FIRST YEAR UNITS HANDBOOK 2018

DISCLAIMER

The information for Victoria University's 2018 First Year Units was current at 20 December 2017

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

Published by Victoria University

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Melbourne VIC 8001 Australia

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HOW TO USE THIS HANDBOOK

Victoria University's 2018 First Year Units 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 2018.

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 First Year Units in 2018.

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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First Year Units

Below are details of units offered in First Year in 2018.

This information is also available online on the University's searchable courses database at www.vu.edu.au/courses

UNITS

ABA1000 Academic Discourse and Experience

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit offers students an opportunity to experience academic life, particularly as it relates to the Humanities, Social Sciences, and Creative Arts, through an exploration of social value in and around Footscray. We will explore different sites in Footscray in order to engage with conceptions of value including, for example, beauty, order, justice, and community. Students will plan field trips, organize their findings, link their experiences to academic texts, and present the findings of their explorations to their peers. Collectively, we will learn about conceptions of value that relate to the Humanities, Social Sciences and Creative Arts, and engage with evidence of the pursuit of these values by organizations operating in our local community.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Collaborate in the planning of a field trip in order to explore human activity aimed at building social value in Footscray; 2. Gather and organize evidence of the building of social value in Footscray; 3. Understand and interrogate selected academic contributions to our concepts of social value; 4. Explain connections between academic concepts of social value and examples of the building of social value in Footscray.

Class Contact: Seminar3.0 hrs

Required Reading: All of the required resources for this unit will be housed in VU Collaborate or located in Counter Reserve.

Assessment: Portfolio, A portfolio of field trip plans (2-4 A4 pages per group)., 20%. Exercise, Students will discuss an academic concept and its relevance to selected data (600 words), 40%. Report, Students, working in groups will report their findings gathered from a field trip (400 words per student), 40%.

ABA1001 Reason and Revolution

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. Focusing on the intellectual, political and historical forces that have shaped the modern world, this unit develops the knowledge and skills required to participate in debates concerning the formation of contemporary culture and society. It introduces students to the core concepts of tradition and modernity, familiarises them with a range of positions and discourses in contemporary academic debates and examines the historical sources of these concepts and debates, with particular emphasis on the intellectual and social revolutions of the seventeenth and eighteenth centuries. In focusing on key historical debates, and the positions that underpin them, the unit aims to provide students with an understanding of the critical discourses needed to analyse and interpret the systems that shape the contemporary world.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse concepts and competing interpretations of tradition and modernity; 2. Examine cultural identities and institutions within traditional and modern societies; 3. Analyse breaks with and in tradition and modernity; 4. Examine the social, political, intellectual and historical sources and structures of the development of the modern world; 5. Identify a range of theoretical perspectives from the Arts, Humanities and Social Sciences in the interpretation and evaluation of the development of modern society.

Class Contact: Seminar2.0 hrsTutorial2.0 hrs

Required Reading: Selected readings will be made available via the unit VU Collaborate site and bookshop.Pagden, A., (2013) The Enlightenment: and why it still matters London: Oxford Heywood, A., (2012) 5th edn Political Ideologies Palgrave Macmillan: Houndmills

Assessment: Portfolio, A portfolio of reading and writing exercises (3x 250 words each), 30%. Essay, Essay drawing on central themes of the unit (1250 words), 50%. Presentation, A presentation demonstrating and applying unit based knowledge (10 minutes), 20%.

ABA1002 Knowledge, Inquiry and Research

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit introduces students to the world of academic research and familiarises them with the various research methodologies employed in the Creative Arts, Humanities and Social Sciences. The unit demonstrates how different academic disciplines and fields of study favour particular paradigms and approaches in research. It facilitates students to engage with and begin to develop a range of research skills and practices, including: identifying and formulating projects; library/database/archival the use of survey instruments; the use of interviews; narrative research; art practice; and mixed-methods approaches. In preparing a research proposal of their own, participants in the unit encounter and plan for the theoretical, logistical and ethical challenges confronting real world research.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Discuss and critically engage with a range of research traditions and methods in the Creative Arts, Humanities and Social Sciences; 2. Investigate how different theories and methods frame and inform research; 3. Develop research questions and a research methodology for a research proposal; 4. Locate, analyse and report on research literature and information; and 5. Demonstrate the capacity to employ academic conventions of referencing.

Class Contact: Lecture2.0 hrsTutorial2.0 hrs

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

Assessment: Exercise, Reflection on a topic of inquiry (300 words), 10%.

Assignment, Identifying and justifying a research question suitable for a small project (500 words), 15%. Literature Review, Source and evaluate research papers on chosen topic (1000 words), 30%. Report, Developing and present a research proposal suitable for a small research project with, appropriate methodology and tools (1500 words), 45%.

ABA1003 Introduction to Sociology

Locations: Footscray Park.
Prerequisites: Nil.
Description: If you 're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This introductory unit seeks to give an overview of sociology - an introduction to how we might go about 'thinking society' in a systematic and disciplined way. This unit examines processes of social change and offers the opportunity to critically examine social issues and explore questions of social and cultural identity. It looks at how that theory might be applied to specific areas of investigation and research. The unit aims to equip students with the ability to distinguish a sociological approach from other possible approaches to information, social situations, issues and problems; to recognise and experiment with different theoretical frameworks within sociology; and to begin to apply a range of critical analytical skills to a variety of contemporary social arrangements and social issues.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Reflect on the nature of sociological approaches to problems, as distinct from other forms of inquiry; 2. Develop contextual understandings of contemporary life in a global community; 3. Outline different theoretical approaches within the broad discipline of sociology; 4. Apply theoretical tools and concepts offered within the discipline of sociology and to recognise and experiment with their applicability to problems and practices beyond the classroom; and 5. Demonstrate a familiarity with academic conventions of documentation and referencing.
Class Contact: Seminar3.0 hrs
Required Reading: All required readings for this unit will be made available via VU Collaborate or Library Reserve.
Assessment: Exercise, Short reflective writing exercises responding to class materials and activities (600 words)., 30%. Assignment, Short Essay (800 words), 30%. Assignment, Sociological Imagination Project (1200 words), 40%.

ABA1004 Text and Representation

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit encourages students to critically engage with and analyse a variety of historical and contemporary literary, visual and performance texts. By examining the role of storytelling in literature and visual art, they will learn to respond to texts in imaginative and critical ways. In developing methodologies for reading and interpreting texts, the unit will investigate the trope of the hero/heroine's journey in literature and visual art. This will culminate in a detailed study of a contemporary novel. The students will also investigate the roles of the hero and heroine in popular culture and in doing so will be introduced to several current theoretical perspectives.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse and engage with visual and literary texts. 2. Demonstrate a range of theoretical perspectives through expressions of popular culture. 3. Examine the theme of storytelling in a contemporary novel. 4. Collaborate in the production and sharing of knowledge in a contemporary academic setting.
Class Contact: Tutorial2.0 hrsWorkshop2.0 hrs
Required Reading: Unit Reader will be available in the bookshop and online resources will be provided via links on the LMS for this unit. Martel, Yann.,(2012) Life of Pi London, Canongate
Assessment: Portfolio, Two writing activities that identify key themes in a range of visual and literary texts. (800 words), 30%. Essay, Essay analysing key texts in the unit. (1,200 words), 50%. Presentation, In-class presentation involving the application of analytical and interpretive techniques in response to popular cultural texts., 20%.

ABA1005 The Era of Controversy

Locations: Footscray Park.
Prerequisites: Nil.
Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit focuses on tensions and conflicts arising from modernity and the historical and contemporary processes of modernisation. By drawing on disciplines across the Humanities and Social Sciences this investigation develops students' understandings of the origins of the world in which they live, introducing them to a range of historical and social theoretical perspectives. Students will establish critical skills that enable them to analyse and interpret historical ideas and events and to engage with global political and economic issues that frame contemporary life.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Discuss key political ideas and historical events informing the modern period 2. Critically analyse the tensions and conflicts that have arisen in the development of modern Western society 3. Analyse and contextualise materials that provide insight into the past and articulate how they relate to contemporary problems 4. Articulate some of the key developments in class, race and gender relations, and the analyse the legacy of such conflicts
Class Contact: Seminar1.0 hrWorkshop2.0 hrs
Required Reading: Required Texts: Unit Reader available from VU Bookshop and online via the LMS for the unit.
Assessment: Exercise, Written piece reflecting on primary texts (500 words), 30%. Essay, Essay analysing key texts in the unit. (1,200 words), 50%. Presentation, A presentation demonstrating and applying unit based knowledge (10 minutes), 20%.

ACM1006 Digital Sound and Video

Locations: Footscray Park, St Albans.
Prerequisites: Nil.
Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. Media professionals need to be experts in producing digital forms of the 'old' recorded arts such as video, sound and text, as well as experts in putting these old forms together into new digital forms. This unit examines some of the technological developments that make possible contemporary forms of artistic expression and communication. It examines some of the conventions of visual language, techniques for shooting and editing digital video, and the operation of sound with digital video. The unit includes a special focus on sound production and

editing. Industry professionals showcase their work and discuss contemporary issues in digital video and sound production.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Develop digital video, audio and text with reference to contemporary principles of media literacy; 2. Analyse, evaluate and develop digital media resources reflective of contemporary media terminology; 3. Critically reflect on the connections between text, sound and digital video; and 4. Create short digital sound and video projects.

Class Contact: Lecture 1.0 hr Workshop 2.0 hrs

Required Reading: Students will be provided with access to an electronic reading list in class.

Assessment: Review, Article review based on focus topics., 20%. Creative Works, Synopsis, script, storyboard & production documents., 30%. Creative Works, Short film., 50%.

ACO1008 Music Techniques 1

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit of study introduces students to the practice and applied theory of music. Students develop an understanding of music theory, complementary aural skills and a context for how music develops in basic styles and genres. Students explore popular and contemporary music in relation to stylistic, harmonic and rhythmic aspects. Students apply theoretical knowledge in instrumental workshops where they develop skills in choosing, negotiating and preparing repertoire. Workshop facilitators assist students to develop technical fluency, interpretation and musical expression on their instrument(s) within a practical performance context.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Interpret and articulate the use of major and minor chords, scales and intervals; 2. Apply basic music notation; 3. Interpret, apply and practice the correct use of basic rhythmic phrasing, tempo and time signatures; 4. Devise, develop and perform repertoire for a recital program; 5. Collaborate effectively as part of a group, with responsibility for their own output as well as that of a group; and 6. Apply interpretative skills and overall musicianship to new learnings.

Class Contact: Tutorial 3.0 hrs Workshop 3.0 hrs Lecture and tutorial - Mac Lab with music software and piano keyboards. Workshop - music rehearsal rooms, music performance rooms.

Required Reading: Pilhofer, M & Day, H 2015, Music theory for dummies, New Jersey: John Wiley & Sons Inc. Additional reading materials will be provided by the lecturer.

Assessment: Exercise, Applied theory and aural exercises (equivalent to 1000 words), 30%. Examination, Applied theory Examination (60 minutes, equivalent to 1000 words), 30%. Performance, Instrumental performance (20 minutes, equivalent to 1000 words), 40%. Assessment 3 incorporates Work Integrated Learning (WIL).

ACO1011 Practical Music 1A

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit introduces technical, interpretive and self-evaluation skills in music practice. Students are assisted in evaluating their technical, interpretative and improvisation skills. Students are instructed in a range of underpinning knowledge in general musicianship. Students are guided in setting goals, strategies, exercises and practice routines. A program of musical works is selected to present technical, improvisational and interpretive challenges.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Develop and produce musical works; 2. Collaborate effectively within group contexts; 3. Develop and maintain a written practice journal; 4. Exhibit foundation interpretative skills and overall musicianship; and 5. Articulate appropriate musical nomenclature in relation to music production activities.

Class Contact: Tutorial 3.0 hrs Workshop 3.0 hrs Tutorial - music performance space. Workshop - music rehearsal room.

Required Reading: There are no required readings for this unit. Learning materials will be provided by the lecturer.

Assessment: Creative Works, Musical works - collaborative (equivalent to 30 minutes)., 30%. Creative Works, Musical works - independent (equivalent to 30 minutes)., 30%. Journal, Electronic journal (1500 words)., 20%. Other, Observational report (equivalent to 500 words)., 20%. There is a minimum requirement of 84% attendance per class, equal to 10 out of 12 workshops and 10 out of 12 tutorials.

ACO1012 Practical Music 1B

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: ACO1011 - Practical Music 1A

Description: This unit introduces further technical, interpretive and self-evaluation skills in music practice. Students are assisted in evaluating their technical, interpretative and improvisation skills. Students are instructed in a range of underpinning knowledge in general musicianship. Students are guided in setting goals, strategies, exercises and practice routines. A program of musical works is selected to present technical, improvisational and interpretive challenges.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Develop and produce musical works; 2. Collaborate effectively within group contexts; 3. Develop and maintain a written practice journal; 4. Exhibit foundation interpretative skills and overall musicianship; and 5. Articulate appropriate musical nomenclature in relation to music production activities.

Class Contact: Tutorial 1.5 hrs Workshop 1.5 hrs Tutorial - music performance space. Workshop - music rehearsal room.

Required Reading: There are no required readings for this unit. Learning materials will be provided by the lecturer.

Assessment: Creative Works, Musical works - collaborative (equivalent to 30 minutes)., 30%. Creative Works, Musical works - independent (equivalent to 30 minutes)., 30%. Journal, Electronic journal (1500 words)., 20%. Other, Observational report (equivalent to 500 words)., 20%. There is a minimum requirement of 84% attendance per class, equal to 10 out of 12 workshops and 10 out of 12 tutorials.

ACO1014 Music Theory 1

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit introduces students to key concepts in functional music theory that musicians need to understand and apply in performance, composition, arrangement and musicological environments. This unit focuses on recognition and construction of melody, harmony and rhythm. Students learn chord nomenclature, chord construction, and how chords are derived from scale systems. Students learn to recognise interval usage in melody, chord voicings, key signatures, note values and time signatures. They also learn to understand melodic and motific development.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse and interpret major, melodic minor and harmonic minor scales, major and minor triads, extended, augmented and diminished chords; 2. Compose and apply major, melodic minor and harmonic minor scales, major and minor triads, extended, augmented and diminished chords; 3. Analyse and interpret rhythmic note durations and time signatures 4. Compose and apply rhythmic note durations and time signatures; and 5. Explain how melody, harmony and rhythm function within notated music.

Class Contact: Tutorial3.0 hrsWorkshop3.0 hrs

Required Reading: Tagliarino, B. 2006, Music theory: a practical guide for all musicians, Milwaukee, WI: Hal Leonard.

Assessment: Test, Progressive in-class test on topics up to week 4 (equivalent to 750 words)., 25%. Test, Progressive in-class test on topics up to week 8 (equivalent to 750 words)., 25%. Examination, Written and aural examination (90 minutes, equivalent to 1500 words)., 50%. Total word limit is equivalent to 3000 words.

ACU1002 Creativity, Communication and the Digital Age

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. Creativity, Communication and the Digital Age introduces students to the dynamic relationship between media and communications technologies and creative and cultural practice. Through a critical and historical analysis of the epochal technological and social changes that led to the emergence of the digital age, it affords students the opportunity to consider how old and new media relate and intersect in the framing of the worlds in which we live. By blending theory and practice, this unit explores how media technology shapes and is shaped by culture, and thereby demonstrates how students and graduates are increasingly digitally literate producers and curators of knowledge and ideas rather than simply consumers or conveyors of the creative output of others.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse changes in the recent convergence of communications and media technologies 2. Examine the historical shifts in the relationship between culture and media; 3. Demonstrate knowledge of various media and communication theories in response to a range of texts 4. Collaborate in the production, curation and sharing of knowledge in a contemporary academic setting.

Class Contact: Seminar3.0 hrs

Required Reading: Students will be provided with an up-to-date reading list via the VU Collaborate system.

Assessment: Journal, A journal recording In-class and out-of-class learning activities., 40%. Project, Individual and group work drawing on central themes of the unit in the research of and preparation for the debate., 40%. Presentation, Oral or digital presentation in the form of a debate drawing on key concepts discussed in the unit., 20%.

AEB1800 Youth Work Practice

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit aims to provide a structural foundation for understanding the development and the dynamics of youth work. It will explore the evolution of youth work within a sociological and cultural framework that discusses the links between health, agency and empowerment, as well as a diverse range of youth work models that support and inform reflexive practitioners. Topics to be covered include the following: concepts of youth: historic and global development of the role of adolescence and the development of specific youth work practices; social, cultural and biological constructs of adolescence; social determinants of health in relation to resilience, risk and protective factors; constructs of marginalisation and disadvantage; identity, agency and empowerment; case studies of significant people who are agents of social change; models of youth work practice - treatment, reform, advocacy; settings and context of youth work.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Discuss the role of youth work within the broader context and politics of social change, considering the evolution of youth work in a wide range of social and cultural contexts; 2. Analyse specific scenarios or situations; and apply appropriate youth work models and approaches; 3. Critically analyse the risk and protective factors within a range of settings and environments; 4. Have a broad understanding of strategies to enhance the agency and empowerment of young people; and 5. Communicate effectively, think critically and problem solve a range of issues related to youth work practice.

Class Contact: Seminar3.0 hrs

Required Reading: Sapin, K., 2013 Essential Skills for Youth Work Practice. London: Sage Publications. Links to electronic readings posted on VU Collaborate.

Assessment: Report, Identify and define core youth work values, 20%. Exercise, Design and complete a community map of the Local Government area you live in., 30%. Essay, What is youth work? Analyse core values in relation to youth work ., 50%. Total effective word limit for all tasks is 3000 words.

AEB1801 Youth Work Practice 2

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit begins by looking at a definition of 'youth' and explains the importance of understanding the concept of adolescence and youth. It discusses the meaning and different concepts of adolescent welfare and wellbeing and describes the contemporary socio-economic and political context of adolescent welfare. This unit provides a definition of 'youth' as determined socially and culturally, as well as biologically whereby adolescent welfare is defined as socially

constructed as well as a physical phenomenon that is integrated with social structures and processes. Using this integration of social structures and processes with the physiological challenges of adolescence this unit will canvass the range of adolescent issues that are prevalent today.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Examine adolescent welfare within the context of adolescent physical development; 2. Articulate the social construction of current transition patterns from childhood to adulthood; 3. Discuss adolescent welfare in relation to experimentation and risk taking as young men and women develop their identities and personalities based on their own judgements, and the judgment of others; 4. Determine current adolescent welfare issues including drugs and alcohol, anxiety and depression, peers and family relationships, social inclusion and capital and its impact on an individual's welfare; and 5. Investigate current policy and practices of adolescent welfare programs offered in Victoria.

Class Contact: Seminar 3.0 hrs

Required Reading: Sapin, K (2013), 2nd Essential Skills for Youth Work Practice London: Sage Publications Readings as recommended by the lecturer.

Assessment: Essay, An essay demonstrating an understanding of adolescence, 30%. Report, A report that summarises appropriate adolescent interventions, 20%. Other, A critical evaluation of a contemporary approach to youth health issues, 50%. Total effective word limit 3000 words.

AEB1804 Young People in a Global Community

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit identifies young people as global citizens and considers their transitions to adulthood in the context of culture, socio economic status, family, education and employment. The unit will explore and apply theories of sociology to consider the impact of globalisation, global structures and the current trends that have been identified in the international youth indicator research. It is particularly important that youth workers are working with young people in the context of globalisation and growing interdependence. The unit will contribute to both Youth Work practice and will also ensure that students can apply established theories of sociology to understand and embrace a global identity.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse fundamental social processes of culture, socialisation and social interaction; 2. Explore theories of inequality and apply analysis to understand issues of micro, macro and global structures; 3. Review an understanding of the concepts of power, the state and class; 4. Evidence an understanding of the changing social, political and economic environments that young people are now experiencing and the impact of those changes and 5. Demonstrate a developing ability to apply a sociological compass to understanding young people within the contexts of opportunity, freedom, constraint and deviance.

Class Contact: Seminar 3.0 hrs

Required Reading: Sapin, K (2015), 2nd Essential Skills for Youth Work Practice London: Sage Publications Other readings as suggested by the Lecturer.

Assessment: Test, Online quiz on Key aspects of social theory's and their perspective on education., 20%. Essay, Identify and explore a social theory's perspective on YP through its key ideas and themes., 50%. Presentation, Students are to present an example of globalisation and it impact on YP., 30%. Effective total of 3000 words.

AEK1105 Aboriginal Traditions and Policy

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit of study gives an introduction to Indigenous Australian histories prior to 1788. The main themes of this unit will be: Indigenous Australian creation beliefs and epistemologies, the role of ceremony and ritual in traditional Indigenous Australian communities, the structure of traditional Indigenous Australian communities, the diversity of beliefs and customs among traditional and contemporary Indigenous Australian communities.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Articulate an historical overview of Indigenous Australia; 2. Critically analyse and use culturally acceptable inquiry skills; 3. Inquire into and articulate the complex traditional systems of Indigenous Australian communities; 4. Critically reflect on the impact of the diversity of Indigenous Australia; and 5. Analyse and commentate on the impact of colonisation on the traditional life of Indigenous Australia.

Class Contact: Lecture 2.0 hrs

Required Reading: Students will be given their required readings in week one of classes.

Assessment: Presentation, Context discussion (1000 words or equivalent), 20%. Essay, Critical reflection on learning outcomes (750 words), 30%. Assignment, Written essay on Indigenous Australian traditional systems or historical overview. (1500 words), 50%.

AEK1203 Indigenous Health and Wellbeing

Locations: St Albans.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. The origins of health behaviours are located in a complex range of environmental socioeconomic, family and community factors. A number of studies have found that between one-third and one-half of the health gap between Indigenous Australians and non-Indigenous Australians is associated with differences in socioeconomic indicators such as education, employment and income. In this unit, students develop the knowledge and understanding of measures such as community functioning that show that Indigenous Australians draw strength from a range of health determinants such as connectedness to family, land, culture and identity. Students also investigate the impact of settlement / invasion and the pathways from racism to ill health that have led to cultural and social impacts on Indigenous individuals and communities. Students reflect on their own cultural understandings and are asked to critique a range of policy and professional practice processes. They delve into the epidemiological profile of Indigenous health in contemporary Australia and gain skills and competencies to collaborate and work with Indigenous Australians.

Credit Points: 12

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

1. Demonstrate knowledge of the impact of colonial settlement on the cultural, health and social outcomes of different Indigenous populations; 2. Describe how different policy approaches and practices have shaped and framed cultural, health and social outcomes for Indigenous communities; 3. Demonstrate a clear understanding of the principal health issues confronting Indigenous communities; and 4. Recognise the importance of culturally appropriate and culturally safe nursing and health services and modes of delivery for Indigenous populations.

Class Contact: Lecture 2.0 hrs Tutorial 2.0 hrs

Required Reading: no required texts

Assessment: Journal, Written assessment (1000 words), 30%. Essay, Written assessment (2000 words), 40%. Presentation, Group presentation (1 hour), 30%.

AEK1204 Aboriginal History and Political Movements

Locations: Footscray Park, VU Sydney, St Albans.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit of study will be an introduction to the history of the Aboriginal struggle and the continual impact of colonisation upon Aboriginal Australian peoples. Students will explore the role of Aboriginal activism, including why Indigenous peoples have and continue to resist. Students will take part in a wide variety of activities in which they will be expected to engage in critical reflection and reading, and discussions.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Examine and conceptualise the key dimensions of Aboriginal history and political movements in Australia; 2. Discuss the complexities of contemporary Aboriginal Australian communities and community-based organisations and modes of engagement; 3. Critically reflect on the continuing impact of colonisation; and 4. Articulate the continual role of Aboriginal activism and resistance in Australia.

Class Contact: Workshop 2.0 hrs

Required Reading: Prior, B & McDonald, M 2010, Maybe Tomorrow, Allen & Unwin. This book is available as an e-book via the Victoria University library website.

Assessment: Review, Critical book review and reflection 1000 words, 30%. Essay, Critical essay on unit content 2000 words, 70%.

AFX1101 Place, Time, Experience

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit aims to develop a solid understanding of the conceptual foundations of the humanities, arts and social sciences and to build essential skills of critical reading, analysis, argument, use of evidence and formal academic writing. Students will be introduced to some of the key concepts and developments within about the humanities, arts and social sciences through a coherent case study that runs throughout the semester. Possible areas to be explored include colonialism, migration and cultural diversity in the Australian context, citizenship and global citizenship, and the impact of internationalisation on everyday experience. This case study approach will ensure that skills of language, literacy and numeracy are embedded in the unit to provide a strong foundation for the disciplinary requirements of various specialisations in relevant undergraduate courses. The unit combines conceptual and practical outcomes through the link between skills-based learning and the development of scholarly analytical approaches to the humanities, arts and social sciences.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Evaluate some key concepts in the humanities, arts and social sciences; 2. Compare and contrast different forms of academic and non-academic literature on a given topic; 3. Locate, manage and use information effectively and efficiently; 4. Exhibit the ability to reference sources according to established academic conventions; and 5. Discuss with a level of cultural awareness a range of topics relating to contemporary Australian life.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: Beilharz, P & Hogan T (eds) 2012, Sociology: Antipodean perspectives South Melbourne: Oxford University Press.

Assessment: Exercise, Diagnostic writing (personal reflection on the case study topic) (500 words), 15%. Assignment, Identifying distinctive features of academic writing. Written comparison of sources on a single topic (including an academic source) (800 words), 25%. Essay, Essay demonstrating use of academic conventions (1,200 words), 40%. Report, Written reflection on the marked academic essay (500 words), 20%.

AHE1101 Structural Kinesiology

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. 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. The unit will be studied with a regional anatomy orientation.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Locate and articulate (on plastic models and diagrams) the major structures of the skeletal, muscular, joint, nervous, respiratory and cardiovascular systems; 2. Explain the function of the major structures of the skeletal, muscular, joint, nervous, respiratory and cardiovascular systems; 3. Analyse 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: Seminar 2.5 hrs

Required Reading: Marieb et al 2017, 8th edn, Human anatomy, Pearson Benjamin Cummings.

Assessment: Test, Short online tests on skeletal system, muscles and joints - 3 progressive assessments, 30%. Assignment, Production of blog page of information on a specific upper or lower limb joint (individual), 20%. Assignment, Presentation and production of collaborative group blog on joint and other anatomical structures, 20%. Exercise, Final practical exercise to identify structures and the function of the various systems of the body, 30%.

AHE1105 Research Methods for Exercise Professionals

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year

Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. 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 and annotate scientific literature from a variety of disciplinary areas relevant to exercise and sports science; 2. Explain the concepts and ideas associated with judgments about the use and validity of quantitative and qualitative methods; 3. Identify and critically evaluate the concepts affecting the ethical underpinning of different research designs; and 4. Assess and interpret research literature relevant to exercise and sport science.

Class Contact: Seminar2.5 hrs

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 - 4 progressive assessments, 40%. Report, Collaborative research report, 40%. Presentation, Collaborative Research group conference presentation, 20%.

AHE1107 Human Growth and Lifespan Development

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. 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; and, 3. Utilise knowledge about growth and development in the fields of human movement, sport, exercise and physical activity, to identified phases of the life span.

Class Contact: Workshop3.5 hrs

Required Reading: Coombes, J and Skinner, T, 2014 ESSA's student manual for Health, Exercise and Sport Assessment, ESSA Payne, G, and Isaacs, L, 2016 Human Motor Development : A Lifespan Approach, ebook .

Assessment: Test, Multiple choice quizzes conducted in lab, 40%. Report, Report based on PIL activities, 40%. Poster, Presentation of a poster based on a topic chosen by the student, 20%.

