

# HLTH 1020 FOUNDATIONS OF HPE

**Credit Points** 10

**Coordinator** Andrew Bennie (<https://directory.westernsydney.edu.au/search/name/Andrew+Bennie/>)

**Description** This subject introduces foundational disciplinary knowledge and elementary principles of practice within sport, health, and physical education across a variety of contexts. It aims to commence the development of the key professional practices of the field, where students will learn the basic processes of design, implementation, and evaluation inherent in the teaching and learning cycle. This will require students to engage in a variety of practical activities such that they begin to understand the essential requirements for creating learning experiences in HPE and sport settings.

**School** Health Sciences

**Discipline** Human Movement

**Student Contribution Band** HECS Band 4 10cp

Check your fees via the Fees ([https://www.westernsydney.edu.au/currentstudents/current\\_students/fees/](https://www.westernsydney.edu.au/currentstudents/current_students/fees/)) page.

**Level** Undergraduate Level 1 subject

## Restrictions

Students must be enrolled in 4791 Bachelor of Health and Physical Education (Pathway to Teaching), 4792 Bachelor of Health and Physical Education, 6001 Diploma in Health Science/Bachelor of Health Science (Health and Physical Education), 4741 Bachelor of Sport Development, 4656 Bachelor of Health Science, 4742 Bachelor of Health Science (Health and Physical Education)-Pathway to Teaching (Secondary) or 4747 Bachelor of Health Science (Health and Physical Education) or 1939 Bachelor of Education (Secondary).

## Learning Outcomes

After successful completion of this subject, students will be able to:

1. Identify how social justice principles can inform learning in, through and about health, physical education, and sport
2. Create positive, safe, and enjoyable learning climates for young people in health, physical education, and sport contexts
3. Demonstrate an understanding of the essential features of designing, implementing and evaluating learning in health, physical education, and sporting contexts

## Subject Content

1. Health and physical education: Where has it come from and where is it going?
2. Models, styles, and principles of teaching and learning
3. Justice, fairness, and equity as a framework for teaching and learning
4. Creating positive and safe learning climates
5. Planning for, leading, and assessing learning in movement activities
6. Learning to be a scholar in the field
7. Child Protection training and Working with Children Check completion

## Special Requirements

Essential equipment

Attend practical sessions with appropriate clothing, footwear and sun protection.

## Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Type	Length	Percent	Threshold	Individual/ Group Task	Mandatory
Applied Project	2 page lesson plan and 15 minute peer teaching	50	N	Group/ Individual	Y
Presentation	4 page activity description and 10 minute presentation	50	N	Group/ Individual	Y
Portfolio	10 pages maximum	S/U	Y	Individual	Y

Teaching Periods

## Autumn (2025)

### Penrith (Kingswood)

#### On-site

**Subject Contact** Andrew Bennie (<https://directory.westernsydney.edu.au/search/name/Andrew+Bennie/>)

View timetable ([https://classregistration.westernsydney.edu.au/odd/timetable/?subject\\_code=HLTH1020\\_25-AUT\\_KW\\_1#subjects](https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=HLTH1020_25-AUT_KW_1#subjects))