreation; 2. Analyse and evaluate inclusive and social responsible sport and recreation industry practices; 3. Articulate their personal and professional philosophy of sport and recreation within an inclusive and social responsible context; and 4. Devise inclusive and socially responsible programs for sport and recreation organisations.

Class Contact: Lecture1.0 hrTutorial1.5 hrs

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

Assessment: Test, Test in week 6 covering all of the theory., 25%. Assignment, Students to go out to assess the policy and programs of a sport or recreation association (paper-20%; 5 slides with a 100 word abstract-5%), 25%. Report, Written report, 40%. Presentation, Presentation, 10%.

SSM3001 Expedition Leadership

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit complies with industry standards and requirements as established by the Adventure Activity Standards administered by the Outdoor Recreation Centre. In this unit students will develop and apply leadership skills developed in other core and stream units to extended outdoor expeditions. There will be a focus on the theory and practice of expeditioning. Comprehensive risk management planning and implementation will be a feature of the studies. The relevance of expeditioning as an educational and recreational activity will be investigated with particular reference to the development of self-confidence and basic social skills such as trust. The unit will allow students to explore leadership and group management theories and understandings experientially. An extended expedition is considered to be a minimum of eight days in duration.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Contextualise the theories and purposes of expeditions; 2. Exhibit planning and leadership skills for an expedition in a field based setting; 3. Design an appropriate risk management plan for an expedition; and 4. Evaluate the outcomes of the expedition analysing decisions made, drawing on theory and utilising critical thinking skills to refine leadership skills.

Class Contact: Lecture1.0 hrTutorial2.0 hrsClass Contact: 6 x 3 hour Lectures/workshops Field Labs: minimum of 7 days

Required Reading: Anderson, D., & Absolon, M. (2014) NOLS Expedition Planning: Stackpole Books Beames, S. (2010). Understanding educational expeditions: Sense Publishers.

Assessment: Project, Expedition planning proposal, 20%. Assignment, Major Expedition plan, 40%. ICT (Wiki, Web sites), Online Article Reviews/Discussions, 20%. Laboratory Work, Class Field Lab, 20%.

SSM3002 Outdoor and Environmental Philosophy

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit explores philosophical perspectives surrounding outdoor education, outdoor recreation and the environment. This unit will challenge students' understanding of their world through comparing a range of philosophical approaches. Eco-psychology, social ecology and adventure therapy approaches to the outdoors experience will also be discussed. Students will explore the evolution of environmental consciousness, including the consequences of urbanisation. Issues of program design, social justice, gender and accessibility to outdoor education will be explored. The role of the outdoor professional through the development of a personal philosophy will be critically reviewed.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Compare philosophical perspectives relating to outdoor and environmental education; 2. Critically identify a personal and professional commitment and philosophy which reflects values, ethics and morality in relation to experiences in the outdoors; 3. Synthesise issues relating to society and the environment in a socially critical manner; 4. Differentiate current ethical issues in outdoor education/recreation; and 5. Design and implement practical outdoor programs based on a sound theoretical basis.

Class Contact: Lecture1.0 hrTutorial2.0 hrsStudents will be required to attend scheduled field labs outside of standard unit hours.

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

Assessment: Literature Review, Online Literature Discussion posts, 15%. Laboratory Work, Field Lab - Rogaine, 10%. Presentation, Philosophy Book presentation, 10%. Exercise, Leadership and Personal Philosophy Exercise and Statement., 65%.