AHE1112 Resistance Training

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. 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. Critically reflect on past and current beliefs, practices and trends in the field; 4. Devise 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: Lab1.5 hrsLecture1.0 hr

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

Assessment: Other, PIL Project, 20%. Other, Online Analysis of Two Research Articles, 10%. Examination, Practical Examinations, 45%. 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 practical examinations).

AHE1202 Biomechanics

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. 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%.

APP1012 Psychology 1A

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. The aim of this unit of study is to provide students with an introduction to several key discipline areas in the field of psychology, thus establishing a solid basis for further, more in-depth study in subsequent years. This unit covers topics including the research enterprise in psychology; neuropsychology; memory; language and cognition; learning; motivation and emotion; interpersonal relationships; and personality. Classes involve activities and discussion of research papers that foster understanding of theoretical content by focusing on specific topics and applications of research and knowledge in psychology.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Examine current issues in psychology and how theories within the topic areas covered have evolved over time; 2. Assess the basic principles of methodologies employed in psychological research; 3. Evaluate research literature relating to the topic areas covered; 4. Perform an independent literature search on a psychological topic using online databases; 5. Apply knowledge of research methodologies to a specific research topic and collect data for a research project; 6. Produce a laboratory report written in formal academic style and conforming to APA formatting conventions.

Class Contact: Workshop 3.0 hrs Total of 36 hours over 4 weeks, consisting of 3 hour tutorial sessions, once a day for three days (weeks 1 - 3) and 3 hour tutorial sessions, once a day for two days plus test session (week 4).

Required Reading: Further readings will be made available via the unit VU Collaborate site. Burton, L, Westen, D & Kowalski, R., (2015) 4th ed. Psychology Australia: Wiley Burton, L., (2010) 3rd ed. An interactive approach to writing essays and research reports in psychology Australia: Wiley

Assessment: Journal, Journal related to workshop readings (600 words), 20%. Laboratory Work, Lab Report related to theoretical content (1500 words), 40%. Test, Tests - multiple choice and short answers (3 hours in total), 40%.

APP1013 Psychology 1B

Locations: Footscray Park.

Prerequisites: APP1012 - Psychology 1A

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. The aim of this unit of study is to build upon Psychology 1A by introducing students to further key discipline areas within the field of psychology, as well as topics in applied psychology. This unit covers topics including health and stress; sleep; sensation and perception; social psychology; risk taking behaviours; psychological disorders and treatment; intelligence; and history of psychology. Classes involve activities and discussion of research papers that foster understanding of theoretical content by focussing on specific topics and applications of research and knowledge in psychology.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse current issues in psychology and how theories within the topic areas covered have evolved over time; 2. Assess basic principles of methodologies employed in psychological research; 3. Apply knowledge of research methodologies to a specific research topic and collect data for a research project; 4. Analyse research literature relating to the topic areas covered; 5. Perform an independent literature search using online databases; and 6. Produce a laboratory report written in formal academic style and conforming to APA formatting conventions.

Class Contact: Workshop 3.0 hrs Total of 36 hours over 4 weeks, consisting of 3 hour tutorial sessions, once a day for three days (weeks 1 - 3) and 3 hour tutorial sessions, once a day for two days plus test session (week 4).

Required Reading: Burton, L, Westen, D & Kowalski, R., (2015) 4th ed. Psychology Australia: Wiley Burton, L., (2010) 3rd ed. An interactive approach to writing essays and research reports in psychology Australia: Wiley Further readings will be made available via the unit VU Collaborate site.

Assessment: Journal, Journal related to workshop readings (600 words), 20%. Laboratory Work, Laboratory report on theoretical content (1500 words), 40%. Test, Tests - multiple choice and short answers (3 hours in total), 40%.

APP1015 Organisational Skills 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit of study is designed to complement Interpersonal Skills and Communication. The aim of this unit is to introduce students to theoretical concepts relevant to working in organisational settings and to develop skills relevant to working within an organisational settings. Topics include organisational culture and structure, leadership, employee diversity and wellbeing, organisational ethics, diversity and wellbeing, organisational communication and change. The unit emphasises skills and knowledge for those who want to work in psychology, counselling, human resources and other organisational settings.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Identify and synthesise information and literature about organisational processes; 2. Evaluate the development and implementation of skills relevant to working within organisations; 3. Reflect on and discuss learning experiences in organisational structures; 4. Undertake a study of the experience of organisational change within the community and produce a written report that interprets the findings in the context of existing literature.

Class Contact: Workshop 2.0 hrs Total of 22 hours over 4 weeks, consisting of 2 hour tutorial sessions, once a day for three days (weeks 1 - 3) and 2 hour tutorial sessions, once a day for two days (week 4).

Required Reading: Readings are available via VU Collaborate links
Assessment: Journal, Reflective activity journal on workshop content (600 words), 20%. Journal, Reflective activity journal on workshop content (600 words), 20%. Essay, Case Study Report (1800 words), 60%.

APP1016 Foundations of Psychological Research

Locations: Footscray Park.
Prerequisites: Nil.
Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit uses the examination of key historical and at times controversial psychology research studies to help develop students' academic skills and foundational research knowledge. Students will be provided with opportunities to develop their skills in searching for research papers, reviewing the methods employed in research studies, and discussing the implications and applications of psychological research. The review of key studies in psychology will also foster students' understanding of how psychological research has evolved and the contributions psychological research and practice has made to our understanding of human behaviour and mental processes.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Locate relevant psychology academic studies and other material through online search and use these studies in preparing essays and presentations; 2. Work collaboratively in preparing and presenting (to a group of fellow students) evidence-based and relevant material about a key historical psychological study and its legacy, making use of contemporary technology; 3. Evaluate how psychologists design studies to explore particular questions; and 4. Review key studies that have shaped both the discipline and profession of psychology and discuss how they have had an impact on subsequent developments in understanding human behaviour.
Class Contact: Workshop 2.0 hrs Total of 24 hours over 4 weeks, consisting of 2 hour tutorial sessions, once a day for three days (weeks 1 - 3) and 2 hour tutorial sessions, once a day for two days, plus the 2 hour examination session (week 4).
Required Reading: Hock, R., (2012) 7th ed. Forty studies that changed psychology, New Jersey: Pearson Prentice Hall.
Assessment: Journal, Responses to short answer questions based on required class readings (3 x 500 words), 30%. Presentation, Group project and presentation involving research of an historical psychological study and its impact on the discipline (600 words), 40%. Essay, Essay based one of the studies in the required text (1200 words), 30%.

ASA1023 Community Development from the Local to the Global

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit introduces students to the theories and practices of community development. The unit begins with a discussion of the concept of community and the nature of community development work. The unit introduces the historical emergence and evolution of community development, both in Australia and globally. These include United Nations, Western models and Third World models. It also aims to familiarise students with existing and emerging linkages between community development and action at local, regional, national and global levels. As conjunction with this, students are introduced to issues and methods of research as a way to explore and analyse community development models.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Substantiate recommendations and conclusions by locating and synthesising findings from a range of relevant research literatures; 2. Propose contextually relevant responses to unpredictable problems and/or management requirements clearly and succinctly through an oral presentation; and 3. Communicate effectively with people whose culture is very different from their own to research community development models determined to be the most relevant to their own background experience or their work with communities.
Class Contact: Lecture 2.0 hrs Tutorial 2.0 hrs
Required Reading: Horman, M,S (2014) 5th edition Promoting community change: Making it happen in the real world Belmont, CA: Brooks/Cole Ife, J. (2013) Community development in an uncertain world French's Forest: Pearson Education
Assessment:. Presentation, Team oral presentation of development trends. Submission of summary (500 word), 30%. Assignment, Review one community development book (1,000 words), 25%. Essay, Write a portfolio to demonstrate reflective practice on theories and practices introduced in this unit (1,500 words), 45%. 3000 total effective words.

ASA1024 Applied Human Rights

Locations: Footscray Park.
Prerequisites: Nil.
Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit introduces students to human rights theories and models, and to the applicability of these models in diverse social and cultural contexts. The unit begins with an examination of international conventions and covenants on human rights, particularly those from the United Nations. These include specific covenants on social, educational, employment rights and rights of women, minorities and children. Framing this unit is an analysis of the applicability of these models in given situations, and the social and political dimensions associated with these discourses of human rights.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Identify a knowledge of the major human rights instruments in use internationally; 2. Critically analyse the role played by power and politics in the international and national governance of human rights; 3. Assess the role played by civil society in the development of international human rights instruments and in their use today; and 4. Probe the applicability of human rights discourses in diverse social and cultural contexts.
Class Contact: Seminar 3.0 hrs
Required Reading: Reading pack available and online materials provided.
Assessment: Report, Identify and discuss the instruments that protect human rights, 30%. Report, Explore and discuss the role of civil society in protecting human rights, 40%. Presentation, Critique a human rights case study that reflects your understanding of a key breach of human rights, 30%.

ASE1201 Population Health

Locations: St Albans.
Prerequisites: Nil.
Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. In this unit, students learn to identify social aspects of health topics. They also explore current healthcare policy and practice, in

particular the health and wellbeing of diverse and multicultural communities. Students also examine how health disadvantages experienced by particular groups are rooted in wider historical and current inequalities, including those based on ethnicity and citizenship status, gender, sexuality and class. The unit seeks to illustrate why and how sociological knowledge is essential to understanding health as well as issues in healthcare practice. The unit applies these concepts to contemporary models of healthcare professional practice, population health practice, inter-professional care and primary health care designed to address the health care needs of specific populations.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Investigate health care priorities from global, national, and local perspectives; 2. Analyse the social aspects of health issues and health promotion; 3. Evaluate models of health and illness as related to healthcare professional practice; 4. Demonstrate an understanding of the relationships between health and inequality; 5. Examine the plurality of issues within the provision of health care to diverse communities and assess the significance of particular cultural knowledge and practices; 6. Appraise the legal and ethical issues surrounding caring for specific populations; and the challenges of providing appropriate health care to specific populations with reference to evidence-based scenarios; 7. Discuss primary health care and interprofessional roles, and the basics of epidemiology within population health.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr A total of 48 hours consisting of lectures (12x2 hours), tutorials (12x2 hours), on-line activities and self-directed learning.

Required Reading: A carefully selected compilation of relevant readings (journal articles, book chapters etc), as determined by the unit co-ordinator will be made available online and through the bookshop.

Assessment: Assignment, Group work (1500 words), 40%. Assignment, Written assessment (2000 words), 60%. To gain an overall pass in this unit, students must receive a minimum aggregate score of 50%.

ASL1003 Criminal Justice Systems

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit will include an examination of: major institutions of the criminal justice system in their social and historical context, including police, courts, prisons, and related crime prevention and welfare organisations linked to crime control in Australia; statistical and other evidence of shifts in approaches to crime control; a study of a selection of recent reviews of criminal justice in Australia and elsewhere; the historical and social underpinnings of community-based interventions in crime control.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Investigate and utilise different kinds of conceptual tools used to analyse the operations of criminal justice systems in Australia and other parts of the world; 2. Analyse challenges and aspects of change in the justice systems; and 3. Work collaboratively to collate and critically assess research information from diverse sources to develop a research report.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: Marmo, De Lint & Palmer most recent version Crime and Justice, A Guide to Criminology Thomson and Reuters

Assessment: Exercise, Discussion questions, 10%. Review, Media, 25%. Case Study, Group presentation and report, 30%. Examination, Exam, 35%.

ASN1001 Online Screen Media

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit examines new methods in the production and distribution techniques of video media through online platforms, including video-on-demand and streaming sites such as YouTube. It examines the way new distribution platforms are used by media professionals to distribute and engage with audiences. Students will analyse new practices which have been created from new platforms like YouTube and the impact these new platforms have upon traditional media practices.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Explain contemporary practices in online video production and distribution; 2. Analyse, evaluate and develop media resources reflective of contemporary media terminology; 3. Examine the changes to video media distribution methods; and 4. Create short viral video projects.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: Students will be provided with access to an electronic reading list in class.

Assessment: Review, Article review based on focus topics. (1000 words), 30%. Creative Works, Production Plan (1000 words), 30%. Creative Works, Viral video (equivalent to 1500 words), 40%.

ASN1002 Introduction to Screen Media

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. Introduction to Screen Media analyses film, television, and online media texts. The unit introduces students to some key concepts in reading screen media including auteur and genre theory, screen grammar and visual conventions, narrative and structure, television forms and convergent media.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse and evaluate a range of screen media texts; 2. Compare and discuss some key concepts in screen media theory and analysis; 3. Articulate the changes in screen media culture; and 4. Identify and research issues in screen media cultural production.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: Students will be provided with weekly material on VU Collaborate to support the curriculum.

Assessment: Review, Review screen media text based on focus topics, (600 words), 20%. Presentation, In class presentation and analysis of specific text (equivalent to 800 words), 30%. Essay, Research essay chosen from list of topics (1500 words), 50%.

ASN1003 Motion Graphics

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. Motion graphics are widely used across a number of media screen and platforms. This unit provides students with an introduction to the concepts associated with motion graphics, including narrative development, storyboarding and specialist production skills required to produce motion for a variety of screen formats and purposes. The unit investigates the history of motion graphics in the 20th century and the use of motion graphics as a storytelling method. This unit provides the necessary foundation skills and aesthetic knowledge to produce motion graphics for various screen media platforms.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Describe the historical significance of motion graphics as a communication tool and identify successful approaches; 2. Demonstrate imaginative thinking about principles of visual/narrative design; 3. Determine appropriate motion graphics terminology; 4. Apply pre-production techniques and design methodology, including storyboarding and scripting; and 5. Utilise software applications to implement computer animation techniques.

Class Contact: Lecture 1.0 hr Workshop 2.0 hrs

Required Reading: Students will be provided with weekly material on VU Collaborate to support the curriculum.

Assessment: Assignment, Reflective essay outlining impact of motion graphics (750 words), 25%. Creative Works, Minor motion graphics production (equvalent to 900 words), 30%. Creative Works, Major motion graphics production (equivalent to 1350 words), 45%. Total effective word limit 3000 words.

ASS1003 Social Issues in Contemporary Asia

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. Asia's economic rise is widely expected to shape our global economy in the 21st Century, yet this rise has also encouraged rapid social change within Asian countries. The study of Asia is thus of great value; it allows us to examine issues of global importance within a region characterized by diversity and dynamism. In this unit, students study key issues related to the Asian region, including regionalization amidst cultural diversity, growing economic wealth amidst persistent poverty, and urbanization in regions experiencing population pressure. Students will also examine the new forms of engagement that people within Asia are forging with those in other parts of the world. Students will utilize skills associated with comparative analysis as they interrogate issues of change and continuity in social, political, and historical forms.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Probe key issues in contemporary Asia; 2. Analyse issues of change and continuity in social, political, and historical formations in Asia today; and 3. Utilise frameworks of comparative social analysis.

Class Contact: Lecture 2.0 hrs Tutorial 1.0 hr

Required Reading: Reading pack available

Assessment: Presentation, Presentation and report, 20%. Report, Case study, 35%. Essay, Research essay, 45%. Total effective words 3000.

ASW1000 Working in Human Services Organisations

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit of study introduces students to key dimensions of human service organisations. A range of theoretical models from different disciplinary perspectives are presented and critically examined from the viewpoints of key stakeholders including workers, service users, managers, funding bodies and policy makers. A focus on the organisational context of professional practice in the human services contributes to students' preparation for their future practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse and discuss professional practice in human service organisations; 2. Analyse the dilemmas and tensions facing workers in human service organisations; 3. Explain frameworks for understanding the structure and culture of organisations; and 4. Articulate the links between organisational theory and practice.

Class Contact: Workshop 3.0 hrs Total of 33 hours, 9 hours per week consisting of 3 hours per day over 4 weeks.

Required Reading: Relevant articles will also be made available to students via VU Collaborate. Gardner, F., (2016) 2nd ed. Working With Human Service Organisations Oxford University Press

Assessment: Review, Identify three (3) key concepts from the unit readings and illustrate with examples from a human service organisation (500 words), 25%. Presentation, Group presentation (1000 words equivalent), 35%. Assignment, Analysis of a human service organisation using one of the mapping or profile templates distributed in class (1500 words), 40%.

ASW1001 Introduction to Social Work

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit introduces students to Social Work practice, including its development and location within the social and community services sector. Lectures and recommended literature introduce students to key themes and debates in the development of social work in Australia and elsewhere. Students are expected to expand their understanding of social work as an activity shaped and constrained by social policy, legislation and organisations, as well as by a dynamic body of knowledge and skills, and a strong and explicit value and ethical base. The unit includes an introduction to radical, critical and anti-oppressive social work theory and practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Discuss social work practice as a diverse, purposeful activity, informed by core values and a dynamic body of theory and knowledge; 2. Elaborate on the development of Social Work in Australia and its major international influences; 3. Locate contemporary social work practice within its industrial, political, societal and organisational environment and within the main human service discourses; 4.

Demonstrate a beginning understanding of social work ethics, values and contemporary debates; and 5. Discuss the role of Social Work in social reform and social change, and the significance of these differences.

Class Contact: Tutorial 3.0 hrs Total of 33 hours, 9 hours per week consisting of 3 hours per day over 4 weeks. This unit has compulsory attendance according to our accreditation standards. Students need to attend a minimum of 80% of lectures/tutorials (80% of the seminars in the new delivery mode in First Year College).

Required Reading: Chenoweth, L. & McAuliffe, D., (2015) 4th ed. The road to human service practice, Cengage Learning, South Melbourne Additional resources available on VU Collaborate.

Assessment: Attendance at lectures and tutorials in this unit of study is compulsory. This means that students are required to attend at least 80% of classes. If they miss more than two weeks of classes they must apply for and be granted Special Consideration in order to pass the unit of study. This attendance requirement contributes to the Bachelor of Social Work meeting the attendance requirements specified in the Australian Association of Social Workers accreditation guidelines. Assignment, Written reflection (800words), 25%. Presentation, Readings review (oral and 200words), 30%. Essay, Essay - addressing key aspects of the unit (2000words), 45%.

ASX1003 Foundations of Social Science Research

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit introduces students to the concepts, processes and practices of social science research. Theoretical content will build understanding of key concepts and terms in social research, and practical engagement in workshops supports the development of skills and understanding in social research processes and practices. Workshop activities in academic reading, writing and research skills will prepare students for assessments in this and other units, and assessment tasks have been designed to progressively develop and test growing skills, knowledge and comprehension.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Illustrate a developing understanding of social research processes, and the kinds of knowledge gained through social research; 2. Recognise the basic principles and practices associated with the practical use of qualitative and quantitative research methods; 3. Understand key foundational research terms and concepts; 4. Source a range of research literature on a topic; 5. Develop skills in scholarly summary, paraphrasing and synthesis; 6. Critically evaluate relevant literature and present this evaluation in a scholarly literature review.

Class Contact: Workshop 3.0 hrs Total of 36 hours over 4 weeks, consisting of 3 hour tutorial sessions, once a day for three days (weeks 1 - 3) and 3 hour tutorial sessions, once a day for two days plus examination session (week 4).

Required Reading: Henn, M, Weinstein, M & Foard, N 2009, 2nd edn, A critical introduction to social research, London UK: Sage.

Assessment: Literature Review, Critically evaluating social research materials, summarising and synthesising to produce a small literature review, 30%. Assignment, Collect, collate and analyse data. Reporting on analysed data as instructed., 30%. Test, One hour test on key terms, concepts and practices of social research, including basic numeracy skills, 40%.

AYW1001 Principles of Youth Participation

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. In this unit students develop a theoretical framework of practice, which reflects the key principles of youth participation, to enable young people to have a role, identity and voice in every community. Students learn to identify appropriate theories that assist them to understand the systemic barriers young people face and to develop strategies to assist young people to overcome these barriers. Investigating the various participation models informs practice and enables students to use and apply that knowledge in a range of settings within State, National and International Organisations. Adapting experiential processes to engage young people is also a central component of effective youth participation.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse the principles of participation for young people; 2. Interpret and analyse the systemic barriers young people face; 3. Investigate the principles of youth participation practice embedded within State, National and International organisations; and 4. Analyse the models of participation and discuss how they can be applied to expand the participation roles of young people in their community.

Class Contact: Seminar 3.0 hrs

Required Reading: Sapin, K. (2015) 2nd Essential Skills for Youth Work Practice London: Sage Publications Other readings as suggested by your Lecturer.

Assessment: Test, Quiz on theories and principles of youth participation, 20%. Report, Theoretical analysis and critique of models of youth participation, 30%. Essay, Explore and analyse what facilitates meaningful youth participation in youth work practice., 50%. Total effective word limit 3000 words.

AYW1002 Youth and Community Contexts

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This subject will focus on ensuring that youth workers and community development workers have the knowledge and skills to be successful in a range of youth and community contexts and work environments. Understanding the historical evolution of these services within the construct of social change is an important foundation to enable students to build a rich understanding of Youth and Community Work. Developing the skills to successfully navigate youth or community organisations within the context of responding to government policy and funding imperatives are essential tools. Youth Workers and Community Development Workers also need a range of specific communication skills to meet industry standards and protocols in relation to the writing of case management notes, funding applications, evaluations and research reports. The diverse range of communication skills reflects future employment options within a variety of organisational contexts: Local and regional Councils, Not for Profit organisations, Education - secondary, tertiary and alternative; Charity and Faith based services.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Interpret the historical evolution of specific youth and community services and their approaches to engage young people 2. Integrate the application of

theoretical and practical perspectives in relation to a range of youth work and community development settings and contexts 3. Demonstrate effective communication skills, planning and organising self and others to enhance academic success and future vocational success within youth and community organisations 4. Analyse the changing youth policy contexts in which organisations must work and adapt as necessary 5. Apply contextual protocols inclusive of culture, values and aspirational goals that have currency in the youth and community workplace

Class Contact: Seminar 3.0 hrs

Required Reading: Kenny, S, Connors, P 2016 5th edn Developing Communities for the Future Melbourne: Cengage Learning Links to additional readings as recommended by the lecturer and available on VU Collaborate.

Assessment: Case Study, Identify and apply industry protocols to a specific program, 30%. Test, Online referencing quiz, 20%. Report, What are the different contextual factors of two youth work or community development organisations?, 50%. Total effective number of words is 3000.

AYW1003 Youth and Community Programs

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. Youth Workers and Community Development Workers are expected to develop and implement a range of youth and community programs that are underpinned by youth work and community development practice that uses informal and applied learning approaches to build robust programs for young people or the broader community. In this unit, students develop knowledge and understanding of the nature of experiential learning and non-formal education as tools to engage and re-engage at-risk young people in community contexts. Topics covered include: using experiential learning practices to work in youth and community settings and with groups of young people; understanding attitudinal and motivational factors in learning; engaging and building connections with young people, including considering the diversity of learners and their learning. Throughout the unit, students review and critique a range of theoretical learning models which are underpinned by experiential learning theory and practice in order to gain skills and competencies for working effectively with young people. Students then link this understanding to the building of youth work and community development programs.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Recognise experiential and applied learning as it relates to the development and delivery of youth and community programs 2. Demonstrate an understanding of the delivery of youth and community programs with groups of young people using experiential and applied learning models 3. Explain how youth and community programs built within a youth work and community development practice framework can improve the capacity of young people to connect to other youth and to build social capital in communities 4. Develop a youth or community program that evidences a robust understanding of development, delivery and evaluation of youth and community development programs with groups of young people 5. Deliver and present to their peers a targeted learning program based in a community setting

Class Contact: Seminar 3.0 hrs

Required Reading: Kenny, S, Connors, P 2016 5th edn Developing Communities for the Future Melbourne: Cengage Learning Other readings as specified by the lecturer.

Assessment: Case Study, A case study on a youth or community related topic., 30%. Report, Develop a youth or community development program plan, 50%. Report, Develop and conduct an experiential learning related activity., 20%. Total effective word limit 3000 words.

BAO1101 Accounting for Decision Making

Locations: Footscray Park, VU Sydney, City Flinders.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. The objectives of the unit are to provide a basis for further accounting studies, yet meet the needs of students from other areas of business studies; to introduce students to basic accounting concepts and selected accounting practices; and to introduce students to the role of, and the processes involved in, planning and decision making within the business environment. Students will examine the roles of accounting and management planning for substantiating organisational decision making. To undertake this examination, students will synthesise principles and key professional practices of: accounting concepts; cash and accrual accounting; preparation of financial statements; forms of business ownership, and effect on financial statements. Following an introduction to budgeting, students will critically assess: the use of budgets for control and performance reports; analysis and interpretation; evaluation of performance; the operating cycle; and short term decision making and cost behaviour.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically assess different types of decisions relevant to maximising business performance; 2. Devise the use of accounting information in the planning and control of business operations; 3. Construct General Purpose Financial Reports to inform users of business performance and position; 4. Verify and synthesise information required for short and long term decision making relevant to management accounting; 5. Articulate and devise problem-solving techniques in making informed management decisions; and 6. Validate and communicate the outcomes of the decision making process.

Class Contact: Workshop 3.0 hrs

Required Reading: Birt, J., Chalmers, K., Maloney, S., Brooks, A., and Oliver, J., (2017) 6th Edition, Accounting: Business Reporting For Decision Making, Wiley Direct Australia Ltd. Latest version of text book is now only available as an e-book.

Assessment: Test, Multiple Choice Tests - 2 progressive assessments (10%, 10%), 20%. Presentation, Oral Presentation - Problem Solving, 10%. Assignment, Share-market-Listed, 40%. Test, Multiple Choice, 20%. Journal, Reflective Journal - reflect on content & experience, 10%.

BBC1002 Data Analysis for Financial Markets

Locations: City Flinders.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. The focus of this unit is to expose students to statistical techniques that are specific to the areas of finance. Students will examine and adopt key data analysis principles commonly used in the business world for analysing financial market data. Techniques such as ratio analysis, correlation, regression and time-series analysis will be applied in the context of real-world empirical problems. The application of real-world empirical problems provides students with a competitive edge in the world of professional business practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse and interpret financial data in order to substantiate recommendations or conclusions; 2. Apply appropriate techniques to model financial data and test various financial hypotheses; 3. Identify and apply the personal competencies necessary for undertaking appropriate real-world financial analysis in order to promote lifelong learning; and 4. Collaborate effectively with and influence others to achieve group outcomes while exhibiting accountability for individual responsibilities within the group.

Class Contact: Lecture 2.0 hrs Tutorial 1.0 hr

Required Reading: Koop, G. (2005). Analysis of Financial Data United Kingdom: John Wiley & Sons. Tsay, R.S. (2010). 3rd edition Analysis of Financial Time Series New Jersey: John Wiley & Sons.

Assessment: Assignment, Group assignment - Probability distributions, 10%. Assignment, Group assignment - Correlation analysis, 15%. Assignment, Group assignment - Regression analysis, 15%. Examination, Final Examination - 2 hour all topics, 60%.

BCO1102 Information Systems for Business

Locations: Footscray Park, VU Sydney, City Flinders.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit introduces students to the fundamental concepts, issues and benefits of information systems to organisations and individuals. Students investigate the nature and types of information systems, their impact on business processes, and how these systems and processes contribute towards an organisations competitive advantage. The unit commences by examining the characteristics of good information and how it supports sound decision making. Students develop skills in the management of data and information through the use of personal productivity tools. Through a range of activities in lectures and tutorials students are able to work collaboratively to research and communicate their understanding of information systems in discussions, written assignments and oral presentations.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse fundamental concepts, issues and benefits of information systems; 2. Explain the nature of data, the characteristics of good quality information and the importance of knowledge in decision making; 3. Compare the potential contribution of information systems to the competitive advantage of different organisations; 4. Apply skills in the management of data and information using personal productivity applications; and 5. Work collaboratively to research, formulate and communicate understanding of information systems through written and oral business presentations.

