

# 2022 Course Brochure Bachelor of Health Promotion



**ACPE**  
AUSTRALIAN COLLEGE OF  
PHYSICAL EDUCATION

**“Health Promotion  
is all about making  
an ongoing positive  
impact on the health  
of individuals through  
programs designed for  
the broader community”**

Mikah van Gogh  
Head of Department Health Science



The Bachelor of Health Promotion has been designed for students wanting to pursue a career in health promotion or more broadly in public health. Health Promotion Officers assist health and community groups to improve the health of individuals and the community by raising awareness of healthy lifestyles, disease and disability and other health-related issues. Health promotion practitioners are responsible for the planning, development, implementation and evaluation of health promotion policies and projects aimed at preventing disease and promoting health in the community.

#### COURSE DURATION

3 years full time or part time equivalent.

#### STUDY MODE

Fully online with selected units available face to face.

#### SEMESTER INTAKES

March and August annually online.

#### FEE-HELP

FEE-HELP Approved, Payment Plans, Upfront payment available.

Tuition payment arrangements must be confirmed upon admission to the college.

#### TRANSFER CREDIT

You may apply for an assessment of your prior learning at the time of applying for entry to an award course of the college.

#### ENTRY REQUIREMENTS

You must meet at least ONE of the following criteria to be considered for admission:

1. A minimum HSC (Higher School Certificate) or equivalent. ACPE will review your HSC results to determine if you require any additional support in your studies and will be counselled about the most appropriate course for them based on your own previous studies and results.
2. A qualification from a recognised higher education provider
3. An Associate Diploma, Diploma, Advanced Diploma, or Tertiary Preparation Certificate from a TAFE or other recognised VET provider qualification (If you are wishing to enter on the basis of Certificate IV you must have completed Year 11 or equivalent)
4. One year full-time or equivalent in a degree course at an Australian university
5. Satisfaction of entry requirements specified under formal articulation arrangements as determined by the ACPE Academic Board

6. A recognised overseas qualification with demonstrated proficiency in English
7. Demonstration to the Dean's satisfaction of good selection prospects as a student (for example, relevant work experience and motivation to study), and ineligibility to compete for admission based on the academic achievement criteria (1) to (6)
8. You may be required to meet the vaccination requirements of host organisations for work integrated learning placement

#### ALTERNATE ENTRY

If you are seeking admission but are unable to demonstrate that you satisfactorily meet the General Admission Criteria above, you may apply to the College to be considered for Alternate Entry. You may be requested to provide evidence that will demonstrate you have a reasonable likelihood of success in studies with the College. This includes mature entry (over 21 years) with relevant experience, elite athletes with interrupted study due to sports commitments, and any other potential applicants who may not meet the criteria above. Entry with advanced standing through educational pathways (e.g. RPL or credit transfer) may also be available based on previous study.

If you have left school but haven't completed your HSC and are under 21 years of age, ACPE has an alternative entry pathway to allow potential access to an ACPE degree.

For more information head to

[acpe.edu.au/earlyaccept/](http://acpe.edu.au/earlyaccept/)

#### ASSESSMENTS

While some units require mid-term and final exams, assessments will also be authentic and practical to prepare you for the workplace. If you are enrolled in an online unit you will be required to sit your exams at the College. If you live interstate, exams can be sat under external supervision (conditions apply).

#### ONLINE LEARNING

Selected units available on campus. On campus units in these courses are taught with a viable cohort of students. If the cohort in these units is too small to ensure an optimal student experience, the College reserves the right to alter the delivery mode to online or mixed mode.

#### CAREER OPPORTUNITIES

You will develop the skills to work professionally in physical activity and health careers. Examples roles include:

- Health Promotion Officer or Coordinator
- Health and Lifestyle Coordinator
- Policy Support Officer
- Community Health Development Officer
- Community Engagement Officer
- Public Health Project Officer or Program Development Officer
- Environmental Health Coordinator
- Health and Wellbeing Manager
- Health Education Program Officer
- Primary Care Partnership Manager
- Youth Services Officer and
- Other health or programme planning positions within government, private providers, or NGOs.

#### ABOUT ACPE

The Australian College of Physical Education (ACPE) is one of the oldest higher education providers in NSW. For more than 100 years the College has provided first rate qualifications in physical education (PDHPE), dance education, sports business, health science, health and movement, coaching, applied fitness, and community health. ACPE courses are delivered at its purpose-built campus in Sydney Olympic Park, with a range of courses and individual units offered online.