SSM3003 Career Development and Employability 2

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit is designed to facilitate a successful transition to employment in the fields of sport and recreation management, outdoor recreation, youth work, exercise and sport science. Students follow a career development model to further develop their ability to proactively manage a career throughout their life. To enable students to advance employment opportunities the unit will integrate: self-understanding activities; career strategic plans; networking; interview techniques; and methods to generate a professional image and workplace achievements. It progresses critical understanding of how to identify strengths and competencies through education; employment experiences; work integrated learning; and extracurricular experiences. The unit enhances job hunting strategies and career insights to establish a career-focused placement designed to provide a pathway into a chosen field and improve the students current employment status.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse skills, career values and personality to gain a clear career direction; 2. Advance self-marketing skills for lifelong career development focussing on communicating achievements during job interviews and professional image management; 3. Adapt and synthesise theoretical knowledge and skills to the workplace by undertaking a career placement in a responsible, accountable and collaborative manner; 4. Build on existing business communication skills and practices to enhance capability to be an effective professional communicator; and 5. Exercise independent critical thinking, practices and judgements and reflect within the career placement at the workplace setting.
Class Contact: Four 2.5 hour tutorials, one career networking event, a two day workshop at the end of semester and a 140 hour placement.
Required Reading: Class materials to be provided to students during their first tutorial.
Assessment: Portfolio, Completion of a range of self-marketing activities including an updated resume, business card, career pitch to be used at a business event, 20%. Workshop, Analysis of personal data to gain definite career directions and performance of a job interview, 30%. Report, Completion of a 140 hour career placement and professional report, 50%.

SSM3004 Sport Governance in the Global Economy

Locations: Footscray Park.
Prerequisites: Nil.
Description: Sport governance has recently come under severe scrutiny, and as a result many weaknesses have been exposed in the governance systems of both international and national sporting bodies. This unit focuses on governance issues through the full spectrum of sport, and thus includes commercial, corporate, non-profit, government, and community/grassroots sports. Regulatory powers, strategic management, policy development, organisational structure, and sanctioning within the varying national governing bodies will all be addressed. The unit will examine the purpose and principles of sport governance, different models of governance, regulatory powers of governing bodies, and governance as a vehicle for exerting external and internal influence. It will also address the governance roles of national and international sport bodies; the importance of policy and policy development in ensuring effective governance outcomes, current issues impacting governance and policy development within sport organizations; and the role played by strategic planning in the governance process. The unit ends with the formulation of best-practice models of sport governance. Topics will be analysed from multidisciplinary perspective, with an emphasis on political, economic, cultural, geographic, demographic, legal, and regulatory factors.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse, assess , critique or investigate the theory and practice of sport governance; 2. Evaluate the role governance plays in delivering quality sport products and services; 3. Critically assess the current structures and processes that operate in international sport; 4. Succinctly articulate the key governance problems facing international sport; and 5. Formulate best-practice models of sport governance.
Class Contact: Lecture 1.0 hr Tutorial 1.5 hrs
Required Reading: Foster, G., O'Reilly, N. and Davila, A. (2016). Sports Business Management: Decision Making around the Globe. New York, Routledge O'Boyle, I. & Bradbury, T (2012) Sport Governance: International Case Studies, London, Routledge Thoma, J. & Chalip, L. (2006) Sport Governance in the Global Community, Morgantown, Fitness Information Technology
Assessment: Report, Students will undertake a comparative analysis of two national sporting bodies, one from the southern and one from the northern hemisphere., 30%. Project, Students will critically examine the operation of a an international governing body for sport., 30%. Case Study, Students will select a professional sports club for in-depth analysis., 40%.

SSM3005 The International Olympic Movement

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit provides students with a broad knowledge and critical understanding of the globalisation, commercialisation, and acculturation of the modern Olympic Games. This includes the Summer and Winter games, and also extends to the Paralympics. It does this by examining in detail the historical, economic, political, and cultural, literature that addresses the Olympic movement. Its coverage is extensive, and includes a case analysis of the Olympic Movements history, structure, function, service delivery, controversies, and other relevant issues including the ideological and cultural impact of the Olympic ideals. Special attention is given to the bidding process involved in securing an Olympic Games, starting from the pre-bid approval process within municipalities and countries, moving into the bid process to selection, and onward to the preparation, implementation, evaluation of impacts and legacies. The unit also gives students an awareness of the relationships between the Olympic Games and sports-tourism, especially as they relate to Australia in a global context Additional focus will be given to recent legislative changes in the Olympic Movement, especially Olympic Agenda 2020. The implications of Olympic Agenda 2020 for the Olympic Movements future structure and organisation will be critically assessed.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Articulate the evolution of the Olympic Games from ancient to modern; 2. Appraise or analyse or assess the commercialisation of the Olympic Games, and reveal the ways in which its commercialisation has threatened its traditional ideals; 3. Evaluate the impact the Olympic Games has it its host cities, focusing on the bidding process, the construction of venues and related infrastructure, and the legacies that are left behind; 4. Review major cultural challenges in the Olympic Movement, and their implications for the Olympic Movements sustainability; and 5. Critically assess the implications of Olympic Agenda 2020 for the Olympic Movements future structure and organisation.
Class Contact: Lecture 1.0 hr Tutorial 1.5 hrs
Required Reading: Baka, R. and Hess, R. (2013). (Eds). On the Periphery: New Perspectives on the Olympic Movement. Sydney: Wall Walla Press. Girginov, V. (2015) (ed) Olympic Studies London: Routledge
Assessment: Research Paper, Exploratory paper - The Olympic ideal: implications for