Class Contact: Seminar 3.0 hrs

Required Reading: Rainer, R, & Prince, B 2017 6th Edition Introduction to Information Systems Wiley Binder and eBook available from http://www.wileydirect.com.au/buy/introduction-to-information-systems-6th-edition/ Students encouraged to purchase eBook.

Assessment: Test, Spreadsheet Test, 15%. Test, Database Test, 15%. Case Study, Group Assignment, 30%. Test, Tests - 2 progressive assessments (25%, 15%), 40%.

BEO1103 Microeconomic Principles

Locations: City Flinders.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. Microeconomics focuses on the behaviour and decision making of individuals and firms within markets for goods, services and resources, and the rationale for and effectiveness of government policy and regulation aimed at improving both efficiency and equity. Microeconomic analysis examines the market mechanising in determining relative prices, resource allocation, decision making and choice with imperfect information, market structures and competition, the interdependence of markets, competitive advantage and international trade, market failures and transaction costs.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Identify and explain core microeconomic concepts; 2. Frame business problems in terms of core economic concepts and principles; 3. Apply economic reasoning and analytical skills to contemporary business and economic policy issues; 4. Utilise economic data to investigate contemporary microeconomic problems and interpret results; 5. Present a clear and coherent exposition the justifications for Government microeconomic policy and the likely economic effects for individuals and businesses; and 6. Reflect on and evaluate the nature and implications of assumptions and value judgements in economic analysis and policy.

Class Contact: Seminar 3.0 hrs

Required Reading: Gans, J., King, S., Stonecash, R., Byford, M., Libich, J., & Mankiw, NG., 2015, 6th ed, Principles of economics: Australia and New Zealand Cengage, Australia

Assessment: Test, Mid-Semester Test, 20%. Report, Group Report, 30%. Examination, Final Examination, 50%.

BEO1104 Macroeconomic Principles

Locations: Werribee, Footscray Park, City Flinders.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. Macroeconomics focuses on the economic performance at the national and regional level (rather than individual markets). This unit develops models that explain the relationship between national income, output, consumption, saving, investment, unemployment, inflation and international trade. Topics include a review of significant national and international economic challenges, including: business cycles, inflation, unemployment and international competitiveness. These will be examined from the perspective of government stabilisation policies and strategies to enhance productivity, international competitiveness and economic growth.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Identify and explain core macroeconomic concepts; 2. Apply economic reasoning and analytical skills to contemporary Macreconomic policy issues; 3. Utilise economic data to investigate contemporary macroeconomic problems and interpret results; 4. Present a clear and coherent exposition the justifications for Government Macroeconomic Policy; 5. Distinguish between the short-run and long-run impacts of macroeconomic policy; and 6. Evaluate the implications of economic interdependence for the balance of payments and exchange rate.

Class Contact: Lecture 2.0 hrs Tutorial 1.0 hr

Required Reading: Gans, J., King, S., Stonecash, R., Byford, M., Libich, J., & Mankiw, NG., 2015 6th ed, Principles of economics: Australia and New Zealand Cengage, Australia
Assessment: Test, Mid-Semester Test, 15%. Assignment, Group Report, 25%. Examination, Final Exam, 60%.

BEO1105 Economic Principles

Locations: Footscray Park, VU Sydney, City Flinders.
Prerequisites: Nil.
Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit introduces students to the fundamental principles of economics and its application to, business decision making and economic policy. Students will be introduced to the economic way of thinking and how key concepts, theories and methods of modern economic analysis can be applied to everyday economic issues and problems. Key areas covered include demand and supply analysis, the competitive nature of markets within which firms operate, the national economy, business cycles, inflation, unemployment, and monetary and fiscal policy. Particular emphasis is placed on reviewing contemporary economic issues and how economics permeates almost every aspect of business, highlighting economics as the fundamental discipline underpinning the study of most business specialisations. The unit will stimulate students intellectually, leading them to apply economics to a range of problems in a variety of contexts and will develop a range of transferable skills to be of value in employment.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Identify and discuss the basic problem of scarcity facing modern societies; 2. Demonstrate the use of market dynamics model in economic reasoning and problem solving; 3. Evaluate the forces that influence economic decision making for sustainable use of resources; 4. Evaluate key economic indicators relevant to business, household and government for sustainable development; 5. Apply elementary economic theories and techniques in business decision making and government policy; and 6. Communicate the economic decision making process incorporating social, cultural and environmental objectives.
Class Contact: Seminar 3.0 hrs
Required Reading: Layton, A., Robinson, T., and Tucker, B.T. (2012) 4th Edition, Economics for Today, Cengage Learning, South Melbourne, Australia
Assessment: Presentation, Group Presentation, 15%. Test, Multiple choice tests - 3 progressive assessments (15%, 15%, 25%), 55%. Journal, Reflective Journals - 2 progressive assessments (15%, 15%), 30%.

BEO1106 Business Statistics

Locations: Footscray Park, VU Sydney, City Flinders.
Prerequisites: Nil.
Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit is designed to prepare students for studies in Business with appropriate basic knowledge, skills and understanding so that they become familiar with terminology and statistical concepts, and are able to apply these at an elementary level. Furthermore, students completing the unit successfully will be prepared for further statistical knowledge developed in the context of specialised electives. They will be familiar with statistical terminology and well prepared to develop specific statistical techniques at more advanced levels if required to do so. To this end, students will be encouraged to explore a broad range of techniques during each teaching session and will be trained to pinpoint a specific statistical method to analyse a given business problem. Students will be introduced to: the rationale to apply statistics to business decisions and describing economic data by applying appropriate statistical techniques. Topics include: probability and probability distributions; normal probability distribution; sampling distributions and parameter estimation; hypotheses testing; linear regression and correlation; time-series analysis and forecasting; index numbers. Use will be made of a statistical computer package. The successful completion of the unit will enable students to visualise the business world from a scientific and quantitative perspective and will equip students to minimise the risk of subjective decision.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Identify business and economic data graphically and numerically and explain relationships between graphs and numerical data. Explain the relationships between statistics and elementary probability; 2. Distinguish distributions drawn from discrete and continuous data, e.g. binomial and normal distributions; 3. Generate forecasts in business and economic contexts; 4. Apply appropriate software such as Excel in modelling and problem solving; 5. Predict relevant relations between economic variables using regression models; 6. Formulate and explain a hypothesis arising out of a given regression model; and, 7. Undertake calculations to support statistical methods.
Class Contact: Seminar 3.0 hrs
Required Reading: Selected readings will be made available via the unit VU Collaborate site.
Assessment: Test, In-class tests - 3 progressive assessments (3 x 5% 15 mins each), 15%. Test, Online Test (30 mins), 10%. Project, Assignment - 3 progressive assessments (5%, 15%, 15%), 35%. Test, In-class tests - 2 progressive assessments (20%, 20%), 40%.

BHO1171 Introduction to Marketing

Locations: Footscray Park, VU Sydney, City Flinders.
Prerequisites: Nil.
Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit provides an introduction to the marketing function of the organisation. Identifying and meeting the needs of clients and customer groups is critical to achieving organisational goals. This unit of study provides an overview of the theories and principles of marketing which are supported by marketing science. The focus is on how organisations identify the needs of their target markets, understand the buying behaviour of their target markets, and develop a marketing mix to satisfy the needs and wants of these markets. While the course has a theoretical base that is underpinned by a marketing science approach, practical application of the concepts of marketing science is an essential element.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse how the key elements of the marketing mix contribute to an organisation's marketing strategy; 2. Compare alternative theories of consumer behaviour and contrast how they influence marketing activities; 3. Determine the practical implications of core marketing theory including marketing empirical generalisations, the Double Jeopardy and Duplication of Purchase laws; 4. Investigate marketing problems in business situations using marketing research and

marketing metrics, and effectively report results to a broader audience; 5. Formulate basic marketing strategies that can be implemented to address marketing problems.

Class Contact: Seminar 3.0 hrs

Required Reading: Sharp, B 2017, Marketing: Theory, Evidence, Practice, Oxford University Press, South Melbourne.

Assessment: Essay, Short Essay, 10%. Case Study, Case study presentation and discussion, 20%. Case Study, Major group case study in 2 phases, 40%. Test, Online test, 30%.

BLB1101 Australian Legal System in Context

Locations: Footscray Park, City Queen.

Prerequisites: Nil.

Description: Students undertaking this unit in Melbourne from 2018 will study this unit intensively over a four-week block as per the First Year Model. This foundation unit introduces students to the 'nuts and bolts' of the Australian Legal system and legal reasoning. In addition, it offers a selection of socio-political contexts within which to situate and critically evaluate the contemporary Australian legal system. This unit provides a foundation for the study of law at Victoria University and, as such, successful completion is a pre-requisite for progression through the Law course. This unit: Provides students with a working foundation in the technical structure of Australian legal systems and legal reasoning, using applied practical teaching and learning methods; Exposes students to ways of making sense of Australian legal systems and legal process in a legal academic way, using selected contexts from criminal and private law; Introduces students to the broader contexts in which legal issues may arise, including the political, social, historical, philosophical and economic contexts; and Inducts students in the ways of the lawyer, including and legal reasoning and appropriate language use and structure using reflective, applied and theory-based teaching and learning methods.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse the components of Australian legal systems, and elaborate how these components intersect and interact, and how lawyers use these systems; 2. Communicate using appropriate professional legal language and express ideas and perspectives; 3. Situate and analyse Australian legal systems within broader contemporary social and political contexts; 4. Articulate and write about law in a coherent and professional way; and 5. Work collaboratively and independently to use legal reasoning, (including statutory interpretation and application of case law) to create and present logical structured answers to problem-style legal questions.

Class Contact: Seminar 3.0 hrs Total of 36 contact hours over 4 weeks, consisting of 3 hour seminar sessions three times each week. Students will be expected to undertake an additional thirty hours study per week including reading, preparing for seminars, online participation and assessment.

Required Reading: (compilation text), 2018 2nd Foundations of Law in Australia LexisNexis Melbourne University Law Review Association 3rd Australian Guide to Legal Citation Available in hard copy or online: http://www.law.unimelb.edu.au/mulr/aglc Additional readings as listed in Unit of Study Guide and/or unit's VU Collaborate space.

Assessment: Test, Online quizzes, 20%. Assignment, Research assignment, 30%. Assignment, Assignment 2, 50%.

BLB1102 Contracts 1

Locations: City Queen.

Prerequisites: BLB1114 - Legal Research MethodsPlus 2 Level 1 Law units.

Description: Students undertaking this unit in Melbourne from 2018 will study this unit intensively over a four-week block as per the First Year Model. Contracts 1 provides students with the knowledge of the law of contract. The law of contract provides the rules which determine when one party is liable to another under or in connection with a contract. This is an extremely important area of law as contracts are created on a daily basis and form the basis of most commercial arrangements. Students will be exposed to relevant law of contract which govern the processes of formation of contract, interpretation of contract, performance as well as termination of contract.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Analyse the legal concept of a legally binding contract; 2. Identify, interpret and critically analyse contractual terms; 3. Identify and critically analyse circumstances in which contracts can be brought to an end or nullified in a variety of situations and the different types of remedies as well as rules relating to them 4. Critically analyse the influence of vitiating factors on contractual agreements, and 5. Critically analyse the recent Australian legislative developments impacting contracts and argue the practical relevance of those principles to contemporary commercial dealings. 6. Work independently and collaboratively in achieving outcomes 1-5

Class Contact: Seminar 3.0 hrs Total of 36 contact hours over 4 weeks, consisting of 3 hour seminar sessions three times each week. Students will be expected to undertake and additional thirty hours study per week including reading, preparing for seminars, online participation and assessment.

Required Reading: Graw S 9th An Introduction to the Law of Contract Thomson Reuters

Assessment: Test, Group work assessment (Problem based case study) (Quizzes 2 x 10%), 20%. Assignment, Problem based case studies, 30%. Examination, Final exam, 50%.

BLB1114 Legal Research Methods

Locations: Footscray Park, City Queen.

Prerequisites: Nil.

Description: Updating breakdown of resources, introduction and teaching and learning strategies. This is a foundation unit for law students and others studying in the justice professions and involves three related areas - understanding legal discourse, application of legal research skills and developing legal literacy. Each focus area is delivered and assessed by a different strategy. Like any discipline, law uses its own language and media forms and the unit is designed to enable students to master these. Legal authorities must be recorded in a specific official format and discussion about these rules systems involves following conventional modes of expression. Law is fundamentally concerned with written text and this unit introduces a variety of genres within legal texts and encourages students to develop critical legal reading and comprehension strategies. Particular attention is given to the primary sources of law, legislation and case law, and to their interaction. Today, law graduates find themselves immersed in a legal environment dominated by statutory interpretation. In recognition of the fundamental importance of statutory interpretation to legal practice, students will be introduced to the rules and practice of statutory interpretation in a keystone module. The module examines the importance of context in statutory interpretation and the significance of interpretative choice, which renders statutory interpretation much more than just a technical process. By focusing on the technical and theoretical issues underlying statutory interpretation the module seeks to provide a basic introduction and guide which students can return to for reference throughout their course and, importantly, build on in subsequent units of

study.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Contextualise legal research within problems relating to legal issues; 2. Locate and critically evaluate the impact of legal authorities - case law, legislation and regulatory instruments in wide ranging contemporary contexts; 3. Discuss the evolving nature of statutory interpretation, including examining methods and conventions of statutory interpretation in traditional and modern contexts; 4. Adapt knowledge of humanities and social science research methods to contextualise and critically examine legal information; 5. Articulate opinions in an academic manner supported by research evidence and confirm development in legal literacy skills; and 6. Frame the discourse of law as one of many approaches to social problems and contextualise legal knowledge in relation to other academic, social and community discourses.

Class Contact: Seminar 3.0 hrs Total of 36 contact hours over 4 weeks, consisting of 3 hour tutorial sessions three times each week. Students will be expected to undertake an additional thirty hours study per week including reading, preparing for seminars, online participation and assessment.

Required Reading: (compilation text), 2018 2nd Foundations of Law in Australia. LexisNexis Students are also required to purchase or download the Australian Guide to Legal Citation.

Assessment: Assignment, Identification and analysis of secondary sources, with reflection 1000 words (Week 1), 30%. Test, Take home quiz (Week 2), 20%. Assignment, Essay based on assigned research topic and court observation, 1500 words, 50%.

BLB1115 Torts

Locations: Footscray Park, City Queen.

Prerequisites: BLB1114 - Legal Research Methods Plus 2 Level 1 Law units.

Description: Students undertaking this unit in Melbourne from 2018 will study this unit intensively over a four-week block as per the First Year Model. The unit of study will examine the principles of negligence and its role in allocating liability for personal injuries and economic loss. Defences, remedies and the assessment of damages for negligence will also be examined. The unit of study will also consider the appropriate context within which alternative compensation schemes might operate. Other torts will also be considered during the unit of study including areas such as trespass, and nuisance.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Articulate the essential elements of the major causes of action in tort; 2. Map the process by which actions in tort have developed over time and justify its current relevance; 3. Evaluate the arguments for and against "no-fault" legislative schemes as applicable to given problems in the area of tort law in current Australian society; 4. Explain the theoretical rationale for particular actions in tort; 5. Critically analyse the courts' interpretation of key sections of relevant legislation applicable to the torts studied; and 6. Contextualise knowledge of the law of negligence and trespass by analysing contemporary hypothetical fact situations and advise on likely possible legal outcomes in the manner of a legal practitioner advising and acting for a client.

Class Contact: Seminar 3.0 hrs Total of 36 contact hours over 4 weeks, consisting of 3 hour tutorial sessions three times each week. Students will be expected to undertake an additional thirty hours study per week including reading, preparing for seminars, online participation and assessment.

Required Reading: Wrongs Act 1958 (Vic) (as amended) Luntz, H, Hambley, D. et al,2017 8th ed Torts: Cases and Commentary LexisNexis, Sydney Various other materials as directed by lecturer.

Assessment: Test, Online Test, 10%. Assignment, Research assignment (1500 words) Week 3, 40%. Examination, Final Examination (2.5 hours (plus 30 min reading time), 50%.

BLO1105 Business Law

Locations: Footscray Park, VU Sydney, City Flinders.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit aims to provide students with an understanding and awareness of the basic principles of Contract Law, a familiarity with relevant case law and an introduction to the statutory provisions pertinent to the course. The instructional methodology is also aimed at providing students with a format from which they may develop an understanding of legal reasoning as it applies to the analysis of contractual relationships. This Unit aims to provide students with a working knowledge and overview of the legal system. Students will understand and be able to speak, write and read comprehensively in the language and terminology of Business Law. Students will gain an appreciation of contract and business law issues. Students will learn skills they can apply in their working life to avoid problem situations, and awareness of possible areas requiring reform. Students will learn techniques to locate the appropriate law to apply law to a contract problem.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Identify legal issues in common business law scenarios, analyse and discuss the stakeholders legal rights and responsibilities; 2. Accurately articulate and explain the legal rights, duties and responsibilities of parties in a business context; 3. Research, apply and accurately reference the appropriate law from particular statutes and case law relevant to specified contexts; 4. Demonstrate a working knowledge of the law relating to contract issues by analysing problem scenarios and applying relevant legal principles to advise on likely possible legal outcomes; and 5. Clearly articulate individual interpretation of business law issues and application of relevant knowledge to others.

Class Contact: Lecture 2.0 hrs Tutorial 1.0 hr

Required Reading: A link to download the "Business Law Manual", is available from the unit VU Collaborate site. Other selected readings will be made available via the unit VU Collaborate site. Parker D and Box G, 2013 3rd ed Business Law for Business Students Sydney, Thomson Custom Publishing

Assessment: Test, Online or in class, 10%. Assignment, Essay, 30%. Other, Tutorial Participation, 10%. Examination, Final Exam, 50%.

BMO1102 Management and Organisation Behaviour

Locations: Footscray Park, VU Sydney, City Flinders.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. The aim of this unit is to provide students with an understanding of organisational behaviour and management theory; to assess critically the underlying values of these theories; to assess critically the utility and application of the management practices informed by these theories in the Australian context; and to analyse critically the values of Australian managers concerning behaviour in organisations and to evaluate the effectiveness of these assumptions.

This unit includes the following topics: overview of the development of organisation/management theory; analysis of scientific management, human relations theory; individual behaviour/perception, personality, learning, motivation; group behaviour: group dynamics, conflict resolution, leadership, concentrating on Australian case studies and incorporating a consideration of issues of gender, ethnicity and age; applications of management/organisation theory in Australia; communication processes, and quality of working life.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically analyse management practices in the Australasian context; 2. Understand organisation behaviour and management theory and critically analyse the underlying values of these theories; 3. Evaluate the impact of management theories on practical management decision making in the Australasian context; 4. Develop skills and knowledge with regard to individual and group behaviour in the context of organisations and their environment and applying these to achieve organisational goals; 5. Demonstrate an understanding of the ethical issues in contemporary business and how they relate to the individual in a work and societal context; and 6. Communicate a knowledge and understanding of management and organisation behaviour theory and practice in written and oral form.

Class Contact: Seminar 3.0 hrs

Required Reading: Williams, C, McWilliams, A & Lawrence, R, 2014, 3rd Asia Pacific Edition MGMT Cengage Learning, Melbourne. N.B. Students will be strongly advised to buy the eBook version of the textbook.

Assessment: Test, Online tests (12 multiple-choice tests on VU Collaborate), 30%. Journal, Written reflection, 20%. Report, Formal business report, 50%.

BPD1100 Integrated Business Challenge

Locations: Footscray Park, VU Sydney, City Flinders.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. The Integrated Business Challenge is the first unit in the Business challenge stream. This unit will support students in their transition to University, engage students in student centred learning within group experiential activities and provide a challenge to students in an integrated activity that introduces other first year units. The unit aims to develop skills that are necessary for professional, personal and academic learning. The challenge project will provide challenge, flexibility and model a real world business context. It will feature both individual and team activities within a professional business framework. Learning activities will be scaffolded to include team dynamics and conflict management, critical thinking and information analysis, academic skill formation with both written and presentation business communications. Learning activities will develop reflective writing on team formation and management of team conflict, peer review of the team component of the challenge task, team based report and various presentation styles and formats, online group collaboration review and academic writing and referencing assessment.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Discuss the social, cultural, political, economic and legal dimensions of effective business practice; 2. Demonstrate foundation skills and knowledge of the first year program within a professional business framework; 3. Develop a written reflective journal; 4. Apply critical thinking and problem-solving strategies to business issues using appropriate verbal, written and visual modes of delivery; 5. Investigate and develop skills, interests & career motivation in individual and multidisciplinary team settings; and 6. Apply team-work skills to work collaboratively on open-ended tasks and produce timely outcomes.

Class Contact: Seminar 3.0 hrs

Required Reading: Fogler, HS, LeBlanc, SE, Rizzo, B 2014 3rd edition Strategies for Creative Problem Solving Prentice-Hall Ed., New Jersey. The textbook has a dedicated website that students are encouraged to view and use.

Assessment: Journal, Reflective journal, 10%. Essay, Problem working activities, 20%. Test, Individual and team readiness test, 20%. Case Study, Open-ended , experiential learning activity and presentation, 50%.

EEC1101 Personal and Professional Learning

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. In this unit you are introduced to the concept of personal and professional learning and you will question, investigate and actively reflect on your learning experiences. In addition you will theorise your own and others' learning experiences in the light of your study of contemporary learning theories. You are encouraged to connect your own experiences with recent developments in education, and within a global context, and ask questions such as: Who am I and how do I learn? What is it like to be a learner? What is happening in the world and how does this influence learning? You will engage in academic writing for university settings, learn about referencing conventions and will familiarise yourselves with library resources. Finally you will evaluate your own literacy and numeracy skills, knowledge and understandings and commence planning to address your learning in these areas.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Elucidate knowledge and understanding of research in relation to how children learn and examine the implication of this for education; 2. Articulate the professional and personal learning needs required for the education professionals, with a focus on evaluating their own literacy and numeracy learning needs; and 3. Critically review relevant reading and research to identify the needs of learners from diverse cultural, economic and religious backgrounds including those from Aboriginal and Torres Strait Islander backgrounds.

Class Contact: Tutorial 3.0 hrs

Required Reading: Churchill, R., Ferguson, P., Godhino, S., Johnson, N., Keddie, A. M., Letts, W., & Vick, M. (2016). 3rd edition Teaching: Making a difference. Wiley Publishers, Australia Further links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Assignment, Two reading reflections collected during tutorial sessions, 30%. Creative Works, Digital movie about effective personal and professional learning, learning styles and experience., 45%. Presentation, Group presentation on a selected approach to prefessional learning covered in the unit., 25%. Hurdle task: Satisfactory completion of year 1 Community Based Journal mentor report. Effective word limit of 3000 words in total, or equivalent.

EEC1102 Orientation to Education and Human Development

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on

this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit provides you with an introduction to the theories that inform 21st century education and examines aspects of human development relevant to early and middle years of childhood. The focus will be on the social, emotional, physical and intellectual growth of children and you will explore the conditions that contribute to learning and examine the roles of learning spaces and learning communities. You will investigate differences between learners and consider the implications of these differences for their education. Professional, ethical and legislative frameworks that contribute to the establishment of young people's wellbeing and development will also be included.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Review relevant research literature on human development, particularly through the years of early and middle childhood, and examine the contributions of learning spaces and learning communities; 2. Analyse how institutional rules and professional ethics impact on learning communities and human development on a personal and professional level; 3. Examine and articulate the factors that impact on young people's learning; and 4. Develop an understanding of the demands for literacy and numeracy in education.

Class Contact: Seminar 3.0 hrs

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system.Churchill, R., Ferguson, P., Godhino, S., Johnson, N., Keddie, A.M., Letts, W., & Vick, M., (2016) 3rd ed. Teaching: Making a Difference, Australia/Wiley

Assessment: Presentation, Description of an organisation whose work relates to the social, emotional, physical and/or cognitive development of young people, 30%. Literature Review, Policy/website assessment: Critique one educational organisation's policy to examine its relationship to theories of human development, 20%. Portfolio, Electronic Resource Kit, 50%. Effective word limit of 3000 words in total, or equivalent.

EEC1103 ICT in Education for the 21St Century

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. Digital technologies are ubiquitous in media, government, commerce and education. Educators need to be knowledgeable and critical users and creators of digital technologies. This unit introduces you to a range of digital technologies currently in use in education, discusses critically the ways such technologies can enhance learning, and examines in detail the limitations of Information and Communication Technologies (ICT). It focuses on the role of the digital world for children and emphasises the critical knowledge and skills necessary for safe, responsible and ethical use of ICTs in learning and teaching. The unit also supports student to select and use digital technologies to enhance their own learning.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Explain, explore and theorise the ways children learn through ICTs in the educational settings, including developing awareness of technology enabled learning for disability education; 2. Investigate and analyse issues of safety, ethics and responsibility when using ICTs; 3. Employ a range of ICTs to create digital artefacts that engage and enhance learning; 4. Engage in reflections, both individually and collaboratively, on the uses of ICTs in learning environments and in the wider world; and 5. Demonstrate an understanding of the literacy and numeracy demands of ICT.

Class Contact: Seminar 3.0 hrs

Required Reading: Churchill, R., Ferguson, P., Godhino, S., Johnson, N., Keddie, A. M., Letts, W., & Vick, M.(2016) 3rd Teaching: Making a difference. Wiley Publishers, Australia Further links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Assignment, Write and illustrate a Digital Timeline that maps the individual's technological milestones as well as connections to wider technological developments, 10%. Portfolio, Develop an ePortfolio of quality ICT resources that demonstrates a critical understanding of ICT and digital literacies, and their impact on learning., 40%. Creative Works, Create a digital artefact (e.g. movie, animations, digital story telling resource, game, interlinked on-line environment, app, series of art works)., 50%. Portfolio: Develop an ePortfolio of quality ICT resources that demonstrates a critical understanding of ICT and digital literacies, and that also demonstrates an understanding of appropriate sources for on-going professional development. The ePortfolio needs to analyse issues of safety, ethics and responsibility and their impact on learning when using ICTs in educational settings. Effective word limit of 3000 words in total, or equivalent.

EEC1104 Healthy, Active Individuals and Communities

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit provides you with content knowledge for teaching Health, Physical Education, Personal and Social Learning at the early and middle years of childhood and facilitates the development of health literacy skills and knowledge required to make educational settings and communities healthy, safe and active places. A series of individual, small group and whole group activities will assist students to build confidence in developing positive learning environments and engaging learning activities. You will develop skills and knowledge to engage in critical inquiry and determine how best to support and facilitate children's learning in the area of Health, enhance your own and others' health and activity practices, and recognise and respect the social values and identities of individuals from diverse social and cultural contexts.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Review and critique approaches to develop the health literacy of the children in early and middle years; 2. Interpret and implement the Health & Physical Education and Personal & Social Capability curriculum and its associated teaching and learning principles, procedures and resources; 3. Design activities for Health & Physical Education that draw on a range of teaching strategies to cater for the diversity of children's interests and capabilities; 4. Collaboratively examine a range of frameworks for health promotion at the early and middle years of childhood; 5. Appraise community-based approaches to health and wellbeing and potential partnerships between educational settings and the community; and

Class Contact: Tutorial 3.0 hrs

Required Reading: Callcott D, Miller J and Wilson-Gahan S. 2015 2nd Health and physical education. preparing educators for the future. Cambridge : Cambridge University Press.