FEE-HELP Available



Units Available Online



Full Time or Part Time Study Load

# BACHELOR OF HEALTH PROMOTION

## FULL TIME COURSE STRUCTURE

| Code                         | Unit Title   | Contact Hrs/Wk | Credit Points | EFTSL | Pre-req | Online | Campus |
|------------------------------|--|----------------|---------------|-------|---------|--------|--------|
| <b>SEMESTER 1 – 1ST YEAR</b> |  |                |               |       |         |        |        |
| GHS1301                      | Understanding Health                                   | 4              | 6             | 0.125 |         | ✓      | ✓      |
| GHS1201                      | Health Priorities for Australia                        | 3              | 6             | 0.125 |         | ✓      | ✓      |
| GHS1102                      | Foundations of Health Promotion                        | 3              | 6             | 0.125 |         | ✓      | ✓      |
| PER1111                      | Physical Literacy for Children & Young People          | 3              | 6             | 0.125 |         | ✓      | ✓      |
| <b>SEMESTER 2 – 1ST YEAR</b> |  |                |               |       |         |        |        |
| GHS2206                      | Health & Physical Activity: A Sociological Perspective | 3              | 6             | 0.125 | GHS1301 | ✓      | ✓      |
| GHS1202                      | Introduction to the Australian Healthcare System       | 3              | 6             | 0.125 |         | ✓      | ✓      |
| HSC1207                      | Epidemiology & Statistics                              | 3              | 6             | 0.125 |         | ✓      | ✓      |
| PER1211                      | Physical Activity and Social Development               | 3              | 6             | 0.125 |         | ✓      | ✓      |
| <b>SEMESTER 3 – 2ND YEAR</b> |  |                |               |       |         |        |        |
| GHS2107                      | Health Promotion Strategies                            | 3              | 6             | 0.125 | GHS1102 | ✓      | ✓      |
| HSC2107                      | Psychology of Behaviour Change                         | 3              | 6             | 0.125 | GHS1301 | ✓      | ✓      |
| GHS2105                      | Global Health  | 3              | 6             | 0.125 | GHS1201 | ✓      | ✓      |
| PER2102                      | Professional Communication                             | 3              | 6             | 0.125 | GHS1301 | ✓      | ✓      |
| <b>SEMESTER 4 – 2ND YEAR</b> |  |                |               |       |         |        |        |
| GHS3204                      | Health Promotion in Action                             | 3              | 6             | 0.125 | GHS2107 | ✓      | ✓      |
| HSC1208                      | Nutrition as Medicine                                  | 3              | 6             | 0.125 |         | ✓      | ✓      |
| HSC2204                      | Evidence Based Practice                                | 3              | 6             | 0.125 | HSC1207 | ✓      | ✓      |
| SPB2206                      | Leadership   | 3              | 6             | 0.125 | GHS1301 | ✓      | ✓      |
| <b>SEMESTER 5 – 3RD YEAR</b> |  |                |               |       |         |        |        |
| GHS3103                      | Health Promotion in Challenging Contexts               | 3              | 6             | 0.125 | GHS2107 | ✓      |        |
| GHS3104                      | Environmental Health                                   | 3              | 6             | 0.125 | GHS1205 | ✓      |        |
| WIL4101                      | Work Integrated Learning 1                             | 3              | 6             | 0.125 | GHS3204 | ✓      |        |
| ELECTIVE                     | Chosen from the elective options provided              |                |               |       |         |        |        |
| <b>SEMESTER 6 – 3RD YEAR</b> |  |                |               |       |         |        |        |
| GHS3206                      | Program Planning                                       | 3              | 6             | 0.125 | GHS2107 | ✓      | ✓      |
| GHS3207                      | Health Policy & Advocacy                               | 3              | 6             | 0.125 | GHS2107 | ✓      |        |
| WIL4201                      | Work Integrated Learning 2                             | 3              | 6             | 0.125 | WIL4101 | ✓      |        |
| ELECTIVE                     | Chosen from the elective options provided              |                |               |       |         |        |        |
| <b>ELECTIVE OPTIONS</b>      |  |                |               |       |         |        |        |
| GHS2104                      | Youth Health & Resilience                              | 3              | 6             | 0.125 | GHS1301 | ✓      | ✓      |
| GHS2106                      | Inclusive Health & Physical Activity                   | 3              | 6             | 0.125 | PER1111 | ✓      | ✓      |
| PER3108                      | Event Planning & Program Management                    | 3              | 6             | 0.125 | PER2102 | ✓      | ✓      |
| GHS2301                      | Professional Integrity                                 | 3              | 6             | 0.125 | GHS1301 | ✓      | ✓      |
| PER3206                      | Research in Action (Sport)                             | 3              | 6             | 0.125 | HSC2204 | ✓      | ✓      |
| SPB3202                      | Entrepreneurship in the Sport Industry                 | 3              | 6             | 0.125 | SPB2206 | ✓      | ✓      |
| SPB2203                      | Sport & Human Resource Management                      | 3              | 6             | 0.125 | GHS1301 | ✓      | ✓      |
| GHS3205                      | Promoting Physical Activity                            | 3              | 6             | 0.125 | GHS2107 | ✓      | ✓      |