global sport (an international comparison), 30%. Case Study, Case Study Analysis, 40%. Report, Analytical Report - Australia and the Olympic Movement (Analyse the influence of the IOC on Australian sport's structures, cultures, and practices), 30%.

SSM3101 Environmental Inquiry, Sustainability and Communities

Locations: Footscray Park, St Albans.
Prerequisites: Nil.
Description: This unit explores the interdependent relationship between humans and the environment with the focus on education for the environment. The aim is to foster a deeper understanding of the concepts of ecological sustainability and the conservation of natural and urban environments through inquiry and practical application.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse their personal relationship with urban and non-urban environments with responsibility and accountability; 2. Critically evaluate the breadth of human relationships and their connections with urban and non-urban environments in Australia and globally; 3. Investigate ecological relationships within different environments; 4. Resolve complex problems and adapt understandings of environmental interpretation in proposed solutions; and 5. Identify different ecological cycles and the intricacies of balancing individual and public good.
Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs
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%.

SSM3102 Understanding Adventure Based Learning

Locations: Footscray Park, St Albans.
Prerequisites: Nil.
Description: This unit complies with industry standards and the Adventure Activity Standards requirements as established by Outdoor Victoria. In this unit emphasis is on developing specific leadership experience with adventure/recreation programs, as well as examining critical leadership and program design elements. Personal leadership skills and styles are developed. The unit integrates adventure-based experiential learning theories, models and concepts with the skills of adventure programming and implementation and the safety procedures necessary to lead the activities. Specific areas of the application of adventure therapy with various client groups are also considered.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Recommend, sequence and apply facilitation of adventure based learning activities for wide ranging client groups; 2. Critically reflect on the value and application of adventure based learning practices, theories and techniques with responsibility for own learning and professional practice; 3. Plan and manage group safety during activity participation with initiative and judgement; 4. Lead diverse group learning processes, and implement safety procedures to lead the activity; 5. Innovate new strategies to facilitate experiential learning, adventure and recreational pursuits as relevant to contemporary demands of the industry; 6. Interrogate leadership styles and personality types using tests, group feedback and self-assessment inventories as a basis for independent life-long learning.
Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs
Required Reading: Collard, M 2005, No props: great games with no equipment, Beverly, MA, Project Adventure Priest, S & Gass, M 1997, Effective leadership in adventure programming, Champaign, IL: Human Kinetics.
Assessment: Exercise, Online personality traits test, 10%. Assignment, Lesson plan and delivery of an activity, 25%. Exercise, Field lab race group menu plan, 10%. Exercise, Field lab evaluation, 25%. Assignment, Development and presentation of an adventure program, 30%. Total effective word count 3000 words.