Assessment: Assignment, Develop a plan for health promotion in an educational

setting (900 words), 30%. Exercise, Utilise a range of pedagogies to engage in micro-teaching of movement skills to children. (1200 words), 40%. Journal, Weekly analysis of personal and professional learning with respect to dimensions of Physical Education, Health and Wellbeing Education. (900 words), 30%.

EEC1105 Reconciling Australian Humanities Education

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. The overall goal of this unit is the inclusion of Aboriginal and Torres Strait Islander peoples, places and perspectives in early and middle years education through the acknowledgement of the past and present in order to value the wealth and diversity of our shared future. This unit aims to develop understanding for the cultures, histories and languages of Aboriginal and Torres Strait Islanders and to use this knowledge in the promotion of reconciliation. You will develop an understanding of the long history of Aboriginal and Torres Strait Islander societies and cultures as well as their more recent history over the past 200 years. This includes developing an awareness of Aboriginal and Torres Strait Islander knowledge and knowledge sources. A second perspective is to examine current issues in Australian society for Aboriginal and Torres Strait Islanders such as cultural identities, contemporary cultures, linguistic backgrounds and education. Thirdly, you will consider the teaching and learning implications of these, examining ways to include Aboriginal and Torres Strait Islander perspectives in education across the early and middle years, and develop strategies for inclusion to effectively meet the needs of Aboriginal and Torres Strait Islanders children. This unit will increase your awareness of relevant international, national and local jurisdictional educational priorities and policies that impact upon Aboriginal and Torres Strait Islander children's education and the support that is available.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Investigate traditional views of Humanities in order to understand Aboriginal and Torres Strait Islander perspectives; 2. Explain the professional complexities in including Indigenous perspectives when educating children and articulate a standpoint of practice that negotiates these complexities; 3. Review curriculum materials and resources in order to identify approaches and strategies that support the inclusion of Aboriginal and Torres Strait Islander perspectives in education with a view to promoting reconciliation in today's society; and 4. Develop an understanding of the literacy and numeracy demands of education in the Humanities.

Class Contact: Lecture1.0 hrTutorial2.0 hrs

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system.Price, K. (Ed.). (2012). Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession. Cambridge University Press.

Assessment: Review, Summarise state and national Humanities curriculum agendas to produce a teaching statement. (600 words), 30%. Project, Plan of action for the inclusion of Aboriginal and Torres Strait Islander perspectives in learning and teaching (1500 words), 50%. Report, Integration of Aboriginal and 'TSI' perspectives across the curriculum that communicates and inform children, families and communities (900 words), 20%. Effective word limit of 3000 words in total, or equivalent.

EEC1106 Teaching Primary Mathematics 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit focuses on mathematical content knowledge for teaching, pedagogical content knowledge, and the development of your confidence, creativity, and communication skills for teaching mathematics to primary school children. You will reflect on your own experiences of learning mathematics, assess your understanding of the mathematics needed to teach primary school students and develop an inquiry plan designed to extend your skills, knowledge and understanding of mathematical concepts. The mathematical content focus in this unit is measurement and geometry, statistics and probability. You will assess and develop your own skills, knowledge and understandings of the concepts in measurement, geometry, statistics and probability. You will engage in mathematical problem solving involving rich tasks, open questions and cross curricular contexts as you extend your knowledge for mathematics teaching. You will also investigate the curriculum and strategies for teaching these topics to primary school children. This will involve consulting research on effective approaches for teaching, examining teaching sequences and real world contexts, as well as exploring effective mathematical models and approaches for developing deep and connected mathematical understandings. This unit connects with the course intentions of: strengthening the connection between theory and practice; ensuring that graduate teachers have deep and developing connected understandings of the content they are teaching and the pedagogical approaches for implementing the curriculum in mathematics; and integrating a focus on science, technology, engineering and mathematics (STEM). This unit also connects with the course learning outcome of demonstrating understanding of a broad and coherent body of knowledge content, pedagogy, curriculum and assessment in relation to the changing nature of education in a rapidly-evolving global context.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Review the research on how students learn, common conceptions and misconceptions and suggested approaches for teaching measurement and geometry, statistics and probability to primary school students; 2. Create a repertoire of learning, teaching and assessment strategies relevant to the measurement and geometry, statistics and probability curriculum and develop cross curricular connections; 3. Evaluate their own experience of learning mathematics, apply tools of audit and the Curriculum to assess and then extend their understanding of measurement, geometry, statistics and probability content required for teaching in primary schools; 4. Demonstrate an understanding of the literacy demands of primary mathematics.

Class Contact: Tutorial2.5 hrs

Required Reading: Reys et al. 2017, E-text 2nd edn Helping Children Learn Mathematics, Milton, QLD: Wiley. Further links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Review, Review of the curriculum, teaching sequences, common misconceptions and recommended approaches for teaching an aspect of Measurement., 25%. Report, Report on the implementation of high quality mathematical activities, 35%. Laboratory Work, Complete open book tasks on mathematical content knowledge., 40%. Effective word limit of 3000 words in total, or equivalent.

EEC1107 Educating for STEM

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit introduces students to the fundamental role of Science, Technology, Engineering and Mathematics (STEM) in our lives. It aims to develop sufficient knowledge about core STEM ideas and practices and critical thinking skills to enable students to engage in discussions on STEM related issues, and to develop an interest in continuing STEM education. In particular, the unit aims to enhance students' STEM literacy, and prepare them to engage learners in early to middle years of childhood educational contexts with STEM related topics.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Explain the fundamental role of STEM in everyday life; 2. Demonstrate STEM knowledge for teaching learners in early to middle years of childhood; 3. Apply appropriate STEM pedagogies in educational settings for the early and middle years of childhood; 4. Develop STEM-literacy skills, including 'scientific' reasoning and evidence-based argumentation, and use these to analyse socio-scientific issues.

Class Contact: Seminar2.5 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Journal, Science journal, 30%. Other, Online quizzes on four learning modules, 15%. Portfolio, End of semester report, 55%. Effective word limit of 3000 words in total, or equivalent.

EEC1108 Literacy Across the Continuum 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. The definition of literacy in the Australian curriculum is informed by a social view of language that considers how language works to construct meaning in different social and cultural contexts. This unit articulates the intrinsic and interdependent relationship between social context, meaning and language and developing pedagogic knowledge and skills across the Literacy continuum of language, literature and literacy. You will learn the pedagogies, practices and principles for teaching and assessing listening, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts. The unit takes a praxis inquiry approach to developing literacy with enhanced placement experiences linked to readings and reflections on the key concepts for literacy in Australian classrooms. The unit embeds the development of your personal literacies, and addresses your skills, knowledge and understandings of the concepts, substance and structure of English. This unit links with the course intentions of strengthening the connection between theory and practice throughout the course and guaranteeing that graduate teachers have deep and connected understandings of the content they are teaching and the pedagogical approaches for implementing the curriculum. This unit also connects with the course learning outcome of demonstrating understanding of a broad and coherent body of knowledge of content, pedagogy, curriculum and assessment in relation to the changing nature of education in a rapidly-evolving global context.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Articulate observations of the literacy curriculum in theory and practice and reflect on the learning and teaching of literacy across the continuum in the primary curriculum; 2. Assess current practices for teaching and assessing literacy, including the use of ICT and responsive pedagogies linked to learning strengths of diverse student cohorts; 3. Explain how literacy relates to different dimensions of communication and social action in classroom settings; 4. Analyse and assess diverse issues and contrasting beliefs relating to literacy education; 5. Articulate the core competencies in language and literacy pedagogies; and 6. Review the skills and knowledge required for teaching English in primary school and develop a self-assessment plan to address the ongoing development of their personal literacies throughout the course.

Class Contact: Lecture1.0 hrTutorial2.0 hrsThe one-hour lecture and two-hour tutorial run for the five weeks of face-to-face classes that are held at university. In addition there are seven weeks in a school setting which are comprised of two hours of classroom observation and a one hour tutorial.

Required Reading: Seely Flint, A., Kitson, L., Lowe, K., & Shaw, K. (2014). Literacy in Australia. Pedagogies for Engagement. Milton, Queensland: John Wiley & Sons. Further links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Exercise, Reflection on personal literacy in the context of literacy education, 15%. Case Study, Commentary on observations of students classroom literacy practices., 35%. Review, Prepare a review of the English content knowledge that is required to support the teaching of the English curriculum in the Primary school, 50%. Effective word limit of 3000 words in total, or equivalent.

EEC1109 Numeracy for Education

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. The focus in this unit is measurement and geometry, statistics and probability. Through this applied focus you will assess and develop your own numeracy skills. Key concepts such as measurement, geometry, statistics and probability will be covered. In addition you will engage in mathematical problem solving involving rich tasks, open questions and cross curricular contexts.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Review the research on how learners learn, common conceptions and misconceptions aligned with mathematical concepts such as measurement, geometry, statistics and probability 2. Create a repertoire of learning, teaching and assessment strategies relevant to the measurement and geometry, statistics and probability curriculum and develop cross curricular connections; 3. Evaluate their own experience of learning mathematics 4. Demonstrate an understanding of the literacy demands of personal and professional mathematics.

Class Contact: Tutorial3.0 hrs

Required Reading: Reys et al. 2017, E-text 2nd edn Helping Children Learn Mathematics, Milton, QLD: Wiley. Further links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Review, Review of personal strengths and areas for improvements in personal and professional numeracy and the development of an action plan., 25%. Report, Report on the implementation of high quality mathematical activities and resources relevant to a range of settings including early childhood settings, 35%.

Laboratory Work, Complete open book tasks on mathematical content knowledge., 40%. Effective word limit of 3000 words in total, or equivalent.

EEC1110 Literacy for Education

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit considers how language and literacy in Early Childhood and the Primary years, in relation to the Australian curriculum, is learned and taught in a range of educational settings. The unit is informed by a range of theoretical perspectives to consider and interrogate the development of language and literacy in childhood across different social and cultural contexts. This unit articulates the intrinsic relationship between social context, meaning and language and literacy development in Early Childhood and Primary years. Students will be taught to understand how children, as readers and writers, speakers and listeners, use and modify language and literacy for different purposes in a range of contexts. Students will learn how language and literacy does not occur as isolated skills, rather as part of how young children express themselves and they are unique to each child. The unit embeds the development of personal literacies, and addresses skills, knowledge and understandings of the concepts and structure of English. In this unit students will develop knowledge of the language and literacy continuum in Early Childhood and Primary years. The unit links with the course intentions of strengthening the connection between theory and practice and guaranteeing deep and connected understandings of professional content knowledge and pedagogical approaches for language and literacy learning.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Articulate and reflect on the learning and teaching of language literacy across the continuum in Early Years and Primary settings; 2. Assess language and literacy learning of diverse student cohorts; 3. Explain how literacy relates to different dimensions of communication and social action in educational settings; 4. Analyse diverse issues and contrasting beliefs relating to language and literacy education; 5. Articulate an emerging understanding of the core competencies in language and literacy pedagogies; 6. Review skills, knowledge and understanding of the English and literacy content, substance and structure required for teaching of English; and 7. Develop a self-assessment plan to address the ongoing development of their personal literacies throughout the course.

Class Contact: Tutorial3.0 hrs

Required Reading: Seely Flint, A., Kitson, L., Lowe, K., & Shaw, K. (2017). 2nd Literacy in Australia. Pedagogies for Engagement. Milton, Queensland: John Wiley & Sons. Further links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Exercise, Assessment of personal literacy. (750 words), 25%. Essay, Identify and discuss contemporary issues in language and literacy education. (1000 words), 35%. Presentation, Poster presentation related to language and literacy learning. (1250 words), 40%. Effective word limit of 3000 words in total, or equivalent.

HBD1201 Introduction to Dermal Sciences

Locations: City Queen.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit introduces students to the basic principles of anatomy and biology for dermal science. It encompasses knowledge regarding the musculoskeletal and nervous systems in a context relevant to face and body treatments, and introduces students to the functions, structure and thermoregulatory role of the integumentary system. The skin and its appendages are reviewed with regards to structure and function.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Review the structure of the epidermis, dermis and hypodermis relevant to the practice of facial and body treatments; 2. Discuss the functions of the skin including the role that it plays in thermoregulation and assess the requirements for a healthy integumentary system; 3. Investigate the types, structure and function of the various glands and nerves of the skin; 4. Determine the location and function of the skeletal and muscular structures of the body; 5. Demonstrate knowledge of skin and human anatomy thorugh massage techniques.

Class Contact: Workshop3.0 hrsTotal of 33 hours over 4 weeks, consisting of 3 hour tutorial sessions, once a day for three days (weeks 1 - 3) and 3 hour tutorial sessions, once a day for two days (week 4).

Required Reading: Readings and reference materials will be available on the VU Collaborate space for this unit. Tortora, G.J., & Derrickson, B. (2014). 14th ed. Principles of anatomy and physiology Hoboken, NJ: Wiley and Sons.

Assessment: Test, Two (2) Online Quizzes, 20%. Practicum, Massage, 40%. Presentation, Group Presentation, 40%.

HBD1202 Communication and Dermal Services

Locations: City Queen.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit provides students with the knowledge and skills required for effective communication with clients, colleagues and industry representatives in a professional clinical environment. As part of the learning experience consideration is given to legal, ethical and privacy requirements alongside the concepts of social and cultural diversity in the workplace. Students will be guided in how to confidently perform an effective consultation, as optimal communication between the dermal therapist and the client is required to ensure the safety and efficacy of dermal therapies procedures.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate effective verbal and non-verbal communication techniques relevant to dermal therapies; 2. Design an effective consultation process, exploring legal, privacy and ethical concerns whilst giving consideration of cultural and social diversity; 3. Discuss and interpret the relevance of conducting a detailed client history in relation to the consultation process, that encompasses medical and non-medical related health and lifestyle factors; 4. Promote the use of products and manage financial transactions related to dermal therapies; 5. Review professionalism and apply professional conduct when responding to customer enquiries; 6. Evaluate how communication, feedback and reflection enhances workplace interactions and professional development.

Class Contact: Workshop3.0 hrsTotal of 33 hours over 4 weeks, consisting of 3 hour tutorial sessions, once a day for three days (weeks 1 - 3) and 3 hour tutorial

sessions, once a day for two days (week 4).
Required Reading: Eunson, B. (2016) 3rd ed. Communicating in the 21st century Milton, Qld : John Wiley and Sons Australia
Assessment: Presentation, Group Activity (video presentation), 10%. Project, Consultation Plan (Peer reviewed), 20%. Project, Consultation, 30%. Presentation, Individual Task, 40%. To pass this unit, students must achieve an aggregate score of 50%, and that students attend a minimum of 90% of clinic sessions to further demonstrate their practical skills and capabilities in a clinical setting.

HBD1203 Facial and Body Treatments

Locations: City Queen.
Prerequisites: Nil.
Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit will introduce the basic techniques and tactile skills for the practical application of facial and body treatments. Students will be able to plan and adapt basic face and body treatments for set concerns.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Discuss the structure and function of the epidermis, dermis and hypodermis relevant to practice basic facial and body treatments; 2. Perform skin consultation and analysis to practice safe and effective facial and body treatments; 3. Apply facial treatments for clients with specific skin concerns; 4. Apply treatment plans for effective facial and body treatments; 5. Demonstrate infection control standards when performing treatments in dermal therapies practice settings.
Class Contact: Sim (Simulation) 3.0 hrs Workshop 3.0 hrs Total of 66 hours over 4 weeks, 6 hours per day (2 x 3 hour sessions) three days per week in weeks 1-3 and two days (2 x 3 hour sessions) in week 4.
Required Reading: Kuntzman, A. J., & Tortora, G. J. (2010) 1st ed. Anatomy and physiology for the manual therapies . Hoboken, NJ : John Wiley & Sons
Assessment: Presentation, Visual presentation of structure and function of the skin, 20%. Practicum, Practicum 1 - Skin Analysis and Mini-facial, 35%. Practicum, Practicum 2 - Perform a facial treatment, including consultation and analysis and massage of a body part, 45%.

HBD1204 Electrology

Locations: City Queen.
Prerequisites: RBM1174 - Human Physiology HBS1102 - Evidence for Practice 1
Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit explores the structure and function of the pilosebaceous unit and determine how permanent hair removal procedures influence these structures. Students will investigate the science behind the process of electrolysis and thermolysis and apply this knowledge to develop and implement safe and effective electrology treatments.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Discuss the structure and function of the pilosebaceous unit and determine how permanent hair removal procedures impact on these structures and it's function; 2. Investigate and discuss the hair growth cycle, disorders and biological factors and how they impact the outcome of permanent hair removal procedures; 3. Apply the basic principles of electricity and electrical safety when performing electrology procedures; 4. Apply the principles of electrolysis and thermolysis in electrology treatments; 5. Plan and apply safe and effective electrology treatments; 6. Demonstrate the ability to reflect to enhance professional practice.
Class Contact: Sim (Simulation) 3.0 hrs Workshop 3.0 hrs Total of 66 hours over 4 weeks, consisting of 6 hours per day (2 x 3 hours) clinic practice sessions for three days (weeks 1 - 3) and two days in week 4.
Required Reading: Gior, F. (2005) 4th ed. Modern Electrology: Excess hair its causes and treatment USA: Hair Publishing
Assessment: Project, Treatment Log Book, 20%. Presentation, Individual Presentation, 35%. Practicum, Practical Assessment, 45%. Learning outcomes 5 and 6 relate to the design and application of safe and effective treatments. Competence and proficiency in electrology requires students to have practiced the techniques used within the teaching clinic and requires the student to have attended at least 90% of the sessions to do this.

HBM1001 Anatomy and Physiology 1

Locations: St Albans.
Prerequisites: Nil.
Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. The structure and function of the human body is introduced and placed in an integrated fashion within the context of health care. Following a brief overview of the organisation of the human body, students are introduced to the structure and function of cells and various types of tissues. Students are introduced to microbiology within the context of infection control. The nervous system is discussed to highlight it's regulatory role for control, co-ordination and communication. The cardiovascular, respiratory and reproductive systems, and pregnancy, are placed in context with their overall regulation and co-ordination via the neuro-endocrine system. This provides an understanding of how homeostatic mechanisms regulate variables such as blood pressure, blood gas status and parturition.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Outline the structures and functions of human cells and tissues; 2. Explain the basic concepts of microbiology and infection control in relation to the human body; 3. Describe the structures and functions of the nervous, cardiovascular, respiratory and reproductive systems; 4. Describe the processes of conception, pregnancy and parturition; 5. Apply knowledge and understanding of human structure and function of these organ systems to clinical scenarios through laboratory experiment and activities, and guided inquiry learning.
Class Contact: Lab 2.0 hrs PC Lab 1.0 hr Workshop 3.0 hrs Total of 66 hours over 4 weeks, consisting of Science Lab - 2 hours twice weekly (weeks 1-3) total of 12 hours. No Labs in week 4. PC Lab - 1 hour and Workshop Tutorial 3 hour session per day (weeks 1-4).
Required Reading: Marieb, E.N., & Hoehn, K. (2015). (10th ed.). Human anatomy and physiology London, UK: Benjamin Cummings Publishing.
Assessment: Laboratory Work, Laboratory worksheets, 15%. Test, On-line quizzes and tutorial worksheets, 15%. Test, Two (2) multiple choice tests (30 mins each), 20%. Examination, Final exam (2.5 hours), 50%. To pass this unit, students must achieve an aggregate score of 50%, and pass the final exam. The final exam is a hurdle requirement that assesses all learning outcomes for this unit, which underpins essential knowledge that informs allied health practitioners including nurses, midwives and paramedics.

HBM1002 Biological Systems

Locations: St Albans.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit introduces students to the key properties of living organisms, focussing on the cellular and molecular level. Students will learn the basic principles and concepts of biological molecules and the structure and function of prokaryotic and eukaryotic cells. The unit will explore introductory molecular mechanisms within the cell and how they contribute to the organization of a cell and the whole organism. This unit provides a strong foundation for students specialising in Biomedical Science.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Review the diversity and classification of various types of living organisms; 2. Demonstrate an understanding of the structure and functions of cells; 3. Investigate the four major classes of biological molecules and elaborate on their functions; 4. Discuss the basic structure and mechanisms of action of viruses and bacteria; 5. Apply the fundamental principles of genetics and appreciate the significance of evolution; 6. Demonstrate an understanding of the fundamentals of scientific communication and analysis.

Class Contact: Workshop3.0 hrsTotal of 33 hours, consisting of 3 hours of workshops for 3 days a week over 4 weeks.

Required Reading: Simon, E. J., Dickey, J., Hogan, K. A., Reece, J. B., & Campbell, N. A. (2016) 6th ed. Campbell essential biology New York: Pearson Education, Inc.,

Assessment: Exercise, Guided Inquiry Worksheets (250 words), 10%. Report, Annotated Bibliography Report(750 words), 10%. Test, Two (2) Tests (25% each, 30 minutes), 30%. Presentation, Oral Team Presentation, 50%.

HBM1101 Gene and Evolutionary Biology

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit introduces key concepts of genetics, animal and plant diversity and evolution. Students will learn basic principles in the nature of variation, inheritance, genes and chromosomes, human genetics, DNA replication, gene action and expression, population genetics, selection, the genetics of speciation, molecular evolution, evolutionary biology and the origin of life, classification of organisms diversity of life, communities, ecosystems and the relationship of organisms to their environment, human impact, preserving habitats and genetic variation. This unit provides a strong foundation for students specialising in Biomedicine and health sciences.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Review the mechanisms of inheritance, recombination and mutation; 2. Examine the structure of DNA, its replication and the molecular basis of gene action; 3. Investigate the nature of genetic variation in populations, natural selection, microevolution, reproductive isolation and speciation; 4. Discuss the basic structure and mechanisms of action of viruses and bacteria; 5. Apply the concept of diversity of organisms to their relationship to each other and the environment; 6. Demonstrate an understanding of the fundamentals of scientific communication and critical analysis.

Class Contact: Workshop3.0 hrsTotal of 33 hours, consisting of 3 hours of workshops for 3 days a week over 4 weeks.

Required Reading: Simon, E. J., Dickey, J., Hogan, K. A., Reece, J. B., & Campbell, N. A. (2016) 6th ed. Campbell essential biology New York: Pearson Education, Inc.,

Assessment: Exercise, Guided Inquiry Worksheets (250 words), 10%. Report, Annotated Bibliography Report (750 words), 10%. Test, Two (2) Tests (25% each, 30 minutes each), 30%. Presentation, Poster Team Presentation (1000 words), 50%.

HBM1202 Anatomy and Physiology 2

Locations: St Albans.

Prerequisites: HBM1001 - Anatomy and Physiology 1

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit expands on content from 'HBM1001 Anatomy and Physiology 1' of the structure and function of the human body, using homeostatic regulation of the internal environment as the ongoing theme. The endocrine and renal systems are discussed, as well as their roles in the regulation of variables such as fluid and electrolyte balance and acid-base balance. The provision of nutrients to the body by the gastrointestinal system is integrated with the study of biochemistry and metabolism. The bones, joints and muscles of the body are taught in an integrated way using a regional approach. This is followed by a discussion of the special senses, in particular sight, hearing and balance. The integumentary system is covered to emphasise the importance of, for example, skin colour, temperature and sensation relevant to health care.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Describe the structure and function of the renal, endocrine, gastrointestinal, musculoskeletal and integumentary systems in the human body; 2. Explain how the homeostatic mechanisms regulate fluid and electrolyte balance and acid-base balance; 3. Explain the concepts of chemistry and biochemistry in relation to digestion and nutrition; and 4. Apply knowledge and understanding of human structure and function of these organ systems to clinical scenarios through laboratory experiment and activities, and guided inquiry learning.

Class Contact: Lab2.0 hrsPC Lab1.0 hrWorkshop3.0 hrsTotal of 66 hours over 4 weeks, consisting of Science Lab - 2 hours twice weekly (weeks 1-3) total of 12 hours. No Labs in week 4. PC Lab - 1 hour and Workshop Tutorial 3 hour session per day (weeks 1-4).

Required Reading: Marieb, E.N., & Hoehn, K. (2015). (10th ed.). Human anatomy and physiology London, UK: Benjamin Cummings Publishing.

Assessment: Laboratory Work, Laboratory worksheets, 15%. Test, On-line quizzes and tutorial worksheets, 15%. Test, Two (2) multiple choice tests (30 mins each), 20%. Examination, Final exam (2.5 hours), 50%. To pass this unit, students must achieve an aggregate score of 50%, and pass the final exam. The final exam is a hurdle requirement that assesses all learning outcomes for this unit, which underpins essential knowledge that informs allied health practitioners including nurses, midwives and paramedics.

HBS1101 Patient, Practitioner and Health System 1

Locations: City Flinders.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on

this one unit across a four-week period. Check back before the start of semester for updated unit information. HBS1101 Patient, Practitioner and the Health System 1, introduces students' to the Australian healthcare system with an emphasis on the health professional services available to patients. Students consider determinants of health and start to explore the value of reflective practice in being a health professional.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Define health, illness and disease; 2. Investigate the determinants of health in the Australian Health Care system; 3. Discuss health enhancing and health risk behaviours; 4. Work collaboratively to review the professions contributing to the Australian Health Care system; 5. Discuss the value of reflection and constructive feedback.

Class Contact: Workshop 3.0 hrs Total of 33 hours, consisting of 3 hour tutorial sessions, once a day for three days (weeks 1 - 3) and a 3 hour tutorial session for two days (week 4), over 4 weeks.

Required Reading: No set texts for this unit. Students will be provided with an up-to-date reading list via the VU Collaborate system.

Assessment: Assignment, Video presentation, 10%. Assignment, Group discussion reflection, 10%. Presentation, Group Presentation, 25%. Case Study, Healthy and risky behaviours, 30%. ICT (Wiki, Web sites), Reflection, 25%. Students are required to participate in Workshop sessions with at least 90% attendance except under extenuating circumstances (hurdle requirement).

HBS1102 Evidence for Practice 1

Locations: City Flinders.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. HBS1102 Evidence for Practice 1, introduces students' to the role of evidence and academic resources within healthcare practice. Students are supported in their transition to university though developing their skills in academic writing and computer programs. These fundamental skills are crucial for their subsequent units of study in the Bachelor of sciences or other bachelor degree within the University.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Articulate the role of evidence in healthcare practice; 2. Locate relevant academic sources of evidence; 3. Cite academic sources; 4. Summarise key features of a piece of evidence using academic writing; 5. Demonstrate appropriate use of Word, Excel, and PowerPoint programs; and 6. Review the process of creating a wiki page, blog or e-portfolio.

Class Contact: Workshop 3.0 hrs Total of 33 hours over 4 weeks, consisting of 3 hour tutorial sessions, once a day for three days (weeks 1 - 3) and a 3 hour tutorial session for two days (week 4).

Required Reading: No set texts for this unit. Students will be provided with an up-to-date reading list via the VU Collaborate system.

Assessment: Report, Locate a quantitative paper about a profession specific intervention and outline why evidence is important (1000 words), 33%. Presentation, Twenty (20) minute group presentation on commonly implemented treatment technique, 33%. Portfolio, Develop a wiki, blog or e-portfolio to reflect on semester tasks 1 and 2. Include evidence from semester tasks 1 and 2 (1000 words)., 34%. 90% attendance is required at tutorial, practical and workshop classes in the osteopathic program. The tutorial activities in this unit are interactive and students are able to seek feedback from the tutor on meeting the learning outcomes and planning for assessment tasks.