### International Students Additional Information

If you are an international student and would like to enrol at ACPE, you will have to meet both academic entry requirements and English language proficiency requirements. In addition to these two criteria, you have to meet the inherent course requirements and any course specific criteria, e.g. For Dance degrees and Education degrees. For more information please visit <https://acpe.edu.au/admissions/international-students/>

**\*Study loads vary for domestic and international students for more information contact ACPE. International students may not enrol in fully online courses.**

### HOW TO APPLY?

#### Domestic Students

1300 302 867  
Apply online at [acpe.edu.au](https://acpe.edu.au)

#### International Students

+61 2 9739 3314  
[international@acpe.edu.au](mailto:international@acpe.edu.au)

| Code              | Unit Title   | Description  |
|-------------------|--|--|
| <b>SEMESTER 1</b> |  |  |
| <b>GHS1301</b>    | Understanding Health                                   | This unit provides students with an understanding of the determinants of health including the biological, social and environmental factors that shape the health of individuals and populations. It is also designed to equip students with the foundational academic learning, numeracy and literacy skills required for success in all aspects of their studies.   |
| <b>GHS1201</b>    | Health Priorities for Australia                        | This unit examines the influences on Australians' health and wellbeing. The unit explores the National Health Priority Areas of Australia, investigating risk and protective factors which contribute to these health priorities. In addition, the unit explores current government and non-government strategies which focus on improving the health of all Australians.  |
| <b>GHS1102</b>    | Foundations of Health Promotion                        | This unit provides students with fundamental knowledge and understanding of health promotion concepts and issues. The unit introduces principles and practice of health promotion, with an emphasis on addressing inequities in the social, economic, biological and environmental determinants of health. Key health issues and strategies for optimising the health of individuals and populations are explored.   |
| <b>PER1111</b>    | Physical Literacy for Children & Young People          | This unit introduces physical literacy as an important determinant of lifelong learning through movement and physical activity. It is directly concerned with examining why and how physical literacy delivers physical, psychological, social and cognitive benefits for children and young people, and contributes to an individual's health and wellbeing.  |
| <b>SEMESTER 2</b> |  |  |
| <b>GHS2206</b>    | Health & Physical Activity: A Sociological Perspective | This unit explores the concept that health is a result of historical, social, cultural, political and economic circumstances. As such, the unit adopts the social model of health and investigates sociological issues and their influence on shaping individuals' knowledge, attitudes and beliefs about health and physical activity, and how these factors may lead to health inequalities within population groups.  |
| <b>GHS1202</b>    | Introduction to the Australian Healthcare System       | This unit introduces students to the Australian health care system and its organisation, current policies, policy debates and funding arrangements as well as emerging trends in health care practice. Health services related to aged care, disability, mental health, and alcohol and drug use will be considered in addition to traditional health care systems.  |
| <b>HSC1207</b>    | Epidemiology & Statistics                              | This unit introduces students to epidemiological principles and methods. Students will learn to apply an epidemiological approach to the study of disease and illness, to interpret results from a range of study designs and report on epidemiological research. Students will be introduced to statistical methods used in healthcare and allied health including the principles of statistical reasoning, underlying assumptions and quantitative methods.  |
| <b>PER1211</b>    | Physical Activity & Social Development                 | This unit enables students to understand the factors that contribute to growth and social development across the lifespan. Students will explore the role of physical activity in individual and community social development to encourage healthy interaction with others.  |
| <b>SEMESTER 3</b> |  |  |
| <b>GHS2107</b>    | Health Promotion Strategies                            | This unit explores common health promotion strategies, methods and activities. Students will apply models of individual and population behaviour change, community development and population-based theories to promote health and develop an appreciation of advocacy, equity and partnership as key pillars for health promotion.  |
| <b>HSC2107</b>    | Psychology of Behaviour Change                         | This unit develops critical understanding of the relationship between health and behaviour and the importance of theory for understanding and changing health behaviour. Students will then develop an understanding of social and behavioural theories that explain participation in health behaviours and form the background for promoting health and preventing ill-health. Students will also develop the skills to bring about change in health-related behaviours through educational interventions.  |
| <b>GHS2105</b>    | Global Health  | This unit explores the major determinants of health in a global context and the major global health priorities. Students will also gain experience about the type of work global health players engage in to address and prevent global health issues.   |