SSM3103 Sport Facility Management

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit is designed to provide students with theoretical knowledge and practical experience with the administrative functions that support the management, planning and evaluation of sporting and community venues and facilities. The unit draws on the content in sport management, sport marketing and human resources management in sport as a basis to address the issues and problems in sport facility management. The unit aims to provide students with an understanding of key facility management concepts and theories and a capacity to apply these concepts in the sport and recreation facility industry. The skills and knowledge students obtain in this unit contribute to their sport career development.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Integrate conceptual understandings of strategic planning, operational management, staff development, service delivery, performance evaluation with advanced specialist knowledge and managerial know-how within sport facility management; 2. Adapt and apply theoretical and technical knowledge and skills in diverse contexts that underpin the effective management of sport facilities; 3. Critically review and apply information with initiative and judgement in order to both anticipate and creatively solve problems related to the management of sport facilities; and 4. Exhibit professional judgment, ethical standards, and social sensitivity by adapting knowledge and managerial skills to make decisions that provide inclusive, sustainable and culturally relevant sport facility services.
Class Contact: Lecture 1.0 hr Tutorial 1.5 hrs
Required Reading: Westerbeek, H, Smith, A, Turner, P, Emery, P, Green, C & Lennuwen, L 2006, Managing sport facilities and major events, Crow's Nest, NSW: Allen & Unwin. Ammon, R, Southall, R & Blair, D 2010, Sport facility management: organizing events and mitigating risks, Morgantown, WV: Fitness Information Technology
Assessment: Report, Field trip review: prepare a report that summarises and critiques facility management practices (WIL) (1000 words), 25%. Report, Facility performance evaluation report: (groups of 3 to 4) collect data and evaluate the performance of a sport or recreation facility (1200 words), 45%. Examination, Demonstrate understanding of key facility management concepts and theories and their industry application (800 words), 30%.

SSM3104 Research and Evaluation in Sport

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit introduces students to basic concepts and methods associated with research and evaluation in sport. It seeks to provide students with the theoretical knowledge, skills and values necessary to conduct basic research and evaluations associated with sport services. This unit expands ideas about research and the need for evaluation that students will have encountered throughout the course.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:

1. Interpret and apply a range of sport research findings in evaluating sport services in a range of contexts; 2. Design basic research approaches (quantitative and qualitative) to evaluate problems in particular sport or leisure services; 3. Research scientifically into a given problem with intellectual independence; 4. Analyse the output from evaluation projects; 5. Review research reports and adapt findings and conclusions to improving sport and leisure services; and

Class Contact: Lectures: 12 x 1 hour; Workshops: 12 x 1.5 hours; Field work: 10 hours.

Required Reading: Veal, A 2011, 4th edn, Research methods for leisure and tourism: a practical guide, New York: Prentice Hall

Assessment: Test, Mid-semester quiz (50 minutes), 20%. Report, Importance-performance research report (WIL), 20%. Project, Research project, 40%. Examination, Examination, 20%.

SSM3201 Sport Management Career Development 2

Locations: Footscray Park.

Prerequisites: SSM2101 - Sport Management Career Development 1

Description: This unit is designed to facilitate a successful transition to employment in the fields of sport and recreation management and 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 action 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 student's current employment status.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse skills, career values and personality to gain a clear career direction; 2. Advance self-marketing skills for lifelong career development focussing on communicating achievements during job interviews and professional image management; 3. Adapt and synthesise theoretical knowledge and skills to the workplace by undertaking a career placement in a responsible, accountable and collaborative manner; 4. Build on existing business communication skills and practices to enhance capability to be an effective professional communicator; and 5. Exercise independent critical thinking, practices and judgements and reflect within the career placement at the workplace setting.

Class Contact: Three 2.5 hour tutorials, one career networking event, a two day workshop at the end of semester and a 140 hour placement.

Required Reading: Class materials to be provided to students during their first tutorial.

Assessment: Portfolio, Completion of a range of self-marketing activities including an updated resume, business card, career pitch to be used at a business event, 20%. Case Study, Analysis of personal data to gain definite career directions, 30%. Report, Completion of a 140 hour career placement and professional report, 50%. Total effective word limit 3000 words.

SSM3202 Leadership in the Outdoors

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit aims to increase students' understanding of the complexities of leadership, and to develop their skills with sound judgment, empathy and knowledge. Development of the students' skills in processing, facilitating and debriefing experiential activities is also be a major focus as the successful application of these skills enhances the learning outcomes of group and individual experiences in outdoor education programs.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Interrogate different styles of leadership and develop strategies for effective leadership and teaching; 2. Appraise their own identity, personal strengths and weaknesses in relation to leadership issues with responsibility and accountability; 3. Adapt theories of group management and group dynamics within the outdoor environment manage group communication, interaction and solve complex problems arising in outdoor situations; 4. Recognise a range of leadership approaches to crisis management; 5. Apply experiential learning theory in analysing and solving complex problems; and 6. Innovate appropriate programs for the diverse needs of clients such as youth at risk with professional judgement.

Class Contact: Lectures, Tutorials and Field time.