HBS1103 Scientific Basis for Osteopathy 1

Locations: City Flinders.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. HBS1103 Scientific basis for osteopathy 1 introduces students to fundamental principles of biomedical sciences relevant to osteopathy. Students will apply theoretical concepts of biomedical sciences to the upper limb and review common musculoskeletal conditions presenting in osteopathic practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Discuss the anatomy, histology and embryology of the upper limb & shoulder girdle; 2. Illustrate basic pathophysiological and biomechanical principlse and thier application to the upper extremity; 3. Relate osteopathic principles to the upper extremity.

Class Contact: Lab 3.0 hrs Lecture 3.0 hrs Tutorial 2.0 hrs Workshop 9.0 hrs Total of 63 hours over 4 weeks, consisting of 3 hours of Workshop A 3 days per week, 2 hours of Workshop B 2 hours per week, 3 hours of Lab (Anatomy) per week and 3 hours of CBL per week.

Required Reading: Students will be provided with an up-to-date reading list via the VU Collaborate system. Moore, K. L., & Dalley, A. F. (2010) 6th ed. Clinically oriented anatomy Philadelphia: Lippincott Williams & Wilkins. Guyton, A. C., & Hall, J. E. (2011) 12th ed. Textbook of medical physiology Philadelphia, PA: Elsevier. Bryant, B., & Knights, K. (2014) 4th ed. Pharmacology for health professionals Sydney, Australia: Elsevier.

Assessment: Report, CBL Worksheet - Upper extremity common musculoskeletal complaint, 15%. Test, Practical Anatomy - oral demonstration, 25%. Examination, Theory Paper, 20%. Examination, Theory Paper, 40%. Students are required to participate in practical and tutorial sessions with at least 90% attendance except under extenuating circumstances (hurdle requirement). A minimum pass grade (50%) for the semester assessments and each end-of-semester examination is required to satisfactorily complete the unit overall. .

HBS1104 Clinical Skills 1

Locations: City Flinders.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. HBS1104 Clinic skills 1 introduces students to clinical communication and examination within the context of osteopathic practice. Students commence their development of patient communication through history taking relating to a musculoskeletal complaint. Osteopathic manual techniques for the upper extremity are explored in this unit with students being able to commence their manual therapy skills.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate an understanding of the history taking process and accurately identify key components of the presenting complaint; 2. Competently perform and

interpret a musculoskeletal physical examination of the upper extremity; 3. Review common medical tests that may be used in diagnosis & management of conditions of the upper extremity; 4. Articulate basic clinical reasoning for conditions of the upper extremity; and 5. Apply and explain osteopathic manual techniques for the upper extremity.

Class Contact: Lecture3.0 hrsTutorial6.0 hrsWorkshop9.0 hrsTotal of 66 hours over 4 weeks, consisting of two 3 hour Practical Workshops for three days (weeks 1-3) and a 3 hour Practical session once a week (weeks 1-3) and one 3 hour CBL session (weeks 1-3), concluding with two 3 hour Practical Workshops per day for two days (week 4).

Required Reading: Students will be provided with an up-to-date reading list via the VU Collaborate system.Magee, D. (2014) 6th ed. Orthopaedic physical assessment. St Louis, US: Elsevier Saunders. Destefano, L (2011) 4th ed. Greenmans Principles of Manual Medicine. Philadelphia, US: Lippincott Williams Wilkins. Bickley, L. S. (2012) 11th ed. Bates' guide to physical examination and history taking. Philadelphia, US: Lippincott Williams & Wilkins.

Assessment: Report, History Taking, 10%. Report, Upper extremity common musculoskeletal complaint (300 words), 15%. Report, CBL Participation worksheets, 15%. Examination, Observed Performance in a Simulated Setting, 10%. Examination, 15 minute Observed Performance in a Simulated Setting technique/palpation (10 minutes) and physical examination (5 minutes), 50%. Students are required to participate in practical sessions with at least 90% attendance except under extenuating circumstances (hurdle requirement). A minimum pass grade (50%) for the semester assessments (Report) and for the end-of-semester examination (30 minute practical examination) is required to satisfactorily complete the unit overall. The hurdle requirements are in place to satisfy the unit learning outcomes, and ensure safe practice and implementation of the skills learnt in this unit.

HBS1201 Patient, Practitioner and Health System 2

Locations: City Flinders.

Prerequisites: HBS1101 - Patient, Practitioner and Health System 1HBS1102 - Evidence for Practice 1

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit, Patient, Practitioner and the Health System 2, builds on students developing knowledge of health, illness and diesase and reviews diseases affecting a significant propostion of the Australian public. Students will consider the relevance of patient-centred care and the Australian Health Care system. Health enhancing and risk behaviours are related to common diseases. Students will reflect on the role of various health professions (and the role of inter-professional practice) in delivering healthcare to patients with these diseases.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Investigate inter-professional education and practice; 2. Relate the health enhancing and health risk behaviours to common diseases in Australia; 3. Evaluate benefits and challenges of patient-centred care; 4. Discuss the value of reflective practice in health care.

Class Contact: Workshop3.0 hrsTotal of 33 hours over 4 weeks, consisting of one 3 hour Workshop tutorial three days (weeks 1-3) and one 3 hour Workshop tutorial for two days (week 4).

Required Reading: No set texts for this unit. Students will be provided with an up-to-date reading list via the VU Collaborate system.

Assessment: The formative assessment task for this unit will be: - Online quiz (weeks 5) Assignment, Worksheets - IPE/IPP, 15%. Assignment, Worksheets - common conditions/selected demographics, 10%. Presentation, Group Presentation, 30%. Test, Quiz - Pre-class reading, 10%. ICT (Wiki, Web sites), Reflective portfolio, 35%. Students are required to participate in Workshop sessions with at least 90% attendance except under extenuating circumstances (hurdle requirement). .

HBS1202 Evidence for Practice 2

Locations: City Flinders.

Prerequisites: HBS1102 - Evidence for Practice 1

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. HBS1202 Evidence for Practice 2 builds on students developing knowledge of evidence within healthcare practice. The emphasis in this unit is on locating, retrieving and reviewing peer reviewed journal articles. Students extend their skills in computer programs by engaging with referencing software to store and manage peer-reviewed articles. Qualitative and quantitative research paradigms are introduced.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Locate and retrieve peer-reviewed journal articles from search engines; 2. Compare quantitative and qualitative research approaches; 3. Evaluate the features of a peer-review journal article; and 4. Cite references and format reference lists using referencing software.

Class Contact: Workshop3.0 hrsTotal of 33 hours over 4 weeks, consisting of one 3 hour Workshop tutorial three days (weeks 1-3) and one 3 hour Workshop tutorial for two days (week 4).

Required Reading: No set texts for this unit. Students will be provided with an up-to-date reading list via the VU Collaborate system.

Assessment: Report, Locate and evaluate journal article (quantitative paper) (500 words), 16%. Report, Locate one qualitative paper and one quantitative paper about the same topic. Compare the research approaches. (1000 words), 50%. Portfolio, Develop a wiki, blog or e-portfolio to reflect on semester tasks 1 and 2 (1500 words), 34%. 90% attendance is required at tutorial, practical and workshop classes in the osteopathic program. The tutorial activities in this unit are interactive and students are able to seek feedback from the tutor on meeting the learning outcomes and planning for assessment tasks.

HBS1203 Scientific Basis for Osteopathy 2

Locations: City Flinders.

Prerequisites: HBS1103 - Scientific Basis for Osteopathy 1

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit, Scientific Basis for Osteopathy 2, extends students knowledge of biomedical sciences through application of principles to the lower limb. Students explore previously learnt concepts of anatomy, physiology and other theoretical material in a new region of the body, enabling them to develop a more in depth understanding of how these principles relate to lower extremity conditions relevant to osteopathic practice. The complex phenomenon of pain is introduced in this unit, forming a crucial underlying concept for subsequent scientific basis of osteopathy units.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Discuss the anatomy, histology and embryology of the lower limb; 2. Review the physiology of the peripheral nerves, and relate this to the effects of damage to these structures and their mechanisms of repair; 3. Illustrate biomechanical principles of the lower extremity; 4. Assess the applicability of osteopathic principles to the lower extremity; 5. Discuss common musculoskeletal conditions of the lower limb and list appropriate management strategies.

Class Contact: Lab 3.0 hrs Tutorial 2.0 hrs Workshop 3.0 hrs Total of 57 hours over 4 weeks, consisting of 3 hour Workshop tutorials three days per week, one 2 hour tutorial once a week; 3 hour Lab (Anatomy) per week, 3 hour CBL session per week (weeks 1-3). Week 4 consists of two 3 hour Labs (Anatomy) for day one and one 3 hour Lab (Anatomy) for day 2.

Required Reading: Students will be provided with an up-to-date reading list via the VU Collaborate system. Moore, K. L., & Dalley, A. F. (2010) 6th ed. Clinically oriented anatomy. Philadelphia, US: Lippincott Williams & Wilkins. Destefano, L (2011) 4th ed. Greenmans Principles of Manual Medicine. Philadelphia, US: Lippincott Williams Wilkins. Guyton, A. C., & Hall, J. E. (2011) 12th ed. Textbook of medical physiology Philadelphia, PA: Elsevier.

Assessment: Examination, Lab Oral Exam, 25%. Exercise, CBL Participation Worksheets, 15%. Test, In Class Test, 20%. Test, In Class Tests, 40%. Students are required to participate in practical and workshop sessions with at least 90% attendance except under extenuating circumstances (hurdle requirement). A minimum pass grade (50%) for the semester assessments and each end-of-semester examination is required to satisfactorily complete the unit overall.

HBS1204 Clinical Skills 2

Locations: City Flinders.

Prerequisites: HBS1104 - Clinical Skills 1

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. HBS1204 Clinical Skills 2 introduces students to the osteopathic manual techniques, clinical examination and medical tests relevant to the lower limb. Students are able to further develop their patient communication and history taking skills by taking a systems history in addition to the presenting complaint for the lower limb. Clinical reasoning is a focus of this unit and students are encouraged to start to articulate their clinical thinking in relation to lower limb conditions.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Relate the principles of basic & systems history taking to record details of the presenting complaint; 2. Perform and interpret a musculoskeletal physical examination of the lower extremity; 3. Review common medical tests that may be used in the diagnosis & management of conditions of the lower extremity; 4. Articulate basic clinical reasoning for conditions of the lower extremity; and 5. Exhibit and explain the principles of osteopathic manual techniques of the lower extremity.

Class Contact: Lecture 6.0 hrs Tutorial 3.0 hrs Workshop 9.0 hrs Total of 66 hours over 4 weeks, consisting of 3 hour Practical sessions twice a day for three days (weeks 1-3) and 3 hour Practical session twice a day for two days (week 4). CBL classes are in a Tutorial room in week 4 (limited to 10 students per room).

Required Reading: Students will be provided with an up-to-date reading list via the VU Collaborate system. DeStefano, L. (2011) 4th ed. Greenmans Principles of Manual Medicine. Philadelphia, US: Lippincott Williams & Wilkins. Magee, D. J. (2014) 6th ed. Orthopaedic physical assessment. St Louis, US: Elsevier. Bickley, L. S. (2012) 11th ed. Bates' guide to physical examination and history taking. Philadelphia, US: Lippincott Williams & Wilkins.

Assessment: The formative assessments for this unit are: - Online quizzes (weeks 4,8,11) - Practical examination (includes self- and peer-review) (week 5) - Contribution to CBL group (weekly) Report, Lower extremity common musculoskeletal complaint (1000 words), 40%. Examination, 30 minute practical examination of technique/palpation (20 mins) and physical examination (10 mins) (Equivalent to 2000 words) (Hurdle Requirement), 60%. Total combined assessment word equivalence is approximately 3000 words for a 12 credit point unit at AQF level 5. Students are required to participate in practical and tutorial sessions with at least 90% attendance except under extenuating circumstances (hurdle requirement). A minimum pass grade (50%) for the semester assessments (Report) and for the end-of-semester examination is required to satisfactorily complete the unit overall. The hurdle requirements are in place to satisfy the unit learning outcomes, and ensure safe practice and implementation of the skills learnt in this unit. .

HFB1110 Foundations of Professional Paramedic Practice

Locations: St Albans.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit will introduce students to broad frameworks related to health, wellbeing, illness and death. The unit covers the professional foundations of health care from the paramedic context. These foundational concepts include professional practice (professional behaviours and self-care, communication and the historical perspective of paramedicine), health, wellness, illness and death from a social perspective, and development of academic and professional literacy and numeracy skills. In this unit, students learn to identify social aspects of health issues by exploring the health and wellbeing of the self and of diverse communities and examine how health disadvantages experienced by particular groups are rooted in wider historical and current inequalities, including those based on ethnicity, gender and class. Additionally, students will learn the fundamentals of communication and behaviour with patients, which they will continue to develop as they progress through both their student and professional careers. This unit will explore concepts such as prehospital health service delivery and professionalism and the nature of emotional work, verbal and non-verbal communication and effective interpersonal communication.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Review the history and development of paramedicine and prehospital health service delivery as a discipline; 2. Demonstrate knowledge and skills in literacy and numeracy in professional and academic contexts; 3. Work collaboratively to analyse the social aspects of health issues, health inequities and explore models of health and illness relevant to paramedic practice; 4. Discuss the skills and attributes necessary for the provision of prehospital health care to culturally diverse communities; 5. Examine and discuss factors that contribute to, and effective strategies that support, wellbeing, health and effective care of the self as a professional; 6. Articulate professional approaches to the emotional and death related work associated with prehospital health service delivery.

Class Contact: Online 1.0 hr Workshop 3.0 hrs Total of 44 hours over 4 weeks, consisting of 11 x 3 hour Workshops and 1 hour Online activities.

Required Reading: Gemov, J. (2014) Second Opinion: An introduction to health sociology Oxford University press.
Assessment: Exercise, Three (3) discussions (equivalent to 500 words), 20%. Test, Online Workbook Quizzes (equivalent to 500 words), 20%. Case Study, Case study based assessment (90 minutes duration), 60%.

HFB1112 Paramedic Clinical Practice 1

Locations: St Albans.
Prerequisites: HBM1001 - Anatomy and Physiology 1
Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit will introduce students to the fundamental skills and concepts that will form the basis of their paramedic clinical practice. Specific areas of focus will include basic life support, resuscitation of the cardiac arrest patient, vital signs, secondary survey, patient time criticality, principles of splinting and wound management, patient documentation, with specific reference to the Victorian Ambulance Clinical Information System (VACIS), Occupational Health and Safety, manual handling and infection control. Students will be required to demonstrate physical fitness capability to meet the professional industry requirements of clinical placement.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Exhibit the process of history taking, including documentation; 2. Describe and demonstrate the principles of safe management of a patient, including splinting and wound management; 3. Describe and demonstrate methods of patient and scene assessment; 4. Satisfactorily perform resuscitation of a real or simulated cardiac arrest; 5. Describe and demonstrate the principles of safe manual handling of patients and equipment.
Class Contact: Lab1.0 hrWorkshop3.0 hrsTotal of 60 hours over 4 weeks, comprising of 3 hours of Practical Labs and 1 hours of Student-led Lab practice, and 15 hours (total) of online activities and self-directed learning.
Required Reading: Further readings and references will be provided in the unit outline and VU Collaborate.
Assessment: Knowledge, skills and values developed in this unit will be assessed through skills assessment, simulated patient scenario assessment, placements (clinical or equivalent), workbook and SDL (minimum of 12 hrs). Students are required to satisfactorily complete a clinical logbook whilst on clinical placement. To obtain a pass in this ungraded unit, all components of assessment must be attempted and passed. Practicum, Skills Assessment, Pass/Fail. Other, Simulated patient scenario assessment, Pass/Fail. Practicum, Placements and completed logbook, Pass/Fail. Other, Workbook, Pass/Fail. Practicum, Self-directed learning (laboratory-based/SDL), Pass/Fail. Other, Pre-placement medical and physical, Pass/Fail. Practical sessions have a hurdle requirement of at least 80% attendance and placements have a hurdle requirement of 100% attendance. The practical sessions enables students to acquire the essentials skills and knowledge expected in paramedic practice.

HFB1113 Pre-Hospital Ethical and Legal Issues

Locations: St Albans.
Prerequisites: Nil.
Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit will introduce students to the ethical and legal principles and values which underpin good paramedic practice. Students will develop knowledge and understanding about ethical issues in the prehospital setting and the legal processes and obligations of paramedics sufficient to enable them to provide effective care with minimal risk. Themes of client autonomy and self-determination, client rights, vulnerable patients and professional responsibility are explored in the context of prehospital paramedic practice.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Explain and demonstrate understanding of ethical and legal terminology and abbreviations relevant to paramedic practice; 2. Locate relevant and important legislation, legal concepts and case law and discuss them with application to paramedic practice; 3. Examine ethical governance and the core bioethical principles relevant to contemporary health care provision and apply a framework for ethical decision making; 4. Analyse fundamental patient rights including autonomy, consent, refusal of treatment, privacy and confidentiality and their application in paramedic practice; 5. Discuss and analyse the legal and ethical obligations surrounding paramedic work from an industrial and professional perspective including occupational health and safety, complaints and the role of the Health Services Commissioner, negligence and liability, ambulance service governance and emergency management, use of drugs and driving emergency vehicles; 6. Discuss and examine the legal and ethical obligations surrounding vulnerable patients including end-of-life care, child protection and mandatory reporting, victims of sexual assault and mental health patients.
Class Contact: Online1.0 hrWorkshop3.0 hrsTotal of 44 hours over 4 weeks, comprising of 3 hour Workshops and 1 hour of Online activities and self-directed learning.
Required Reading: Eburn, M. (2013) 4th ed. Emergency law : Rights, liabilities and duties of emergency workers and volunteers Annandale, N.S.W.: The Federation Press Townsend, R., & Luck, M. (2014) Applied paramedic law and ethics : Australia and New Zealand Chatswood, NSW Elsevier Australia
Assessment: Test, Quizzes (30 minutes), 20%. Case Study, Case Study (1000 words), 40%. Examination, Case Based Theory Assessment (60 minutes), 40%.

HFB1207 Principles of Drug Actions for Health Professionals

Locations: St Albans.
Prerequisites: HBM1001 - Anatomy and Physiology 1
Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit provides an introduction to the study of pharmacology. Four important areas of pharmacology are covered: (1) an introduction to drugs and medicines; pharmacotherapy and the legal and ethical foundations of pharmacotherapy; (2) the principles of pharmacology-pharmacodynamics: the molecular aspects of drug action and fundamental concepts of drug-target interactions, receptor families and signalling pathways; (3) the principles of pharmacology-pharmacokinetics and routes of administration and (4) Drugs affecting the peripheral nervous system - an overview of the sympathetic and parasympathetic nervous systems.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Discuss the major historical developments of the science of pharmacology; 2. Explain how drugs are sourced, named and classified and discuss the quality use of medicines and authoritative sources for drug information; 3. Assess the legal and ethical aspects of drug use; 4. Articulate the basic principles of

pharmacodynamics, the basic chemical composition of drugs, the targets of drug action and the cellular mechanisms by which drugs produce their effects in living systems; 5. Discuss the basic principles of pharmacokinetics and their relevance to drug action; 6. Apply knowledge from other scientific disciplines to examine the potential therapeutic and adverse effects of drugs; 7. Analyse and explain the clinical indications for and adverse effects of autonomic nervous system agonists and antagonists and somatic agents.

Class Contact: Tutorial 2.0 hrs Workshop 3.0 hrs Total of 55 hours over 4 weeks, consisting of 3 hour Workshop and 2 hours Tutorials for 3 days (weeks 1-3) and a 3 hour workshop and 2 hour tutorial for 2 days (week 4).

Required Reading: Bryant, B. and Knights, K. (2014) 4th Pharmacology for health professionals. Sydney: Mosby Elsevier

Assessment: Test, Mid Block Assessment (60 minutes), 25%. Assignment, Written Assignment (1500 words), 25%. Examination, Final Assessment (2 hours) - hurdle requirement), 50%. To obtain a passing grade or higher in this graded unit, students must achieve a mark of 50% or greater in the final assessment, and achieve an overall accumulative mark of at least 50%. The final assessment encompasses critical knowledge essential for safe paramedic practice and to meet industry expectations of graduate paramedic students.

HFB1213 Paramedic Clinical Practice 2

Locations: St Albans.

Prerequisites: HBM1202 - Anatomy and Physiology 2 HFB1207 - Principles of Drug Actions for Health Professionals

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit will introduce students to pain assessment and management, fundamental pharmacology, basic ECG interpretation and analysis and an introduction to the Ambulance Victoria Clinical Practice Guidelines as a model of practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate and articulate the safe administration of community-based emergency medication administration. 2. Describe and demonstrate competency in managing patients with medical and trauma emergencies. 3. Demonstrate and justify the criteria for shockable or non-shockable ECG rhythms. 4. Differentiate between adult and paediatric assessments. 5. Reflect and discuss the concepts underpinning decision making, critical thinking and evidence based practice.

Class Contact: Lab 1.0 hr Workshop 3.0 hrs Total of 60 hours over 4 weeks, comprising of 3 hours per day of Workshops and 1 hour per day of Student-led Lab Practice, and 15 hours (total) online activities and self-directed learning.

Required Reading: Refer to the Required Web Sites for the required text.

Assessment: Knowledge, skills and values developed in this unit will be assessed through skills assessment, simulated patient scenario assessment, placements (clinical or equivalent), clinical placement logbook and workbook and SDL (minimum of 12 hrs). To obtain a pass in this ungraded unit, all components of assessment must be attempted and passed. Other, Workbook, Pass/Fail. Other, Skills Assessment, Pass/Fail. Other, Simulated Patient Scenario Assessment, Pass/Fail. Practicum, Placements and completed Logbook, Pass/Fail. Other, Self-directed Learning (minimum of 12 hrs), Pass/Fail. Practical sessions have a hurdle requirement of at least 80% attendance and placement sessions have a hurdle requirement of 100% attendance. The practical sessions enables students to acquire the essentials skills and knowledge expected in paramedic practice.

HHB1104 Introduction to Public Health and Wellness

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit will assist students to develop skills in describing the origins and concepts of public health and its relationship to contemporary public health initiatives, challenges and practices. Students will gain knowledge on health and its determinants and how these impact on public health interventions. The role of public health at each stage of the disease continuum will be used to introduce definitions and interventions that address identified health priorities.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Describe the development of primary health care and public health in Australia and beyond; 2. Explain the basic principles and concepts that underpin public health practice; 3. Identify the potential role and the interface of political, cultural, social, behavioural and environmental determinants of health in the design and delivery of public health programs; 4. Recognise local, national and global health disparities including the determinants of inequity; 5. Identify, analyse and act on information from a range of sources related to public /population health and wellness; 6. Prioritise health issues affecting Australia's diverse population; 7. Participate in debates and reflection on public health and practice; and 8. Demonstrate in their writings and presentations their respect for diversity; underpinned by concern for equity, equality, humanity and social justice.

Class Contact: Workshop 4.0 hrs Total of 44 hours over 4 weeks, consisting of nine sessions of 2 x 2 hour Workshop Tutorial per day (weeks 1-3) and two sessions of 2 x 2 hour Workshop Tutorials per day (week 4).

Required Reading: Fleming, M.L. and Parker, E. (2011) 2nd ed. Introduction to Public Health Churchill Livingstone, Elsevier, Sydney

Assessment: Portfolio, Response to guided questions on a media article (1,000 words), 30%. Test, Multiple Choice Quiz (1,000 words), 30%. Presentation, Group Presentation and Portfolio (1,500 words), 40%.

HHB1105 Evidence and Health 1

Locations: St Albans.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit introduces students to the different sources of public health information and develops their skills in identifying, locating, retrieving and evaluating health literature based on evidence. While the emphasis of the unit is on scientific literature students will also be exposed to other sources of health information around evaluating health care claims. The unit introduces students to different research methodologies used in health care literature and further assists them to develop basic writing skills.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Describe the origins and development of evidence based practice; 2. Identify health literature in population health; 3. Search for evidence using bibliographic data bases; 4. Briefly describe qualitative and quantitative research methodologies; 5. Summarise scientific papers on public health; 6. Question the validity of health claims in the population; and 7. Identify barriers and

facilitators to implementing evidence-based practice.
Class Contact: Workshop4.0 hrsTotal of 44 hours over 4 weeks, consisting of nine sessions of 2 x 2 hour Workshop Tutorial per day (weeks 1-3) and two sessions of 2 x 2 hour Workshop Tutorials per day (week 4).
Required Reading: Liamputtong,P. (2010) 2nd ed. Research methods in health:Foundations for evidence-based practice. Melbourne,Vic: Oxford university Press Fleming,M.,Parker,E. (2011) 2nd ed. Introduction to Public Health Churchill Livingstone: Elsevier Australia. Aveyard, H. (2014) 3rd ed. Doing a literature review in health and social care: A practical guide. Maidenhead: McGraw-Hill Education.
Assessment: Assignment, Summarise one journal article (300 words), 10%. Project, Group health related poster and presentation (1200 words), 40%. Annotated Bibliography, Annotated Bibliography of Media Health Claims and associated evidence (600 words), 20%. Test, In class tests x 3 (900 words), 30%. Total combined assessment word equivalence is 3000 words.

HHB1106 Professional Pathways in Health Sciences

Locations: St Albans.
Prerequisites: Nil.
Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. It is widely acknowledged that the health workforce in Australia is under tremendous pressure because of an ageing population, growth in chronic disease and increased community expectations. It is essential to build capacity by delivering more professionals more quickly and efficiently and boosting productivity with new workforce models that maximise the skills and flexibility of all health professionals across the entire workforce. Who are our existing health professionals? What is their training and where do they work? How do they interact with each other? This unit examines these questions as a basis for assisting students locate their study of health sciences and plan their career within the contemporary health workforce.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Identify contemporary trends which influence the practice of health professionals; 2. Explain the nature of various health professions and identify likely work settings; 3. Articulate and demonstrate knowledge and skills implicit in the notion of 'inter-professional practice'; 4. Locate and explore career options for their disciplinary studies in 'health sciences'; 5. Compose entries into an e-portfolio as a means of documenting and reflecting upon strategies for future learning and work; and 6. Demonstrate skills in participating in group work and preparing collaborative assessments.
Class Contact: PC Lab2.0 hrsWorkshop2.0 hrsTotal of 44 hours over 4 weeks, consisting of nine sessions of 2 hour Workshop Tutorial and 2 hours of PC Labs (weeks 1-3) and two sessions of 2 x 2 hour Workshop Tutorial and 2 hours of PC Labs (week 4).
Required Reading: Recommended reading will be provided by the Unit Co-ordinator.
Assessment: Case Study, Brief description and analysis of known health setting and experience within it (500 words), 10%. Report, Interview with health professional (1000 words), 40%. Portfolio, E-portfolio compilation of information, reflections and strategies for future learning and career options (1500 words), 50%. Individual assessment tasks combined equate to approximately 3000 words equivalent.

HHB1204 Australian Health and Social Care Systems and Policy

Locations: St Albans.
Prerequisites: Nil.
Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit introduces students to the Australian healthcare system and policies. It explores the public versus private health sectors and the role of the different levels of government in healthcare delivery. It demonstrates how Australian healthcare systems compare with other regional and global health systems. It provides a comprehensive introduction to the diversity of the health workforce, health management and health decision making in Australia. Students are introduced to some key international health policies that inform local health policies. It introduces health policy development process and role of stakeholders in policy.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Explain the policy development processes in relation to the Australian health policy; 2. Examine how the Australian healthcare system functions; 3. Investigate the Australian health workforce and the roles and responsibilities of the different stake holders; 4. Discuss how Australia's health policies align with regional and other global health policies.
Class Contact: Online1.0 hrWorkshop3.0 hrsTotal of 44 hours over 4 weeks, consisting of a 3 hour workshop and 1 hour tutorial for 3 days (weeks 1 - 3) and a 3 hour workshop and 1 hour tutorial for 2 days (week 4).
Required Reading: Duckett, S., & Willcox, S. (2015) 4th ed. The Australian health care system South Melbourne, Vic: Oxford University Press
Assessment: Test, Quizzes (45 minutes), 30%. Assignment, Assignment (equivalent 1000 words), 30%. Examination, Final Assessment (1.5 hours), 40%.