| <b>PER2102</b>    | Professional Communication                             | This unit introduces effective communication required in individual and group processes and how it affects people in organisations. Major theories and models in key areas of communication will be examined including group dynamics, organisational relationships, leadership, feedback, risk, conflict, power, strategy, and structure and change management.   |
| <b>SEMESTER 4</b> |  |  |
| <b>GHS3204</b>    | Health Promotion in Action                             | This unit is a Work Integrated Learning (WIL) unit in which students complete an industry placement as a volunteer in a health promotion initiative. This practical experience develops students' knowledge about the role, contribution and responsibilities of community health professionals in promoting health and well-being. Students focus on the frameworks and processes that shape specific health promotion initiatives to potentially meet the needs of population groups and use their understanding of health promotion concepts, principles and models to evaluate the potential success of their chosen initiative. |
| <b>HSC1208</b>    | Nutrition as Medicine                                  | This unit develops students' understanding of food, nutrition and health, including food sources of nutrients, food and nutrient recommendations for health and methods for measuring food intake and behaviour. Students will also examine the role of macronutrients and key micronutrients in energy balance and general wellbeing throughout the life course and their contribution to the development of diet-related disease.  |
| <b>HSC2204</b>    | Evidence Based Practice                                | This unit develops students' understanding of the literature review process, research ethics, study design, the principles of evidence-based practice and their impact. This will provide students with the ability to critically evaluate research and its subsequent implementation, as well as providing a strong theoretical basis for those students aiming to undertake their own research in future.  |
| <b>SPB2206</b>    | Leadership   | This unit develops the students' understanding of leadership in professional contexts, so students can identify, critically evaluate and develop their own leadership skills. The unit equips students with the ability to apply theories, frameworks and concepts from academic literature and professional practice, in order to analyse and understand the leading of organisational change. Students will also gain the skills to utilise instruments and strategies through which leadership can be measured and developed.   |
| <b>SEMESTER 5</b> |  |  |
| <b>GHS3103</b>    | Health Promotion in Challenging Contexts               | This unit reviews the determinants of ill-health in diverse populations such as Indigenous Australians, people with a disability, rural and remote populations, LGBTQI+ and prisoners, and challenging contexts such as sexuality and sexually transmitted diseases, alcohol and drug use and mental health issues. Students will investigate the role of health promotion concepts, principles and models as behaviour change agents in these diverse populations and challenging contexts and explore best practice to promote health.   |
| <b>GHS3104</b>    | Environmental Health                                   | This unit examines the breadth of environmental health and introduces the importance of achieving environments that can sustain health. The concepts, principles and theories of public health and health promotion will be applied to examine strategies to address environmental issues such as climate change within a sustainability context. Students will also learn how to write a grant proposal for funding a community sustainability project related to health.   |
| <b>WIL4101</b>    | Work Integrated Learning 1                             | This Work Integrated Learning (WIL) placement reinforces and consolidates the knowledge developed in previous coursework. Students will apply this knowledge and develop the practical and professional skills required for working in their chosen field during a Work Integrated Learning placement.   |
| <b>ELECTIVE</b>   |  | ELECTIVE OPTIONS: GHS2104 Youth Health & Resilience, GHS2106 Inclusive Health & Physical Activity, PER3108 Event Planning & Program Management, and GHS2301 Professional Integrity   |
| <b>SEMESTER 6</b> |  |  |
| <b>GHS3206</b>    | Program Planning                                       | This unit draws on foundational knowledge of the concepts, theories and values of health promotion providing the skills required in order to develop their own health promotion action plan for an intervention based on a needs assessment. Students will also learn how to communicate with the target population of their intervention, using electronic mass and/or social media.  |
| <b>GHS3207</b>    | Health Policy & Advocacy                               | This unit explores the interaction between health policy and advocacy and the role they play in the promotion of health. Students will focus on how health issues become matters of policy concern, how participants engage in policy activity, in addition to organisational locations and relationships through which health policy is advocated for, developed and has an impact.   |
| <b>WIL4201</b>    | Work Integrated Learning 2                             | This Work Integrated Learning (WIL) placement reinforces and consolidates the knowledge developed in previous coursework. Students will apply this knowledge and develop the practical and professional skills required for working in their chosen field during a 150-hour placement which commenced in the unit WIL4101.   |
| <b>ELECTIVE</b>   |  | ELECTIVE OPTIONS: GHS2301 Professional Integrity, PER3206 Research in Action (Sport), GHS3205 Promoting Physical Activity, SPB3202 Entrepreneurship in the Sport Industry, SPB2203 Sport & Human Resource Management. <b>For unit descriptions of electives, please visit the ACPE website: <a href="http://acpe.edu.au">acpe.edu.au</a></b>   |