Required Reading: Martin, B., Cashel, C., Wagstaff, M., & Breunig, M. (2006). Outdoor leadership: Theory and practice. Champaign, IL: Human Kinetics Publishers. Stremba, B. (2009). Teaching adventure education theory: Best practices: Human Kinetics.

Assessment: Practicum, Practicum A - Practical skills and fieldwork., 15%. Practicum, Practicum B - Practical skills and fieldwork., 15%. Practicum, Practicum C - Practical skills and fieldwork., 20%. Assignment, Written assignments / presentations, 50%.

SSM3204 Building and Sustaining Sport Participation

Locations: Footscray Park, In addition to an intensive seminar on campus, WIL based in sport and related community workplaces.

Prerequisites: Nil.

Description: The aim of this unit is to expand students' understanding and skills on strategies to enhance players, coaches / instructors, scorers, committee members and umpire / referee participation in organised and non-organised sport. Strategies may vary according to, for example, children, adults, gender, cultural or economic background, age bracket, or the life stage of the participant. Students will work with a selected club on strategies to recruit and retain a targeted group of participants and develop a resource to assist them in the workplace to attract and sustain participants.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Investigate and critique the processes associated with recruiting and retaining participants; 2. Review and reflect strategies used by a community sport / active recreation organisations to encourage participation for a targeted group such as players, coaches / instructors, scorers, committee members or umpires / referees; 3. Consult and negotiate in student groups with a manager from a selected sport / active recreation club to create or modify a framework to recruit and retain participants as players, coaches / instructors, scorers, committee members or umpire/referees; 4. Report the participation framework by presenting it to the students, teacher and club manager; and 5. Reflect on how an innovative framework to encourage participation can lead to effective recruitment and retention of a targeted group of participants.

Class Contact: Intensive 2 day seminar and weekly 1 hour meetings comprising class meetings and alternatively club meetings. Students are to attend club meetings external to the university at the location of the selected sport/community club.

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

Assessment: Assignment, A reflective report on the design of the framework and

collaboration with the club manager (approx. length 1000 word length), 20%. Assignment, A framework and associated strategies to recruit and retain a targeted group in participation (approx. 1500 word length), 50%. Presentation, A mock presentation to student groups on the framework, 20%. Presentation, A presentation to the club manager on the framework, 10%.

SSM3205 Sport Event Management

Locations: Footscray Park.
Prerequisites: Nil.
Description: This capstone unit has three aims: to provide students with a hands-on approach to the theory, processes and procedures in designing, planning, staging and evaluating sport events; to introduce students to a range of events and increase their knowledge and competency base in the field of event management; and to introduce students to the principles and practices of project management and effective teamwork. This is a capstone final year unit that integrates all sport management principles and professional practices that have been covered in the sport management course. It provides a challenging and engaging event management experience that will transition students to postgraduate life.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse the resources available in the sport event management field as they relate to the variety of events and the role of diverse service providers; 2. Integrate the conceptual understanding and professional practices of sport management through planning, staging and evaluating a live event; 3. Apply effective communication, teamwork and relationship building with the main event stakeholders; 4. Demonstrate leadership skills, effective teamwork, initiative and problem solving in the sport event management process; and 5. Critically reflect on, evaluate and improve upon individual and team performance during an event management process and write a final event evaluation report.
Class Contact: Lecture1.0 hrTutorial1.5 hrsLectures: 12 s 1 hour; Tutorials: 12 x 1.5 hours; Fieldwork: 20 hours.
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%.

SSR8900 Sport and Recreation (Full-Time)