HHH1000 Interpersonal Skills and Communication

Locations: Footscray Nicholson, Footscray Park.
Prerequisites: Nil.
Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit of study aims to develop students' understanding of, and proficiency in, interpersonal and communication skills for application in a range of professional contexts. Students will develop an understanding of communication theories, values and ethics and the importance of cultural sensitivity. Students will have the opportunity through group discussion, experiential workshops and simulation activities to develop their own interpersonal and communication skills. Topics include: self-awareness and personal insight; values; motivation; attitudes; cultural awareness; and introduction to active listening skills and observation skills that are imperative to working with people, particularly in the helping professions.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Work ethically and collaboratively to develop and use effective active listening and interpersonal skills; 2. Analyse and reflect on skill acquisition and personal development; 3. Examine the relevance of values and cultural sensitivity in developing effective working relationships; 4. Working collaboratively, apply actively listening skills to an interpersonal problem solving task; and 5. Integrate interpersonal communication theory with the critical appraisal of students' own and others demonstration of active listening skills.
Class Contact: Workshop3.0 hrsTotal of 36 hours over 4 weeks, consisting of 3 hour tutorial sessions, once a day for three days (weeks 1 - 4). The 36 hours is an accreditation requirement for social work.

Required Reading: Additional resources are listed in the Unit Guide and available for students on VU Collaborate.Geldard D., & Geldard K. (2012) 7th Edition Basic personal counselling: A training manual for counsellors Sydney: Prentice Hall
Assessment: Journal, Reflective Journal (800 words), 25%. Assignment, Demonstration Video and Essay Critique (1800 words equivalent), 35%. Other, In-class practical demonstration of skills, 40%.

HHH1001 Mathematics and Statistics for Biomedicine

Locations: Footscray Park, St Albans.
Prerequisites: Nil.
Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit of study introduces students to the quantitative skills and techniques required to critically analyse scientific reports, scientific data and understand research methods employed in biomedical science. The unit will explore the role of mathematics and statistics in developing scientific knowledge and how statistics is used for interpreting information, testing hypotheses and analysing the inferences people make about the real-world. Students will be required to use statistical software, online modules and calculators to analyse data and interpret results for experimental and sampling designs, tests on population means and proportions, correlation and linear regression, and one-way ANOVA.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Clarify the functional importance of mathematical skills in biomedical science; 2. Demonstrate a range of standard statistical methods which can be applied to common study designs in biomedical and health sciences 3. Explain and apply basic knowledge in using statistics to summarise, describe and interpret scientific data and perform statistical inferences; 4. Apply basic principles of experimental design when collecting data and perform hypotheses testing; 5. Analyse biomedical and health data using common statistical software and interpret results to solve science related problems.
Class Contact: Workshop3.0 hrsTotal of 33 hours, consisting of a 3 hour workshop in a PC lab for 3 days a week, over 4 weeks.
Required Reading: Triola, M., Triola, M. & Roy, J., (2017) 2nd ed. Biostatistics for the Biological and Health Sciences Pearson Education, USA.
Assessment: Exercise, Online modules (10 exercises - total 250 words), 15%. Test, Maths skills test (400 words), 20%. Other, Computer based exercises (500 words), 25%. Test, Statistics Test (MCQ & short answer questions; 750 words), 40%.

HNB1102 Foundations in Nursing 1

Locations: St Albans.
Prerequisites: Nil.
Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit will introduce students to concepts related to health, illness and the health care experience. Students will develop knowledge and skills on how to assist individuals to meet their basic human needs such as activities of daily living. The principles and practices of occupational health and safety, risk assessment and infection control will be explored. Strategies for developing therapeutic relationships, managing grief and loss and professional communication practices will be introduced and discussed. Students will begin to develop the knowledge and skills required to perform a holistic nursing health assessment. Cultural and spiritual assessment, and physical assessment techniques will be introduced and practised. In preparation for medication administration, students will review foundational maths skills.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Discuss the concepts related to health, illness and the health care experience; 2. Apply knowledge and skills in assisting persons experiencing difficulty meeting activities of daily living; 3. Demonstrate knowledge and skills in patient risk assessment and the relevant occupational health and safety policies; 4. Recognise the importance of maintaining confidentiality, patient privacy and consent associated with the provision of foundational nursing care; 5. Define and adhere to principles of infection control and standard precautions when performing nursing interventions; 6. Apply knowledge and skills in history taking health assessment, physical assessment techniques and accurately document these; 7. Apply numeracy skills required for basic drug calculations; 8. Identify population approaches to injury prevention and control (e.g. policies and legislations).
Class Contact: Lab4.0 hrsWorkshop9.0 hrs
Required Reading: DeLaune, S. C., Ladner, P. K., McTier, L., Tollefson, J. & Lawrence, J. (2016). (ANZ 1st ed.) Australian and New Zealand Fundamentals of Nursing Cenage Learning Australia Pty. Ltd. Estes, M. E., Calleja, P., Theobald, K. & Harvey, T. (2013). (ANZ 2nd ed.) Health assessment and physical examination Cenage Learning Australia Pty. Ltd. Tollefson, J. & Hillman, E. (2015). (6th ed.) Clinical Psychomotor Skills Cenage Learning Australia Pty. Ltd.
Assessment: Assignment, Written Assessment (1000 words), 40%. Examination, Written Examination (2 hours), 60%. Mathematic skills competency test. Any student not passing this test (a mark of 90% needed to pass) will be required to undertake remedial work in mathematics. To gain an overall pass in this unit, students must achieve an aggregate score of 50%.

HNB1103 Professional Studies 1

Locations: St Albans.
Prerequisites: Nil.
Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit enables students to explore the development of their health discipline/s. Portrayals of their health profession/s in the media will be discussed and students are to consider these critically in relation to their personal perceptions. Students will be introduced to broad frameworks which shape the scope and dimensions of their practice, including interprofessional practice. These include professional practice (ethics, law and regulatory frameworks); reflective practice, critical thinking and analysis (use of evidence in practice); competencies and scope of practice. There is a particular emphasis on assisting students to develop academic and professional literacy skills in order to practice as a professional. Knowledge and skills related to creating and maintaining a professional practice portfolio will be introduced.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Describe the development of their healthcare profession; 2. Evaluate portrayals of their profession in the media; 3. Discuss the ethical and legal requirements for professional practice; 4. Examine the scope of practice of their profession in terms of regulatory frameworks and interprofessional practice; 5. Discuss the use of evidence in healthcare practice; 6. Apply the knowledge and skills required for reflective practice; 7. Demonstrate knowledge and skills in information literacy

and academic writing; 8. Initiate a personal professional practice portfolio.
Class Contact: PC Lab2.0 hrsWorkshop3.0 hrs
Required Reading: Required textbooks will be prescribed by the Lecturer.
Assessment: Assignment, Written assessment (1000 words), 30%. Assignment, Written assessment (1500 words), 55%. Journal, Reflective exercise (500 words), 15%. To gain an overall pass in this unit, students must achieve an aggregate score of 50%.

HNB1104 Foundations of Nursing and Midwifery 1

Locations: St Albans.
Prerequisites: HBM1001 - Anatomy and Physiology 1
Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit introduces concepts related to health, illness and the health care experience. Students will develop knowledge and skills to assist individuals to meet their activities of daily living. The principles and practices of occupational health and safety, risk assessment and infection control will be explored. Students will develop skills in therapeutic communication, holistic health assessment and the provision of quality care. Assessment and care of the woman during pregnancy will also be introduced with a focus on assessment of the woman and her baby. Students will commence the Continuity of Care program, and recruit two (2) women. In support of medication administration, students will be introduced to foundational maths skills.
Credit Points: 24
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Discuss the concepts related to health, illness and the health care experience. 2. Apply knowledge and skills in assisting persons experiencing difficulty meeting activities of daily living. 3. Utilise professional communication skills required for health assessment and therapeutic relationships in the midwifery and nursing context. 4. Demonstrate principles and practices of midwifery care utilising a woman-centred approach during pregnancy including assessment of maternal and foetal well-being. 5. Incorporate the principles of occupational health and safety, and infection control in midwifery and nursing practice. 6. Demonstrate foundational health assessment knowledge and skills. 7. Utilise effective and accurate documentation in the care of clients in the midwifery and nursing context. 8. Demonstrate numeracy skills required for the safe practice of medication administration. 9. Provide evidence of recruitment of two (2) women to participate in the Continuity of Care program.
Class Contact: This is a double credit unit which totals one hundred and sixteen (116) hours. Students will have 24 hours of lectures, 12 hours of tutorials, 12 hours of laboratory sessions and 12 hours of self-directed learning. In addition, the professional practice (clinical practice) component comprises 16 hours of maternity care in an observation capacity; and 40 hours of nursing in an aged care or sub-acute setting.
Required Reading: To be advised.
Assessment: Test, Online test (30 mins), 15%. Assignment, Written assessment (1000 words), 25%. Examination, Written examination (2 hours), 50%. Test, Practical skills test (20 mins), 10%. Other, Evidence of recruitment of two (2) women, 0%. To pass this unit, students are required to achieve an aggregate score of at least 50%, and pass the written examination (hurdle). The written examination assesses foundational knowledge which informs practice and underpins subsequent units. Students must complete fifty-six (56) professional practice hours: Nursing - 40 hours, Midwifery - 16 hours. Evidence must be provided that two (2) women have been recruited for the Continuity of Care program.

HNB1204 Foundations of Nursing and Midwifery 2

Locations: St Albans.
Prerequisites: HBM1202 - Anatomy and Physiology 2HNB1104 - Foundations of Nursing and Midwifery 1
Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit expands on health assessment, infection control and occupational health and safety. The principles of asepsis are introduced. Principles of safe medication use are applied to the routes of oral, topical, and intramuscular injection administration. The unit also focuses on foundational knowledge in labour, birth and post-birth care for the woman and her baby, utilising a woman-centred approach. The student will explore the role of the midwife in supporting the woman experiencing pain during labour, birth and in the postnatal period. Students will develop foundational knowledge to effectively care for the woman and baby post birth. Nutrition for the baby, with a focus on lactation, will also be examined. Students will continue to follow the two (2) recruited women from the Continuity of Care program in 'HNB1104 Foundation of Nursing and Midwifery 1', until the post-birth period.
Credit Points: 24
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Describe the importance of professional practice including confidentiality and patient privacy associated with the provision of foundational nursing and midwifery care. 2. Utilise the nursing process to develop nursing care plans. 3. Demonstrate knowledge and skills in foundational clinical skills (e.g., basic life support, simple sterile dressing and vital signs). 4. Exhibit safe midwifery practice during pregnancy, labour and birth including assessment of the woman and her newborn. 5. Examine the holistic factors influencing the pain experience, assessment of pain during labour, and use of pharmacological and non-pharmacological methods to support the woman during labour and birthing. 6. Exhibit safe midwifery practice when caring for the woman and her baby in the postpartum period, including breastfeeding. 7. Demonstrate accurate and safe administration of medications administration.
Class Contact: This is a double credit unit which totals two hundred and twenty (220) hours. Students will have 24 hours of lectures, 12 hours of tutorials, 12 hours of laboratory sessions and 12 hours of self-directed learning. In addition, the professional practice (clinical practice) component comprises 80 hours of maternity care; and 80 hours of nursing in an aged care or sub-acute setting.
Required Reading: To be confirmed.
Assessment: Assignment, Written assessment (1000 words), 30%. Examination, Written assessment (2 hours), 50%. Test, Practical skills testing (30 minutes), 20%. Practicum, Final Professional Practice Performance Appraisal (Nursing), 0%. Practicum, Final Professional Practice Performance Appraisal (Midwifery), 0%. Report, Continuity of Care Report (1000 words), 0%. Test, Drug Calculations, 0%. To pass this unit, students are required to achieve an aggregate score of 50%, and achieve 100% for the drug calculations test (hurdle). Accuracy in medication administration is an absolute requirement for safe midwifery and nursing practice. Students must complete 160 professional practice hours: Nursing - 80 hours, Midwifery - 80 hours; and achieve the grade 'competent' in the Final Professional Practice Performance Appraisal for Midwifery and Nursing. Supplementary

assessment is not available for the Professional Practice Performance Appraisals. The Continuity of Care Report must also be submitted.

HNB1205 Foundations in Nursing 2

Locations: St Albans.

Prerequisites: HNB1102 - Foundations in Nursing 1

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit builds on previous knowledge and skills and enables students to further assist individuals to meet their activities of daily living. The principles and practices of occupational health and safety, risk assessment and infection control will be expanded upon. Assessment of the person within a holistic framework will be further explored using a problem solving approach. Cardiac, respiratory, urinary and abdominal assessments will be introduced and practised. Students will be able to identify normal and abnormal findings and document these. Principles of asepsis will be introduced. Students will also be introduced to the principles of medication administration.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate beginning skills in professional communication and documentation skills; 2. Describe the importance of professional practice including confidentiality and patient privacy associated with the provision of foundational nursing care; 3. Demonstrate knowledge and skills in patient risk assessment; 4. Apply skills in history taking and applying the nursing process to develop nursing care plans and patient pathways 5. Demonstrate knowledge and skills in related clinical skills (e.g. basic life support, simple sterile dressing); 6. Demonstrate knowledge and skills in performing physical assessment (cardiac, respiratory, urinary and abdominal) in the laboratory; 7. Accurately document physical assessment findings; 8. Demonstrate skills in the practice of oral, topical and rectal medication administration and management in the laboratory setting; 9. Demonstrate mastery of drug calculations.

Class Contact: Lab 4.0 hrsWorkshop 9.0 hrs

Required Reading: Required textbooks will be prescribed by the Unit Coordinator.

Assessment: Assignment, Written assessment (1000 words), 30%. Examination, Practical skills assessment (1 hour), 30%. Examination, Written examination (1.5 hours), 40%. Test, Mastery Drug Calculation Test, 0%. Hurdle: Mastery of drug calculations (100%). To gain an overall pass in this unit, students must achieve an aggregate score of 50%, a minimum score of 80% in the practical skills assessment and pass the drug calculations test with 100%.

HNB1206 Professional Practice 1

Locations: St Albans.

Prerequisites: HNB1102 - Foundations in Nursing 1HNB1103 - Professional Studies 1RBM1103 - Bioscience 1: Body Structure & Function

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit provides students with the opportunity to apply the knowledge taught in HNB1103 Professional Studies 1, HNB1102 Foundations in Nursing 1 & HNB1205 Foundations in Nursing 2 in beginning professional practice. Students will undertake comprehensive health assessments, identifying normal and abnormal findings and developing documentation skills. Using assessment skills and information students will begin to utilise care plans that direct care provided to patients. During clinical placement students will build upon knowledge of injury prevention and safety issues. Students will also observe the roles of other members of the health care team and consider how the values of the family and culture are met within the health care facility.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Identify and practise within their current scope of practice; 2. Complete a health assessment interview to obtain a health history and accurately record this using appropriate terminology; 3. Demonstrate skills in conducting holistic physical assessment and taking a comprehensive health history; 4. Demonstrate respect for individuals taking into consideration the socio-cultural and family values within the clinical environment; 5. Assess the health status for an allocated patient then plan, implement, care for and evaluate the care of this patient in consultation with the nursing team; 6. Apply the expected legal and ethical standards in providing health care; 7. Examine occupational health and safety regulations in relation to injury prevention, risk assessment and nursing practice and apply this in the clinical setting; 8. Discuss infection control principles and demonstrate these in the clinical setting; 9. Examine the role of the Registered Nurse, interdisciplinary and interprofessional team members and patient support staff in a health care setting; and 10. Demonstrate competent practice in the delivery of oral, topical and/or rectal medications.

Class Contact: Sim (Simulation) 8.0 hrsStudents to complete eight (8) hours of simulation. Students will complete 120 hours of learning in the clinical placement environment.

Required Reading: Required textbooks will be prescribed by the UoS coordinator.

Assessment: Clinical unit of study enrolment, placement allocation and academic progress will be managed according to the College of Health and Biomedicine Clinical Rules. Practicum, Interim Clinical Appraisal, Yes/No. Practicum, Final Clinical Appraisal, Yes/No. Students must achieve the grade 'competent' on their final clinical appraisal and complete the required number of "Employer competencies" to pass this unit.

HPC1000 Introduction to Human Nutrition and Food

Locations: Footscray Nicholson, Footscray Park, St Albans.

Prerequisites: RBM1820 - Nutrition, Society and CommunicationHPC1001 - Food ComponentsRBM1820 and HPC1001 applicable for HBNT students ONLY.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This introductory unit will provide students with the foundational knowledge needed to understand the nutritional requirements for adult human health and the discipline of food science and the potential career opportunities within the food industry, government, agricultural, marine, trade and other organizations both in Australia and internationally. Initially the unit focuses on the macronutrients: carbohydrates, protein and lipids and how they are digested, absorbed, transported and stored in the body, as well as how they are converted to energy and their roles in energy balance. Subsequently the unit explores micronutrients and examines their functions in the body, requirements, symptoms of micronutrient deficiencies, and food sources. Students will also learn the basic concepts and principles of food composition, food processing, preservation and safety, and will explore possible solutions to world food supply problems.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Articulate an understanding of scientific nutrition literature and evidence based

guidelines; 2. Describe the digestion, absorption and transport of food and nutrients in the body; 3. Articulate the roles of the macronutrients in the production, utilisation and storage of energy in the body; 4. Compare vitamins and minerals, and how bioavailability affects requirements of both; 5. Examine the principles of energy balance in the body, in relation to foods consumed, energy expended and energy stored; 6. Interpret the basic principles of food processing and the importance of food safety, and importance of food safety and regulation; 7. Discuss the composition of foods and the role of food science in the food industry and food supply in Australia and overseas.

Class Contact: Workshop 3.0 hrs Total of 33 hours over 4 weeks, consisting of 3 hour tutorials for sessions 1 - 11. Demonstration sessions will be conducted in at sessions 2, 5 and 8 by a Certified Chef.

Required Reading: Whitney, E.Rolfes, S.R., Crowe, T., Cameron-Smith, D., Walsh, A., (2014) Australian and New Zealand 2nd Edition Understanding Nutrition Australia: Cengage Shewfelt, R. L. Orta-Ramirez, A. and Clarke, A.D. (2015) 2nd Edition Introducing Food Science: Issues, Products, Functions and Principles CRC Press, Boca Raton, FL, USA

Assessment: Case Study, Case Study (300 words), 15%. Essay, Essay (700 words), 25%. Test, Mid-Semester Test in class, 20%. Examination, Final Examination (1.5 hours equal to 1500 words), 40%.

HPC1001 Food Components

Locations: Footscray Nicholson, Footscray Park, St Albans.

Prerequisites: RBM1820 - Nutrition, Society and Communication RCS1601 - Chemistry 1A

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit will provide students with knowledge of the main food constituents: Proteins (Importance of proteins in food, Structure of amino acids, Types of amino acids, Peptide bonds, Protein structures, Conjugated proteins, Relationship of the protein structure towards functional and nutritional properties of food); Carbohydrates (Basic Chemistry of Carbohydrates, Structure and examples of mono-di, oligo and polysaccharides, Relationship of structure towards functional and nutritional properties of food, Fibre); Lipids (Definition and main classes of lipids, Structure and nomenclature of fatty acids, Types of fatty acids, Relationship between fatty acid structures towards functional and nutritional properties of food); Water (Importance of water in food, Structure of water and ice and their relation towards properties of food, Types of water and its relation towards properties of food, Relationship between water activity and moisture in food systems; Minerals (Importance of variety of minerals in food, Important minerals and their properties in relation to properties of food) ; Vitamins (Importance of vitamins in food, Relationship of vitamins' structure towards properties of its presence in food systems).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Articulate the importance of the main food components in food systems; 2. Describe and assess the structural and compositional features of food macromolecules; 3. Advise of the food components responsible for functional and nutritional properties of food systems; and 4. Recognise and evaluate the key chemical features of food macromolecules and their sensitivity towards environmental variables during processing.

Class Contact: Workshop 3.0 hrs Total of 33 hours over 4 weeks, consisting of 3 hour Workshops for Sessions 1 - 11..

Required Reading: Links to relevant documents and resources will be available for students via VU Collaborate.S. Damodaran, K.L. Parkin & O.R. Fennema (2008) 4th ed. Fennema's Food Chemistry CRC Press; Taylor and Francis Group, Boca Raton, FL, USA T.P.Coultate (2009) 5th ed. Food - The Chemistry of its Components RSC Paperbacks, Royal Society of Chemistry, UK

Assessment: Assignment, Written Assignment (1500 words), 20%. Assignment, Group Oral Presentation (5 minutes per student), 20%. Examination, Final Written Examination (2.5 hours), 60%.

LCR1001 Introduction to Criminology

Locations: City Queen.

Prerequisites: Nil

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Students undertaking this unit in Melbourne from 2018 will study this unit intensively over a four-week block as per the First Year Model.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Explain key criminological concepts and demonstrate knowledge of the criminal justice systems. 2. Identify and describe major criminological theories and understandings of crime in society. 3. Collaborate in small groups to communicate and interpret criminological knowledge in written and oral formats. 4. Demonstrate effective library based research skills to develop criminological knowledge. 5. Apply effective academic writing skills in critical analysis of criminological concepts.

Class Contact: Seminar 3.0 hrs Students will normally undertake the unit in burst mode, equivalent to 36 contact hours.

Required Reading: Required and recommended readings will be made available online via the unit's VU Collaborate site.

Assessment: Portfolio, A portfolio of completed workshop questions, due end of week one (10%), two (10%) and three (20%), 40%. Presentation, A group presentation in week 3 on a selected topic , 30%. Essay, A 1,500 word essay due mid week 4, 30%.

LCR1002 Policing and Offending

Locations: City Queen.

Prerequisites: Nil.

Description: Students undertaking this unit in Melbourne from 2018 will study this unit intensively over a four-week block as per the First Year Model. This unit introduces student to the sociology of policing and corrections. Drawing on our understanding of crime the unit analyses the state's response through policing, sentencing and correctional practices. The unit follows examines the justice system from the reporting and detection of crime through to the correctional regimes of offenders. The unit considers the tensions between liberty and security in society.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Identify and describe the complex demands on policing in the field and at policy level 2. Demonstrate knowledge of the purposes of sentencing and correctional practices 3. Analyse and discuss the effect of law and order policy and policing on offending, offenders and society 4. Collaboratively present ideas clearly and logically to peers and non-expert audiences

Class Contact: Lecture 1.0 hr Workshop 2.0 hrs

Required Reading: Recommended readings will be made available via the unit's VU

Collaborate site.

Assessment: Portfolio, A portfolio of completed workshop questions, due end of week one, two and three, 30%. Presentation, A group presentation in week 3 on a selected topic, 35%. Essay, A 1,500 word essay on individual contribution to presentation topic due mid week 4, 35%. A package of reading will be provided.

LLW1000 Introduction to Public Law

Locations: Footscray Park, City Queen.

Prerequisites: Nil.

Description: Students undertaking this unit in Melbourne from 2018 will study this unit intensively over a four-week block as per the First Year Model. This is a foundation level unit in law. The unit of study will examine key concepts in Australian public law including constitutionalism, the rule of law and the separation of powers, and techniques and principles of constitutional and statutory interpretation. It will examine the principal Commonwealth and State legislative powers, institutions and techniques of government. It will examine limitations on governmental power including express and implied constitutional guarantees of rights and freedoms and will evaluate their adequacy.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Exemplify broad and coherent theoretical and technical knowledge in the area of Australian public law and its application to government; 2. Conceptually map the intersection between theory and practice and an understanding of the lawyer's role in applying public law for public and client benefit; 3. Analyse, extrapolate and interpret legal research implications, knowledge and skills to provide solutions to complex legal problems related to Australian public law and government as demonstrated through a research essay and problem and essay based examination; 4. Exercise critical thinking and judgement in the learning and application of Australian public law, drawing on knowledge of research principles and methods of law and cognate disciplines, especially political science; 5. Investigate contemporary Australian public law questions through analysis, review and interpretation of relevant data; and 6. Apply knowledge and skills in the area of Australian public law in a research essay and problem and essay based examination.

Class Contact: Seminar3.0 hrsTotal of 36 contact hours over 4 weeks, consisting of 3 hour tutorial sessions three times each week. Students will be expected to undertake an additional thirty hours per week study including reading, preparing for seminars, online participation and assessment.

Required Reading: Appleby, G. Reilly, A. and Grenfell, L. 2nd ed Australian Public Law Oxford UP 2014

Assessment: Test, Online Quiz (Week 1), 10%. Presentation, Oral presentation (Week 3), 15%. Research Paper, Essay (2000 words) (Week 3), 35%. Examination, Final Exam (2.5 hours) plus 30 mins reading time., 40%.

LLW1001 Criminal Law

Locations: City Queen.

Prerequisites: BLB1101 - Australian Legal System in ContextBLB1114 - Legal Research Methods

Description: This unit is offered in the First Year Model where you will study the unit intensively over a four-week block. This unit together with Criminal Investigation Procedure and Sentencing satisfies the prescribed area of knowledge for Criminal Law and Procedure as set out in Schedule 1 Legal Profession Uniform Admission Rules 2015. Criminal Law is a core law subject for the LLB degree. It covers substantive criminal law. Substantive criminal law refers to the law that creates criminal offences. Offences can generally be categorised into offences against the person (homicide offences, assault, sexual offences), property offences (burglary, theft, obtaining financial advantage or property by deception), inchoate offences (conspiracy, incitement or attempt in relation to an existing offence) and complicity (the extent to which a person can be held liable for the actions of another person). Of course, an understanding of criminal liability also requires an understanding of defences.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically review the general principles of criminal liability derived both from common law and statute, in particular, the Crimes Act 1958 (Vic), in problem solving and decision making; 2. Critically review the relevant aspects of criminal procedure, their purpose and how they apply to hypothetical problems. 3. Adapt and apply the doctrine of precedent and the rules of statutory interpretation to contemporary hypothetical criminal law problems using inductive and deductive thought processes; 4. Justify the solutions to problems using case and statute law as authority with creativity and intellectual independence.

Class Contact: Seminar3.0 hrsTotal of 36 contact hours over 4 weeks, consisting of 3 hour tutorial sessions three times each week. Students will be expected to undertake and additional thirty hours study per week including reading, preparing for seminars, online participation and assessment.

Required Reading: Required Texts/ Legislation Penny Crofts, Thomas Crofts, Stephen Gray, Tyrone Kirchenghast, Bronwyn Naylor and Stephen Tudor, 2016 13th edition Waller and Williams Criminal Law Text and Cases LexisNexis.Butterworths Victorian Govt Crimes Act 1958 Vic Gov

Assessment: Test, Online test on statutory interpretation, 20%. Assignment, Group Work assignment in or after class (1,000 words) Week 2, 30%. Examination, Final Examination (2.5 hours PLUS 30 min reading time), 50%.

LLW1002 Criminal Investigation, Procedure and Sentencing

Locations: Online, City Queen.

Prerequisites: BLB1101 - Australian Legal System in ContextBLB1114 - Legal Research MethodsLLW1001 - Criminal Law

Description: Students undertaking this unit in Melbourne from 2018 will study this unit intensively over a four-week block as per the First Year Model. This unit together with Criminal Law satisfies the prescribed area of knowledge for Criminal Law and Procedure as set out in Schedule 1 Legal Profession Uniform Admission Rules 2015. Criminal procedure refers to the law and practices of investigating and enforcing criminal law. Sentencing covers the sanctions imposed on offenders in enforcement. It covers: courts exercising criminal jurisdiction; classification of offences; search, seizure and forensic processes; police questioning; arrest; commencing criminal proceedings; bail; committal hearings; pleadings and plea negotiations; and, the criminal trial including the functions of judges and juries, prosecutors and defence lawyers. It also covers the legal framework for sentencing including: the sources of law; the principles of parsimony, proportionality, parity and totality; sentencing hearings; public and victim input; and, control of sentencing discretions. They are considered in the context of philosophical concepts and public policies balancing the community's interest in the prevention of crime and protecting the liberties of the individual and in competing concepts of justice and the role of the legislative, executive, judicial branches of government.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Critically review the general principles relating to criminal procedure and sentencing in problem solving and decision making; 2. Adapt and apply doctrines of precedent and rules of statutory interpretation to contemporary problems in

criminal investigation and sentencing using inductive and deductive thought processes; 3. Justify the resolution of problems using case and statute law as authorities with creativity and intellectual independence. 4. Critically evaluate theories and policies relating to criminal procedure and sentencing in the context of liberal concepts of the state and the individual and varying concepts of justice.
Class Contact: Seminar 3.0 hrs Total of 36 contact hours over 4 weeks, consisting of 3 hour seminar sessions three times each week. Students will be expected to undertake an additional 30 hours study per week including reading, preparing for seminars, online participation and assessment.
Required Reading: Corns, Christopher, 2014 eBook Criminal Investigation and Procedure in Victoria (http://library.vu.edu.au/record=b4123072) Sydney: Thomson Reuters (Professional) Australia Pty Ltd 1958 Crimes Act (Vic) 1991 Sentencing Act (Vic) 2009 Criminal Procedure Act (Vic)
Assessment: Test, online test in day three, 20%. Assignment, Group work in or after class (end week two), 30%. Examination, Final examination (2.5 hours plus reading time), 50%.

LLW1003 Legal Writing and Drafting

Locations: Footscray Park, City Queen, City Flinders.
Prerequisites: BLB1114 - Legal Research Methods Plus 2 Level 1 Law units.
Description: Students undertaking this unit in Melbourne from 2018 will study this unit intensively over a four-week block as per the First Year Model. This unit of study focuses on developing skills in good legal writing and drafting. It includes principles of plain English, effective written communication and drafting legal documents, including court documents and how to apply them in practice. The unit will cover the function and operation of a document, stages in preparing a document and structuring a document. Students will also learn about style, appearance, content and presentation of documents. The unit will further address legal rules of construction that apply to documents such as agreements, the use of precedents and rules of evidence and procedure that apply to court documents.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Scrutinise complex legal problems; conduct research and draft legal documents in plain English language; 2. Interpret and apply different types of legal writing and drafting techniques and conventions; 3. Locate, analyse, adapt and use relevant legal precedents for effective legal drafting; 4. Employ analytical, cognitive, and written communication skills in producing context-specific legal documents, in contemporary Australian legal contexts; and 5. Utilise a variety of approaches to interpreting legal documents ("statutory interpretation") and understand how such approaches may inform the process of drafting legal documents in appropriate contexts.
Class Contact: Seminar 3.0 hrs Total of 36 contact hours over 4 weeks, consisting of 3 hour seminar sessions three times each week. Students will be expected to undertake an additional thirty hours study per week including reading, preparing for seminars, online participation and assessment.
Required Reading: 2018 Legal, Writing & Drafting Guide: A custom publication for Victoria University Sydney: LexisNexis Butterworths
Assessment: Assignment, Drafting a letter of advice to a client, 30%. Assignment, Drafting a settlement agreement or affidavit, 40%. Assignment, Drafting an affidavit or pleading, 30%.

NBC1101 Maths for Builders

Locations: Footscray Park.
Prerequisites: Nil.
Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. Quantitative knowledge and skills are fundamental to many disciplines and many professions. This unit aims to provide building students with opportunities to acquire essential knowledge and skills in fundamental quantitative areas including basic algebra, functions and trigonometry. The unit introduces those aspects of algebra, functions and trigonometry that are considered fundamental in building profession and that are required in subsequent technical units. Students who attain a solid understanding of these fundamentals will be able to make a confident transition to the study of other technical areas in the building discipline.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Evaluate and adapt a variety of trigonometric, geometric and financial equations, rules and ratio to building, construction, surveying and design problems and applications; 2. Apply and compute graphical and algebraic techniques in determining the rates of change associated with loads, moments, kinematics and other building and construction related areas; 3. Formulate mathematical description of a problem arising in building, construction, surveying and design; 4. Contextualise mathematics in a variety of building, construction, surveying and design problems and applications.
Class Contact: PC Lab 2.0 hrs Tutorial 2.0 hrs Total of 44 hours over 4 weeks, consisting of a 2 hour tutorial session and a 2 hour tutorial session in a PC Lab.
Required Reading: Students will be provided with class notes and additional resources online, in line with the topics.
Assessment: Test, Four (4) Post-Class Quizzes, 15%. Test, Three (3) In-Class Quizzes/Tests, 15%. Assignment, Three (3) PBL Activities, 45%. Project, Project (Plan, Report and Presentation), 25%.

NBC1103 Basic Structural Mechanics

Locations: Footscray Park.
Prerequisites: Nil.
Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit introduces students to the fundamental concepts and principles applied by building professionals in the construction of buildings of all sorts of sizes and purposes. Newtonian Mechanics is adopted to understand what happens to a body when force(s) is/are applied to it. In this unit students will be supported in developing the fundamental skills and understandings needed for core units in the program, such as Building and Construction Structures, Structural Principles in Construction, Building and Construction Studies, and associated with their role as future Building professionals.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Formulate area and volume calculations to produce a bill of quantities; 2. Examine what happens to a body when forces are applied to it; 3. Interpret the effect of live, dead and distributed loads on buildings; 4. Articulate the properties of common building materials such as timber, steel and concrete; and 5. Elaborate the physics behind simple structural members such as columns, beams and truss ties and rods.
Class Contact: Workshop 3.0 hrs
Required Reading: Students will be provided with class notes and additional resources

online, in line with the topics. The textbooks listed below are recommended texts only.Whatt and Hough (2013) 5th ed Principles of Structure CRC Press Gupta (2010) 2nd ed Principles of Structural Design CRC Press
Assessment: Test, In-semester Tests, 30%. Assignment, In-semester Assignments, 40%. Presentation, Oral Presentation, 30%.

NBC1104 Structural Principles in Construction

Locations: Footscray Park.
Prerequisites: NBC1101 - Maths for BuildersNBC1103 - Basic Structural Mechanics
Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit explores and applies structural principles relevant to the erection or demolition of low and medium rise residential structures using conventional methods. The design and construction of medium rise buildings require the input of a range of skilled professionals, including architects and engineers. The building and construction professional plays a significant role within this project team and advocates effective communication with building design professionals, and develops sound and safe practices in relation to structural procedures on site.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:
1. Apply structural principles when planning the erection or demolition of a structure; 2. Analyse and plan for the structural integrity of Class1 and Class 10 buildings; 3. Develop the planning, coordination and management procedures for the laying of footings and floor system, building of structural and non-structural wall systems, the building of roof system and the external wall cladding of structure; 4. Exemplify effective communication with a range of skilled professionals, including architects and engineers; and 5. Develop sound and safe practices in relation to structural procedures on site.
Class Contact: Lecture2.0 hrsTutorial2.0 hrs
Required Reading: Students will be provided with class notes and additional resources online, in line with the topics. The textbooks listed below are recommended texts only.R. Barry (2014) 3rd ed. Barry's advanced construction of buildings Wiley-Sons K. Wyatt (2013) Principles of Structures Taylor & Francis Ltd G Wilkie (2003) Building Your Own Home New Holland Gupta (2014) 2nd ed. Principles of Structural Design CRC Press
Assessment: Test, Class Test (500 words), 30%. Test, Class Test (500 words), 20%. Assignment, One (1) Team Case Study report and oral presentation (750 words), 20%. Examination, End of Semester Examination (2 hours), 30%.

NBC1111 Fundamentals of Building Construction

Locations: Footscray Park.
Prerequisites: Nil.
Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit introduces students to common construction systems, construction materials, construction methodologies applied to simple building. Materials topics include selection of suitable materials for differing situations encountered in construction and OH and S and sustainability issues in regards to materials. Construction topics include: site operations, sub-structure, super-structure and enclosure methodologies for simple residential buildings.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:
1. Synthesise and communicate resolutions to construction problems by means of sketches and drawings; 2. Propose and evaluate alternative construction systems and materials in a range of situations; 3. Assess OH and S and sustainability related issues for various construction materials; 4. Collaborate with others with responsibility and accountability for own learning in planning, problem solving and decision making in professional practice.
Class Contact: Workshop3.0 hrs
Required Reading: Students will be provided with class notes and additional resources online, in line with the topics. The textbooks listed below are recommended texts only.Barry R., (2014) Barry's advanced construction of buildings Wiley & Sons Inc Wyatt .K., (2013) Principles of Structures Taylor & Francis Ltd. Wilkie. G., (2003) Building Your Own Home New Holland
Assessment: Assignment, Video, 10%. Test, Class tests, 30%. Assignment, One Team Project report and oral presentation (500 words), 20%. Assignment, Project review and presentation, 40%.

NBC1112 Building Science

Locations: Footscray Park.
Prerequisites: Nil.
Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit introduces students to the procedures, principles and methods of construction with particular focus on typical residential buildings. The unit forms the foundation for NBC2004 Building and Construction Studies unit.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:
1. Discuss the types and functions of domestic buildings, and regulations that apply to them; 2. Develop the procurement of minor works and dwellings, the roles and the activities of building clients, designers and contractors, with descriptions of the design and construction processes; 3. Draw simple domestic buildings, as required in the building procurement process; 4. Distinguish between the functions, materials, configuration(s) and details of the major components in domestic buildings; 5. Classify the sources of waste in the construction industry, particularly in housing and the development of strategies and management practices to minimise its effects; 6. Explain the protocols and the aims, objectives and points to be observed when undertaking inspections of domestic buildings; and 7. Discuss the importance of temporary works, particularly scaffolding, formwork and falsework, the regulations governing their use, their design principles and the operational requirements that govern their use.
Class Contact: Lecture2.0 hrsTutorial2.0 hrs
Required Reading: Students will be provided with class notes and additional resources online, in line with the topics. The textbooks listed below are recommended texts only.R. Barry (2014) 3rd ed. Barry's advanced construction of buildings Wiley-Sons K. Wyatt (2013) Principles of Structures Taylor & Francis G. Wilkie (2003) Building Your Own Home New Holland Mehta, Scarborough, Armpriest (2008) Building Construction: Principles, Materials and Systems Prentice Hall
Assessment: Test, Class Test (500 words), 30%. Test, Class Test (500 words), 20%. Assignment, One (1) Team Project (500 words), 20%. Examination, End of Semester Examination (2 hours), 30%.

NBC1113 Measurement and Estimating

Locations: Footscray Park.
Prerequisites: NBC1101 - Maths for Builders

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. In this unit students are introduced to the techniques required to measure, quantify and cost construction work. Students will read and interpret plans and specifications applicable to medium rise residential and commercial projects in order to inform estimation, planning and supervisory activities. The estimated costs associated with the acquisition of materials and labour on building and construction sites will be established, together with the application of relevant overhead costs and margins. Monitoring techniques for building or construction costing systems will be introduced. The unit forms the foundation for NBC2006 Professional Estimating unit.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Exemplify the roles of quantity surveyors/cost engineers in the construction industry; 2. Interpret and apply the principles and logic of the Australian Standard Method of Measurement (ASMM) to inform estimation; 3. Apply cost planning principles to a wide range of medium rise residential and commercial projects; 4. Prepare a simple Bill of Quantities (BoQ); 5. Develop builder's estimates for projects in various contexts; and 6. Apply bidding and tendering principles to medium rise residential and commercial projects.
Class Contact: Lecture1.0 hrTutorial2.0 hrs
Required Reading: Students will be provided with class notes and additional resources online, in line with the topics.Smith, J. and Jaggar, D. (2007) 2nd Edition Building Cost Planning for the Design Team Elsevier, Oxford Australian Institute of Quantity Surveyors (2000) Volume 1 Australian cost Management Manual Australian Institute of Quantity Surveyors, Canberra Flanagan, R. and Tate, B. (1997) Cost Control in Building Design Blackwell, Oxford
Assessment: Assignment, Two (2) Individual Projects (1000 words each), 60%. Examination, End of Semester Examination (2 hours), 40%.

NBD1100 Built Environment Communication and Skills

Locations: Footscray Park.
Prerequisites: Nil.
Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit introduces students to fundamental communication concepts applied by professionals in the built environment. The unit explores writing and presentation, academic referencing and library skills, oral and written communication, negotiation, teamwork, conflict resolution, effective plan and specification reading and analysis, cultural diversity and indigenous and ethical issues. Students will develop a critical understanding of the agency of drawing and modelling, which will enable alternate ways of conceiving, communicating and evaluating design ideas The topics are discussed in a context relevant to built environment professionals through practical exercises. The course introduces awareness of cultural diversity and its management in a multicultural work force. In this unit students will be supported in developing the fundamental skills and understandings needed for core and professional units in the program, such as Building Design Communication, Built Environment 1 and 2, Environmentally Sustainable Design 1 and 2, Building Contract Documentation and Administration, Urban Design and Development and Building Design Project 1 and 2, and associated with their role as future Building Design professionals.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Communicate effectively with others orally and in writing on a range of built environment-related topics using appropriate language; 2. Work individually and with others, as both a team member and leader in both formal and informal teams, to complete tasks; 3. Produce high quality physical models to communicate effectively with other built environment professionals 4. Communicate effectively with other built environment professionals through professional hand drawings and sketches 5. Recognise the professional responsibilities of built environment professionals as well as ethical and sustainability issues in built environment practice.
Class Contact: Workshop3.0 hrs
Required Reading: VU, College of Arts, (2013) 10th ed. Handbook of Communication Skills for First Year Students in the College of Engineering and Science. Victoria University. VU, School of Engineering and Science, (2009) 2nd ed. PBL in Engineering Melbourne: Victoria University In addition, a very comprehensive set of course notes will be available for most topics. These course notes will contain further references and reading material.
Assessment: Essay, One (1) Reflection Essay (500 words), 30%. Portfolio, Poster, Sketch and Physical model, 20%. Presentation, One (1) Team Oral Presentation (fifteen (15) minutes), 10%. Project, One (1) Team Project Report (1500 words), Sketch and Physical model, 40%.

NBD1101 Building Design Documentation

Locations: Footscray Park.
Prerequisites: Nil.
Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit is based on a series of problems designed to introduce students to the architectural design process and detailing. The problems will therefore emphasise OHS regulations, organisational policies and procedures (including quality assurance requirements), interpretation of the project brief, interpretation commonly used in industry documentation, effective plan and specification reading and analysis and generating and evaluating alternatives against a range of technical criteria. The unit introduces students to professional drawing practice and using computer-aided design software as relevant to built environment professionals (AutoCAD and Revit). The unit also explores fundamental mathematics as applicable in the built environment and interpretation commonly used in industry documentation..
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Comply with occupational health and safety (OHS) regulations applicable to workplace operations; 2. Apply organisational policies and procedures, including quality assurance requirements where applicable; 3. Select and apply appropriate techniques for the documentation and communication of finalised design; 4. Produce two and three-dimensional drawings for residential and commercial building projects; 5. Interpret and report on commonly used built environment project documentation; and 6. Complete working drawings to industry best practice and as determined by the project brief.
Class Contact: PC Lab3.0 hrs
Required Reading: VU, School of Engineering and Science, (2009) 2nd edn PBL in Engineering Manual Melbourne: Victoria University In addition, a very comprehensive set of course notes will be available for most topics. These course notes will contain further references and reading material.
Assessment: Test, One (1) Individual test (1000 words equivalent), 30%. Portfolio,

One (1) Individual portfolio (500 words equivalent), 20%. Project, Teamwork including technical reports (1500 words equivalent), 40%. Presentation, Team Oral Presentation (5 minutes per student), 10%.

NEF1102 Engineering Physics 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit of study aims to provide a basic understanding of numbers and measurements, motion, vectors, Newton's laws, energy, power and wave behaviour. The unit begins with a general introduction to measurements and their uncertainties. The equations for one-dimensional motion are then developed and extended to two-dimensional motion. The concept of a force is introduced leading to Newton's laws including frictional forces. Energy and momentum are then introduced leading to the laws of conservation of energy and momentum. The study of motion extends to simple harmonic motion and waves a study of the wave properties of sound and light. Students work in groups where they can apply their knowledge of the basic principles to the solution of physics and basic engineering problems. The unit is run in PBL mode using the VU blended learning model. Principles underlying each of the nine main topics are presented via pre-class instructional videos that include on-line questions to determine students' understanding. This is followed by a face-to-face session where areas that students have found difficult are addressed by the instructor. The students are then presented with a group-based problem to solve based on the topic of the day. The students access library and laboratory facilities, as well as access to the instructor for further guidance if necessary in order to solve the problem. The students then present their solution to the problem to the class and instructor which is assessed.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Apply a structured approach to solving problems in: (i) the use of kinematics to calculate motion; and (ii) the use Newton's laws to calculate forces and acceleration; 2. Apply the rules of conservation of energy and momentum to engineering-related problems; 3. Apply the principles of SHM and waves to engineering-related problems; 4. Apply the wave nature of sound and light in engineering-related problems; 5. Effectively collaborate in teams/groups where students demonstrate responsibility for their own contributions and accountability in achieving the group's outcomes.

Class Contact: Lab 7.5 hrs Online 3.0 hrs Seminar 3.0 hrs Tutorial 1.5 hrs Pre-Class Online Instruction will be conducted Online in the PC Lab (3 hours), F2F Instruction/Tutorials will be conducted in the Tutorial Room (1.5 hours), Lab/PBL Activity will be conducted in the Lab (Other - Specialist Room) (7.5 hours) and Student Presentations/Seminars will be conducted in the Tutorial Room (3 hours).

Required Reading: All reading resources will be provided by the Lecturer.

Assessment: Portfolio, PBL Work, 20%. Presentation, Oral Presentation, 30%. Test, Online Tests, 50%.

NEF1103 Engineering and the Community

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. In this unit, students will explore the role and importance of engineering in society, at both the national and international level. This will include identifying issues facing engineers such as sustainability; existing trends and practices; and innovations to meet future challenges. Students will examine the development of Engineering as a profession and look at the varying disciplines within the profession. This will enable students to establish their own learning and career goals and develop strategies to achieve those goals. Students will also examine the activities that constitute the engineering method, a problem-solving process, and apply the method to an identified problem. Case studies will be presented to students introducing them to descriptions of real situations that provide a context for engineers to explore decision-making in the face of socio-technical issues, such as environmental, political, and ethical issues. Students will work on a number of deliverables that will require them to work both individually and collaboratively, and communicate their work and findings in oral and written forms.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Identify the key roles of engineering in the local and global communities, and understand the key features of the different disciplines of engineering practice; 2. Develop their own learning and career goals, and use self-management skills to plan and manage their work; 3. Recognise the professional responsibilities of engineers as well as ethical and sustainability issues in engineering practice; 4. Identify and interpret strategies for practising sustainable engineering and evaluate a solution in terms of environmental, social and economic costs and benefits; 5. Describe the engineering method as well as the activities that constitute this problem-solving process and apply the method to an identified problem; 6. Communicate effectively with others orally and in writing on a range of engineering-related topics using appropriate language; and 7. Work individually and with others, as both a team member and leader in both formal and informal teams, to complete tasks.

Class Contact: Lecture 2.0 hrs Workshop 3.0 hrs

Required Reading: Dowling, D, Carew, A, Hadgraft, R., (2013) 2nd ed. Engineering Your Future: an Australasian Guide John Wiley and Sons Australia, Milton, Queensland

Assessment: Essay, Individual Reflection Essay (1000 words), 25%. Case Study, Individual Case Study Report (1500 words), 30%. Presentation, Team Oral Presentation (15 minutes), 10%. Project, A Team Project Report (5000 words), 35%. Total combined assessment word equivalence is approximately 7500 words. For any team assessment, a percentage of student's mark is based on observations of their contribution to the overall task, as such; attendance is mandatory in the workshops, field trips and presentations.

NEF1104 Problem Solving for Engineers

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit is based on a series of problems designed to both introduce students to systematic problem solving methods and to build on and apply knowledge introduced in other first year semester 1 units. The problems will focus on a range of issues related to engineering practice and sustainability. Students will be required to undertake data analysis and manipulation using various computing tools, including spreadsheet software and fundamental programming techniques.

Credit Points: 12

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

1. Apply fundamental knowledge of mathematics and science to solving engineering problems; 2. Plan and adapt systematic approaches to solving engineering problems; 3. Undertake data analysis and manipulation using various computing tools, including spreadsheet software and fundamental programming techniques in solving problems; 4. Identify, propose and initiate solutions to broad sustainability issues related to engineering problems; 5. Work individually and collaboratively, as both a team member and leader, to complete tasks and evaluate own and others' performance; and 6. Exemplify safe laboratory practices and an ability to identify potential safety hazards.

Class Contact: Lecture 1.0 hr PC Lab 2.0 hrs Sim (Simulation) 2.0 hrs Workshop 2.0 hrs Sixty (60) hours for one semester comprising lectures, tutorials and laboratory work.

Required Reading: No recommended texts for this unit

Assessment: Presentation, Team Oral Presentation (15 Minutes/team), 10%. Report, Two (2) Team Project Reports (1500 words each), 40%. Test, One (1) Class Test on computer programming, 30%. Test, Two (2) class tests on problem solving, 20%. For any team assessment, a percentage of student's mark is based on observations of their contribution to the overall task, as such; attendance is mandatory in the workshops.

NEF1201 Engineering Mathematics 2

Locations: Footscray Park.

Prerequisites: NEM1001 - Algebra and Calculus

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit of study aims to provide a basic understanding of matrix methods, first order differential equations, complex numbers and infinite series and their application to engineering problems. Students are encouraged to work in groups in tutorial classes where they can apply their lecture material to the solution of mathematical exercises and basic engineering problems. Calculus topics include partial derivatives, first order linear differential equations (DE's), separable DE's, integrating factor, first and second order linear DE's in engineering applications. Simple, double and complex roots of auxiliary equations will also be covered.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Perform further differentiation and integration; 2. Apply first and second order differential equations and partial differentiation to engineering related problems; 3. Use matrices to solve simultaneous equations; 4. Test series for convergence and use MacLaurin method to generate power series; 5. Apply statistical techniques to engineering related problems.

Class Contact: PC Lab 2.0 hrs Tutorial 2.0 hrs Total of 44 hours over 4 weeks, consisting of a 2 hour tutorial session and a 2 hour tutorial session in a PC Lab.

Required Reading: Learning material will provided by Lecturers and Tutors.

Assessment: Test, Seven (7) Post-Class Quizzes, 22.5%. Test, Three (3) In-Class Quizzes/Tests, 27.5%. Assignment, PBL Activity , 20%. Examination, End-of-semester examination, 30%.

NEF1202 Engineering Physics 2

Locations: Werribee, Footscray Park.

Prerequisites: NEF1102 - Engineering Physics 1

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit continues with the concept of forces studied in Engineering Physics 1, beginning with a consolidation of the student's knowledge of the gravitational force and the idea of 'action at a distance'. These principles are then applied to Electrostatic Forces and the Magnetic Force produced by moving charges as well as electromagnetic induction. The unit extends the topic of energy from Engineering Physics 1 with the topic of thermodynamics including temperature, thermal expansion, heat capacity, specific and latent heat, ideal gases, work and heat in the thermal process, first law of thermodynamics and an introduction to heat engines.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Apply principles of electric and magnetic fields to engineering-related problems; 2. Calculate the forces acting on charged particles in electric and magnetic fields; 3. Apply principles of heat and temperature to engineering-related problems; 4. Effectively collaborate in teams/groups where students demonstrate responsibility for their own contributions and accountability in achieving the group's outcomes.

Class Contact: Lab 7.5 hrs Online 3.0 hrs Seminar 3.0 hrs Tutorial 3.0 hrs

Required Reading: All learning resources will be provided by the Lecturer.

Assessment: Portfolio, PBL Work, 20%. Presentation, Oral Presentation, 30%. Test, Online Tests, 50%.

NEF1204 Introduction to Engineering Design

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit is based on a series of problems designed to both introduce students to the design process and to apply knowledge introduced in other Year 1 units of study. The problems will therefore emphasise creative thinking in design, generating and evaluating alternatives against a range of technical, environmental, social and economic criteria, and making the final design decisions. The unit also incorporates a module on professional drawing practice including projections and views, dimensioning, different drawing types and using computer-aided design (CAD) software.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Apply a systematic approach to engineering design; 2. Find, organise and evaluate information on a range of topics related to problems in engineering design; 3. Identify and evaluate technical, environmental, social and economic factors impacting on the solution of engineering design problems; 4. Use computer-aided design (CAD) software to develop and present design solutions; 5. Communicate effectively with others orally, in writing and by means of engineering drawings; 6. Demonstrate an ability to learn individually and collaboratively in a team environment; 7. Use a personal reflective journal and demonstrate improvements in their effectiveness as learners; and 8. Respond to diverse learning situations in a socially and culturally responsible manner.

Class Contact: Lecture 1.0 hr PC Lab 2.0 hrs Workshop 2.0 hrs Forty-eight (48) hours for one semester comprising of team workshops, including supporting lectures and labs.

Required Reading: Vallero, D.A, and Brasier, C., (2008) Sustainable Design: The Science of Sustainability and Green Engineering Richmond: Wiley VU, School of Engineering and Science, (2009) 2nd ed. PBL in Engineering Manual Melbourne: Victoria University VU, Faculty of Arts, (2009) 9th ed. Communication Skills Handbook for First Year Students in the Faculty of Health, Engineering and Science

Melbourne: Victoria University

Assessment: Test, Two (2) Short individual tests on design in class, 10%. Report, Teamwork including technical reports (4000-5000 words as a cumulative total for a team of four (4) students per semester), 45%. Portfolio, Individual portfolio (additional 1000 words which excludes the copies of the reports which are part of the portfolio), 25%. Presentation, Team Oral Presentation (5 minutes per student), 5%. Test, CAD Skill, 15%.

NEF1205 Engineering Fundamentals

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit of study aims to provide a basic understanding in the two broad areas of statics and electrical fundamentals. The following topics are covered in two parts: Part A - Statics: Part A introduces the concept of force, resultants and components, levers and moments. Free body diagrams, 2D and 3D statical equilibrium concepts are covered. Part A further explores the analysis of pin jointed trusses, statically determinate beams/shafts including loads, reactions and internal forces. Part B - Electrical Fundamentals: Part B begins with an introduction on Ohm's and Kirchhoff's laws. Series and parallel resistor circuits are analysed and their equivalent resistive circuits are developed. DC sources are studied. Part B examines the analysis of single and multiple loop circuits as well as voltage dividers. The Nodal Voltage method, the Principle of Superposition, Thevenin's Theorem, Norton's Theorem, and equivalent circuits will be emphasised. Part B concludes with a discussion on diodes and voltage amplification in electrical networks.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Evaluate states of statical equilibrium for objects subjected to forces/couples in two/three dimensions, including external 'freebody' force/couple diagrams; 2. Assess internal forces in simple pin-jointed trusses, beams and frames including axial force; 3. Apply Ohm's law and Kirchhoff's laws in single and multiple loop circuits; 4. Analyse DC circuits by Nodal Voltage Method, the Principle of Superposition, Thevenin's Theorem, and Norton's theorem; 5. Calculate voltage amplification in electrical circuits; and 6. Collaborate with team members to solve problems, undertake basic Engineering analysis and design, and write technical lab reports.