Locations: Footscray Park.
Prerequisites: Nil.
Description: The Doctor of Philosophy (PhD) at Victoria University is VU's Doctoral Degree (Research) program, and qualifies individuals who acquire and apply a substantial body of knowledge to research, investigate and develop new knowledge, in one or more fields of investigation or scholarship. This unit contributes to the research student's progress towards the production of a thesis in an approved thesis format for independent examination by at least two external expert examiners of international standing. In this unit of study the student will be expected to demonstrate progress towards thesis completion as per the Learning Outcomes and procedures outlined as part of the university's Higher Degrees by Research Policy.
Credit Points: 48
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Expert understanding of a substantial body of theory and its practical application at the frontier of a field of work or learning, including substantial expert knowledge of ethical research principles and methods applicable to the field; 2. Intellectual independence and cognitive skills to undertake a systematic investigation, reflect critically on theory and practice and evaluate existing knowledge and ideas, including identifying, evaluating and critically analysing the validity of research studies and their applicability to a research problem; 3. Expert cognitive, technical and creative skills to design, develop and implement a research project/s to systematically investigate a research problem; to develop, adapt and implement research methodologies to extend and redefine existing knowledge; and to manage, analyse, evaluate and interpret data, synthesising key ideas and theorising within the context of key literature; 4. Expert communication skills to explain and critique theoretical propositions, methodologies and conclusions; to disseminate and promote new insights; and to cogently present a complex investigation of originality, or original research, both for external examination and to specialist (e.g. researcher peers) and non-specialist (industry and/or community) audiences through informal interaction, scholarly publications, reports and formal presentations 5. Capacity to reflect on, develop and evaluate strategies for achieving their own learning and career goals; 6. Intellectual independence, initiative and creativity in new situations and/or for further learning; 7. Ethical practice and full responsibility and accountability for personal outputs; and 8. Autonomy, authoritative judgment, adaptability and responsibility as an expert and leading scholar.
Class Contact: Regular meetings with supervisor and participation in agreed research professional development activities.
Required Reading: To be determined in consultation with the supervisors.
Assessment: Thesis, Research Thesis, Pass/Fail. The student will demonstrate substantial progress towards completion of the research thesis through formal meetings with their thesis supervisors, who will provide formative feedback. The unit will be internally assessed by the supervisory team, the College and University through 6- or 12-monthly progress reports. On completion, the thesis will be assessed through independent examination by at least two external expert examiners of international standing.

SSR8901 Sport and Recreation (Part-Time)

Locations: Footscray Park.
Prerequisites: Nil.
Description: The Doctor of Philosophy (PhD) at Victoria University is VU's Doctoral Degree (Research) program, and qualifies individuals who acquire and apply a substantial body of knowledge to research, investigate and develop new knowledge, in one or more fields of investigation or scholarship. This unit contributes to the research student's progress towards the production of a thesis in an approved thesis format for independent examination by at least two external expert examiners of international standing. In this unit of study the student will be expected to demonstrate progress towards thesis completion as per the Learning Outcomes and procedures outlined as part of the university's Higher Degrees by Research Policy.
Credit Points: 24
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Expert understanding of a substantial body of theory and its practical application at the frontier of a field of work or learning, including substantial expert knowledge of ethical research principles and methods applicable to the field; 2. Intellectual independence and cognitive skills to undertake a systematic investigation, reflect critically on theory and practice and evaluate existing knowledge and ideas, including identifying, evaluating and critically analysing the validity of research studies and their applicability to a research problem; 3. Expert cognitive, technical and

creative skills to design, develop and implement a research project/s to systematically investigate a research problem; to develop, adapt and implement research methodologies to extend and redefine existing knowledge; and to manage, analyse, evaluate and interpret data, synthesising key ideas and theorising within the context of key literature; 4. Expert communication skills to explain and critique theoretical propositions, methodologies and conclusions; to disseminate and promote new insights; and to cogently present a complex investigation of originality, or original research, both for external examination and to specialist (eg. researcher peers) and non-specialist (industry and/or community) audiences through informal interaction, scholarly publications, reports and formal presentations; 5. Capacity to reflect on, develop and evaluate strategies for achieving their own learning and career goals; 6. Intellectual independence, initiative and creativity in new situations and/or for further learning; 7. Ethical practice and full responsibility and accountability for personal outputs; and 8. Autonomy, authoritative judgment, adaptability and responsibility as an expert and leading scholar.

Class Contact: Regular meetings with supervisor and participation in agreed research professional development activities.

Required Reading: To be determined in consultation with the supervisors.

Assessment: Thesis, Research Thesis, Pass/Fail. The student will demonstrate substantial progress towards completion of the research thesis through formal meetings with their thesis supervisors, who will provide formative feedback. The unit will be internally assessed by the supervisory team, the College and University through 6- or 12-monthly progress reports. On completion, the thesis will be assessed through independent examination by at least two external expert examiners of international standing.