Class Contact: Lab 2.0 hrs Lecture 2.0 hrs Tutorial 1.0 hr

Required Reading: For Part A: R. C. Hibbeler, 2014 4th edn in SI units Statics Mechanics of Materials Singapore, Pearson/ Prentice Hall

Assessment: Laboratory Work, Laboratory Reports, 20%. Test, In Semester Test (1 hour), 20%. Examination, End of Semester Examination (3 hours), 60%.

NEM1001 Algebra and Calculus

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Introduction to the use of modern computer algebra system calculators to solve mathematical problems. Manipulate and solve various algebraic expressions. Sketch various polynomials and other functions. Extension of the number system to include complex numbers: their definition and basic operations using rectangular and polar. The binomial theorem will be used in the expansion of algebraic forms. Introduction to calculus: using rules for differentiation, and the solution of equations. Concepts of integration: the relationship between integration and differentiation, area between curves. Integration methods: integration by substitution, integration by parts. Numerical integration: trapezoidal and Simpson's rule. First order differential equations: separation of variables method and application to growth/decay problems and Newton's law of cooling. This subject continues the stream that will allow students to satisfy mathematics teacher registration.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Solve and graph a variety of mathematical functions; 2. Perform simple complex number calculations; 3. Perform basic differentiation and integration; 4. Apply basic calculus to engineering and science related problems.

Class Contact: PC Lab 2.0 hrs Tutorial 2.0 hrs Total of 44 hours over 4 weeks, consisting of a 2 hour tutorial session and a 2 hour tutorial session in a PC Lab.

Required Reading: Learning material will provided by Lecturers and Tutors.

Assessment: Test, Five (5) Post-Class Quizzes, 17.5%. Test, Three (3) In-Class Quizzes/Tests, 27.5%. Assignment, PBL Activity, 20%. Project, Project (Plan, Report and Presentation) , 35%.

NEM1002 Statistics for Decision Making

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit of study will introduce students to data analysis and statistical techniques used in the workplace and community to help make sense of the vast amounts of data collected in all fields. It will include displaying and describing data, sampling and population distributions, probability and combinatorics and inferential statistics and their use to make decisions.. This is an introductory unit in a mathematics major or minor unit set. It has been designed to be particularly useful for pre-service teachers, and students studying science.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Articulate data collection methods, types of variables, types of data; 2. Present data using graphical and numerical methods; 3. Conduct elementary-level exploratory data analysis, to gain in particular, basic knowledge from real life data using basic statistical tools; 4. Explain the concepts of probability and combinatorics and calculate probability for various continuous and discrete variables; 5. Make various statistical inferences using Estimation and Hypothesis Testing.

Class Contact: PC Lab 4.0 hrs Total of 44 hours over 4 weeks, consisting of 2 hour PC Lab sessions, twice a day for three days (weeks 1 - 3) and 2 hour PC Lab sessions, twice a day for two days (week 4).

Required Reading: Learning material will be provided by Lecturers and Tutors.

Assessment: Test, Six (6) Post-Class Quizzes, 15%. Test, Five (5) In-Class Quizzes/Tests, 25%. Assignment, PBL Activity, 20%. Project, Project (Plan, Report and Presentation) , 40%.

NIT1101 Web Development and CMS

Locations: Footscray Park, VU Sydney.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on

this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit provides an introduction to coding web sites and the use of Content Management Systems (CMS) in the provision of web sites. Coding of sites involves Hyper Text Markup Language (HTML) and Cascading Style Sheets (CSS). CMS involves design, creation and management of web sites using specialist CMS tools. The unit is delivered using guided problem-solving. Lectures, workshops and laboratories will support the problem-based approach with the use of scaffolding. Contents include: HTML and CSS for coding web sites; use of a CMS to design, set up, deploy and maintain web sites.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Develop web sites using HTML coding; 2. Apply CSS to web sites for formatting and presentation of content; 3. Apply a CMS in the design, development and deployment of a web site; and 4. Apply Web design principles in the effective design of Web sites.

Class Contact: PC Lab 2.0 hrs Workshop 2.0 hrs

Required Reading: Minnick, J. (2016) 8th Ed. Web Design with HTML & CSS3: Complete Cengage Learning

Assessment: Test, Test 1 (30 minutes), 10%. Laboratory Work, Assessable Lab 1 (1.5 hours), 30%. Laboratory Work, Assessable Lab 2 (1.5 hours), 30%. Test, Test 2 (1.5 hours), 30%.

NIT1102 Introduction to Programming

Locations: Footscray Park, VU Sydney.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit introduces students to modern computer programming language, problem solving and algorithm development. Students will be exposed to multiple design strategies, including top-down design and recursive design with functions, object-based programming, and object-oriented design. Content includes: Data Types and Expressions, Control Statements, Strings and Text Files, Design with Functions, Design with Classes, Graphical User Interfaces, Simple Graphics and Image Processing.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate skills in using a programming language; 2. Apply suitable design strategies to develop a solution; 3. Develop algorithms using basic programming language; and 4. Apply basic object-oriented software principles in problem solving.

Class Contact: PC Lab 2.0 hrs Workshop 2.0 hrs

Required Reading: Kenneth A. Lambert (2012) 1st ed. Fundamentals of Python: First Programs Cengage Learning

Assessment: Laboratory Work, Weekly Practical tasks, 30%. Test, Two (2) Tests (20% each), 40%. Test, Final Practical Test (2 hours), 30%.

NIT1103 Communication and Information Management

Locations: Footscray Park, VU Sydney.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit aims to develop a set of skills associated with oral, written, technical and online communication. Students locate and assembling reliable sources of information for collation and presentation. Information is stored and managed electronically for effective storage and communication. Content includes an overview of the Internet, characteristics and functions of browsers, resources on the Internet, using search engines effectively, and application of IT technology to information gathering, storage and reporting. The unit also addresses formal and academic written communication.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Conduct basic research and locate relevant Web-based and other resources; 2. Assess and evaluate resources and make judgements and decisions on their reliability and validity; 3. Access, collate and synthesise information from a variety of sources; 4. Plan and apply a variety of approaches to design and present researched information to given problem; and 5. Collaborate with others using effective interpersonal skills to design and develop online material, with responsibility for own output.

Class Contact: Lecture 2.0 hrs PC Lab 2.0 hrs Each PC lab session will be a mixture of tutorial and laboratory for 2 hours.

Required Reading: Material provided (referred to) in unit.

Assessment: Test, Test 1 (40 minutes in-class Knowledge Test), 25%. Test, Test 2 (40 minutes in-class Knowledge Test), 25%. Laboratory Work, Assessable Laboratory (2 hours): Apply information or communication concepts, 50%.

NIT1104 Computer Networks

Locations: Footscray Park, VU Sydney.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit provides an introduction to data communication fundamentals, network transmission technologies and network protocols. It introduces students to basic design and communicational issues related to local area networks, wide area networks and the Internet. Content includes: History and fundamentals of data communications and networks; standards; communication media types; data communications principles and protocols; network architectures and protocols, standard interfaces and transmission techniques; data integrity and security; Local Area Networks (LAN); data link control; IP Addressing and Subnetworking; Routing protocols like RIP; Switching technologies and Virtual LANs; Design and implementation of enterprise networks using industry standard equipment like CISCO routers and switches.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate an understanding of modern business and personal applications of data communication systems; 2. Apply various technologies to solving data communication and networking problems; 3. Design IP networks with proper subnetworks; 4. Design switching networks; and 5. Implement moderately complex networks with industry standard technologies like CISCO routers and switches.

Class Contact: Lecture 2.0 hrs PC Lab 2.0 hrs

Required Reading: Allan Johnson (2014) 3rd ed. 31 Days Before Your CCNA Routing and Switching Exam Cisco Press Indianapolis, Indiana 46240 USA Kurose, J. F. , Ross, K. W. (2012) 6th ed. Computer Networking Boston: Pearson Addison-Wesley

Assessment: Test, Test 1 (60 minutes in Lab Class), 25%. Test, Test 2 (60 minutes in Lab Class), 30%. Assignment, Final Assignment, 45%.

NIT1201 Introduction to Database Systems

Locations: Footscray Park, VU Sydney.
Prerequisites: Nil.
Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit introduces fundamental concepts and principles of database and explains its role and purpose in information system design and analysis. Students gain mastery of standard techniques to identify system requirements and design a simple database system. Content includes: systems concepts; role of the analyst; Systems Development Life Cycle (SDLC), process modelling, Entity-Relationship (ER) modelling; relational database design using ER and Extended ER modelling, SQL (Structured Query Language), normalisation; and database management systems (DBMS).
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Describe the benefits and functions of databases and their applications; 2. Design a database using key relational database model concepts; 3. Develop and apply ER and EER diagrams; 4. Implement a relational database with multiple tables using a relational DBMS; 5. Apply query languages and manage a database using SQL; and 6. Normalise relations in a relational database system.
Class Contact: Lecture 2.0 hrs PC Lab 2.0 hrs
Required Reading: Elmasri, R. and Navathe, S. (2014) Pearson New International Edition, 6th Ed. Fundamentals of Database Systems Pearson Education
Assessment: Assignment, Assignment, 30%. Test, Test (one hour), 20%. Examination, Final Written Examination (2 hours), 50%.

NIT1202 Operating Systems

Locations: Footscray Park, VU Sydney.
Prerequisites: Nil.
Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit introduces students to modern computer operating systems, their major components and roles. Students will be exposed to at least two popular operating systems including a mobile OS. Content includes: Operating System (OS) concepts, OS architectures; threads and processes; concurrency, daemons and services; memory management, devices and device drivers; file systems, security; basic scripting.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate an understanding of the basic OS architectures, functions and roles; 2. Cite the history and identify social impacts of different operating systems, including mobile OS; 3. Describe OS components for processes, devices, files and memory management; 4. Research and report information on operating system types; and 5. Understand the basis of Unix shell scripting.
Class Contact: PC Lab 2.0 hrs Workshop 2.0 hrs
Required Reading: McIver-McHoes A. & Flynn, I. (2014) 7th ed. Understanding Operating Systems Cengage Learning
Assessment: Test, Test 1, 25%. Test, Test 2, 25%. Assignment, Two (2) Assignments (25% each), 50%.

NIT1203 Introduction to Project Management

Locations: Footscray Park, VU Sydney.
Prerequisites: Nil.
Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit investigates aspects of professional practice and specific tasks that need to be undertaken in order to initiate and implement an IT project. Content includes many aspects of project management, definition of a project; characteristics of IT projects; project life cycle; project team; project management aspects; scope, time, cost, quality, human resource; communications, risk, procurement, and integration management; project planning and scheduling; Critical Path Method (CPM); project execution and monitoring; project closure; project management software.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Define a project, and identify the special characteristics of IT projects; 2. Describe the key elements of a project plan, including cost and time schedules; 3. Undertake project planning and documentation, considering all project requirements, constraints and risks; 4. Explain project execution activities, monitor and control project scope changes, risks, issues and the delivery of project team work activities; and 5. Monitor project closure, consider IT support plans and obtain final project sign-off.
Class Contact: Lecture 2.0 hrs Tutorial 2.0 hrs
Required Reading: Schwalbe, K. (2013) 7th Ed. Information Technology Project Management Thomson Course Technology
Assessment: Test, Two tests (30 minutes 10% each), 20%. Project, Group Project Implementation (2000 words), 30%. Examination, Final Exam (3 hours), 50%.

NIT1204 Web Application and Server Management

Locations: Footscray Park, VU Sydney.
Prerequisites: NIT1101 - Web Development and CMS
Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit instructs students in rapid development of web-based, interactive applications using an Integrated Development Environment (IDE). It then continues with addressing the set up and management of web servers that host such applications. The unit is delivered using Problem-based Learning (PBL). Lectures and laboratories will support the PBL approach with the use of scaffolding. Content includes: application of an IDE in web application design and development; use of controls in web page development; server-side scripting using object-oriented programming; web server set up, deployment and management using relevant technologies/tools.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Apply an IDE to design and develop web applications for real-world clients; 2. Use relevant markup/controls in developing web pages; 3. Apply object-oriented programming in the design and development of web applications; and 4. Apply concepts related to server management in managing a server in a real-world situation.
Class Contact: Lecture 2.0 hrs PC Lab 2.0 hrs
Required Reading: Joel Murach and Ray Harris (2014) 2nd ed. Murach's PHP and MySQL USA/Mike Murach & Associates, Inc.
Assessment: Assignment, Web development task, 25%. Assignment, Web development task, 25%. Examination, Final Examination (2 hours), 50%.

NSC1210 Skills for the Scientist

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. Skills for the Scientist will develop a set of fundamental skills that are required to navigate through all stages of the scientific process. The unit will explore the history and philosophy of science, leading to an understanding of the current approach to scientific thinking. Students will become familiar with accessing library resources, including popular science databases, and will learn the accepted referencing practices for the sciences. Methods will be taught for the management and interpretation of data, leading to the development of written and oral communication skills. Safe and ethical work practices in the laboratory and field will be discussed.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate an understanding of the principles of science and the hypothetic-deductive method; 2. Locate, synthesise and correctly cite/reference scientific literature; 3. Manage scientific data, perform basic data manipulations and produce scientifically acceptable written and graphic outputs; 4. Create scientific documents and oral presentations; and 5. Demonstrate and apply an understanding of ethical and occupational health and safety procedures and practices in the field and laboratory.

Class Contact: Workshop3.0 hrs

Required Reading: Lindsay, D.R. (2011) 1st Edition Scientific Writing = Thinking in Words Collingwood, Victoria, Australia, CSIRO Bower, G.S. (2012) 1st Edition Scientific Method: A Historical and Philosophical Introduction London, Routledge

Assessment: Assignment, Literature review, 30%. Report, Scientific report, 30%. Presentation, Group oral presentation, 40%.

RBF1150 Global Environmental Issues

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. Global Environmental Issues introduces students to some of the fundamental aspects of both historical and contemporary global environmental issues. Students will be required to explore a range of areas relating to sustainable growth and the connection between social justice and environmental issues within the context of ethical and moral frameworks. Seminars link the various topics and provide a platform for further discussion of the issues and strategies to assist students develop their written and oral communication skills.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Contextualise the underlying fundamental principles and terminology of sustainability and the environment; 2. Explain the interconnectedness between actions and lifestyles and their impact upon a range of environmental factors in developed and less-developed countries and local and global perspectives; 3. Articulate and debate a variety of environmental issues with a sense of self-confidence and tolerance toward others with differing points of view and different cultural perspectives; and 4. Question their own lifestyle in relation to various environmental issues.

Class Contact: Seminar3.0 hrs

Required Reading: Miller, G. T. & Spoolman, S., (2018) 19th ed. Living in the environment Cengage

Assessment: Assignment, Persuasive Assignment (750 words), 20%. Test, 3 x Quizzes, 10% each during seminars, 30%. Project, Debate (20 minutes), 30%. ICT (Wiki, Web sites), Blog (minimum of 3 blog entries, minimum of 150 words each), 20%.

RBF1310 Biology 1

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit provides students with knowledge and understanding of key concepts in biology for students specialising in biotechnology, ecology or science education and will be built upon in the subsequent unit, Biology 2. The lecture content will be supplemented by laboratory practicum. Students will develop scientific literacy, practical and writing skills in a student centred learning environment with a focus on ecology, microbiology, plant structure and function, animal physiology, and evolution.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Gather and interpret data in a laboratory setting, using microscopy and other techniques, in relation to given and/or unpredictable problems; 2. Analyse the scientific literature and report on a specific topic in biology, expressing ideas and perspectives as an individual and as a member of a group; 3. Identify the structure of the main plant tissues and describe how the structure relates to the function including the main metabolic pathways; 4. Examine the processes involved in the operations of major biological systems, including digestion, gas exchange, muscle contraction and neural control; 5. Apply knowledge of population and community ecology and environmental variation to predict the structure and functioning of ecosystems.

Class Contact: Lab3.0 hrsLecture3.0 hrsFifty-one (51) hours per unit comprising of three (3) hours of lectures for eleven (11) sessions and six (6) three (3) hour laboratory sessions.

Required Reading: Solomon, E., Martin, C, Martin D., & Berg, L., (2015) 10th ed. Biology Cengage Learning

Assessment: ICT (Wiki, Web sites), Group Wiki (3000 words) and a 12 minute oral presentation - groups of 4 students per topic., 30%. Laboratory Work, Complete six (6) Practical Worksheets, 40%. Test, Three (3) Online Quizzes, 30%.

RBF1320 Biology 2

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit provides students with knowledge and understanding of key concepts in biology for students specialising in biotechnology, ecology or science education. The lecture content will be supplemented by laboratory practicum. Students will develop scientific literacy, practical, teamwork;and writing skills in a student centred learning environment with a focus on macromolecules, cells and organelles, bioenergetics, and genetics.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Communicate scientific results, information, or arguments using a range of modes (written, oral, visual) either as an individual or in a group; 2. Work effectively, ethically, and safely in an individual or team context in a laboratory setting; 3. Describe the key role of macromolecules and organelles in cell structure and function including growth, metabolism and energy production; 4. Describe the relationship between heredity, transmission of heredity and phenotypic variation; 5. Demonstrate practical skills and apply quantitative data to solve problems in biology.
Class Contact: Lab 3.0 hrs Lecture 3.0 hrs Fifty-one (51) hours per unit comprising of three (3) hours of lectures for eleven (11) sessions and six (6) three (3) hour laboratory sessions.
Required Reading: Solomon, E., Berg, L., & Martin, D. W., (2015) 10th ed. Biology Cengage Learning, Canada.
Assessment: ICT (Wiki, Web sites), Group Wiki (3000 words) and 12 minute presentation - groups of 4 students per topic., 30%. Laboratory Work, Completion of six (6) Practical Worksheets, 40%. Test, Three (3) Online Quizzes, 30%.

RBM1100 Functional Anatomy of the Trunk

Locations: St Albans.
Prerequisites: Nil.
Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit of study introduces students to functional anatomy. After a brief introduction to anatomical principles, embryological origins, terminology, bones, joints, muscles, vessels and nerves; students learn gross, histological and some surface anatomy of the thorax, abdomen and pelvis. The following regions are studied in detail: thoracic cage, pleura and lungs, heart, mediastinal structures, abdominal wall, pelvic girdle, gastrointestinal organs, urinary organs and reproductive organs. The relevance of anatomy to medicine is highlighted via common clinical scenarios. Practical classes involve exposure to bones, models and human cadaver dissected/prosected specimens.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate anatomical literacy and relate structures to basic anatomical principles; 2. Identify the bones and bony markings of the thorax, abdomen, pelvis and perineum; 3. Explain movements of the joints and muscles of the thorax, abdomen, pelvis and perineum; 4. Appraise the role of the arteries, veins and lymphatics of the thorax, abdomen, pelvis and perineum; 5. Examine and integrate the visceral and somatic nerve supply of the thorax, abdomen, pelvis and perineum; 6. Outline the gross and histological structure of the viscera of the thorax, abdomen, pelvis and perineum; 7. Demonstrate observational and descriptive skills in relation to histological slides, anatomical models, and human cadaver specimens.
Class Contact: Lab 2.0 hrs Workshop 3.0 hrs Total of 55 hours, consisting of 2 hour Lab (Anatomy) and 3 hour Workshops for 3 days per week, over 4 weeks.
Required Reading: Richard L Drake, A. Wayne Vogl, Adam W.M. Mitchell (2015) 3rd ed. Gray's Anatomy for Students Churchill Livingstone Elsevier, USA
Assessment: Exercise, Online Pre-class Quizzes, 10%. Workshop, Anatomical Oral Presentations (5 minutes each), 20%. Test, Two (2) Multiple Choice Tests (20% each, 30 minutes each), 40%. Laboratory Work, Practical Test (1.5 hours), 30%.

RBM1103 Bioscience 1: Body Structure & Function

Locations: St Albans.
Prerequisites: Nil.
Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. In this unit, human anatomy and physiology will be introduced and placed in context with nursing in an integrated fashion. The unit provides an overview of the organisation of the human body. Basic concepts in chemistry and biochemistry are presented as essential background for understanding pharmacology and the structure and function of cells and tissues. Students are introduced to microbiology and the importance of infection control. Students will study the structure and function of the musculoskeletal, nervous and endocrine systems.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Use appropriate anatomical terminology; 2. Describe basic principles of chemistry and biochemistry; 3. Describe the structure of the cell and state cell function; 4. Describe the location, structure and function of epithelial and connective tissues; 5. Describe the structure, function and importance of the integumentary system; 6. Describe the fundamentals of microbiology and the importance of infection control; 7. Describe the basic anatomy of the central and peripheral nervous systems; 8. Explain the basic principles of neurophysiology; 9. Describe the structure and function of various bones, joints, and muscles; 10. Describe how physiological homeostasis is maintained; and 11. Describe the structure and function of the neuro-endocrine system.
Class Contact: Lab 2.0 hrs Workshop 3.0 hrs Total of 60 hours over 4 weeks, 52 hours of which are face-to-face, consisting of: Science Lab - 2 hours each day for 10 days (sessions 1-10); Tutorial Room - 3 hour Workshop each day for 11 days (sessions 1 - 11).
Required Reading: Marieb, E.N., & Hoehn, K. (2010) 8th Human anatomy and physiology Pearson Benjamin Cummings: California, USA.
Assessment: Test, Two (2) tests (30 minutes each), 20%. Examination, Practical examination (1 hour), 30%. Examination, Written examination (2 hours), 50%.

RBM1174 Human Physiology

Locations: Footscray Park.
Prerequisites: Nil.
Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. The general aim of the unit is to give students an understanding of basic concepts in human physiology. The unit will comprise a description of basic cell structures and functions for generalised and specialised cells; outline co-ordinated body functions with specific applications to the cardiovascular, respiratory, musculo-skeletal, neural, alimentary and renal systems. In addition, basic concepts in organic metabolism and energy balance will be considered.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Describe and relate the structure and function of the cardiovascular system, urinary system, respiratory system, gastrointestinal system, musculoskeletal and neuroendocrine system to normal physiological processes; 2. Apply the occupational health and safety, environmental, social and cultural responsibilities and regulations while working in a laboratory environment; 3. Develop skills in common experimental techniques, observation, recording of data and critical analysis that enables them to solve scientific problems; and 4. Communicate effectively

while collaborating with peers and staff and work independently in a laboratory environment.
Class Contact: Lab 2.0 hrs Workshop 3.0 hrs Total of 45 hours, consisting of 3 hours of Workshop daily and 2 hours of Lab twice per week, over 4 weeks.
Required Reading: Marieb, E.N., & Hoehn, K.N., (2015) 10th ed. Human Anatomy & Physiology Pearson.
Assessment: Exercise, Guided-inquiry worksheets x 3 (250 words), 10%. Laboratory Work, Laboratory Reports x 2 (750 words each), 30%. Test, Three (3) Topic Tests, 60%. Students are required to obtain a cumulative mark of 50% for this unit. 80% attendance is required for the practicum component (hurdle requirement).

RBM1200 Functional Anatomy of the Limbs

Locations: St Albans.
Prerequisites: Nil.
Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. Students study gross anatomy of the upper and lower limbs. The following regions are studied in detail: pelvic girdle, gluteal region, hip, thigh, knee, leg, ankle and foot; pectoral girdle, shoulder, arm, elbow, forearm, wrist and hand. The relevance of functional anatomy to health, healing and injury will be highlighted.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Locate and illustrate the gross structure of the upper and lower limb; 2. Articulate the anatomical make-up and movement of major joints in the lower limb such as the hip, knee and ankle and upper limb such as the shoulder, elbow and wrist; 3. Examine and explain the structure and composition of bones that make up the pelvic and shoulder girdles; 4. Compare and contrast the muscles, blood supply, venous drainage and innervation of the gluteal region, thigh, leg, foot, shoulder region, arm, forearm and hand; 5. Synthesise and apply theoretical anatomical concepts from a range of sources (and/or in a range of situations).
Class Contact: Lab 2.0 hrs Workshop 3.0 hrs Total of 55 hours, consisting of 2 hour Lab (Anatomy) and 3 hour Workshops for 3 days per week, over 4 weeks.
Required Reading: Richard L Drake, A. Wayne Vogl, Adam W.M. Mitchell (2015) 3rd ed. Gray's Anatomy for Students Churchill Livingstone Elsevier, USA
Assessment: Exercise, Online Pre-class Quizzes, 10%. Workshop, Anatomical Oral Presentations (5 minutes each), 20%. Test, Two (2) Multiple Choice Tests (20% each, 30 minutes each), 40%. Laboratory Work, Practical Test (1.5 hours), 30%.

RBM1202 Bioscience 2: Body Structure & Function

Locations: St Albans.
Prerequisites: RBM1103 - Bioscience 1: Body Structure & Function
Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. The aim of this unit is to build upon the anatomy and physiology introduced in RBM1103 Bioscience 1: Body Structure and Function. The structure and function of the cardiovascular, respiratory, urinary, gastrointestinal, immune, and reproductive systems will be covered. The neuro-endocrine regulation of these systems will be presented to provide an understanding of how homeostatic mechanisms regulate variables such as blood pressure, blood gas status, acid-base balance, and fluid and electrolyte balance. Students will be introduced to basic concepts of inheritance, nutrition, and metabolism.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Describe the composition of blood and state the various functions of blood; 2. Describe the structure and function of the immune and lymphatic system; 3. Describe the structure and function of the cardiovascular system; 4. Explain how the cardiovascular system maintains homeostasis of blood pressure and blood flow; 5. Describe the structure and function of the respiratory system including the mechanics of breathing; 6. Explain how the respiratory system maintains homeostasis of blood gases and pH; 7. Describe the structure and function of the renal system; 8. Describe the structure and function of the gastrointestinal system; 9. Describe the structure and the function of the male and female reproductive systems; and 10. Explain the basic principles of human genetics; describe basic metabolism and nutrition.
Class Contact: Lab 2.0 hrs Workshop 3.0 hrs Total of 60 hours over 4 weeks, 52 hours of which are face-to-face, consisting of: Science Lab - 2 hours each day for 10 days (sessions 1-10); Tutorial Room - 3 hour workshop each day for 11 days (sessions 1-11).
Required Reading: Marieb, E.N. & Hoehn, K. (2010). 8th Human anatomy and physiology Pearson Benjamin Cummings: California, USA.
Assessment: Test, Two (2) Tests (30 minutes each), 20%. Examination, Practical Examination (1 hour), 30%. Examination, Written Examination (2 hours), 50%.

RBM1518 Human Physiology 1

Locations: Footscray Park, St Albans.
Prerequisites: Nil.
Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. The unit introduces students to the organisation and function of the human body. Characteristics of the major tissues and organs are covered, including the integumentary, musculoskeletal, nervous, endocrine and reproductive systems. Basic genetics is also covered. The importance of homeostasis and the role of the neuro-endocrine system in maintaining equilibrium within the body are emphasized as ongoing concepts.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to: 1. Describe the fundamental structure, functions and interactions of the musculoskeletal, nervous, endocrine, integumentary reproductive systems in the human body; 2. Explain how the body systems act and interact to maintain a constant internal environment (homeostasis); 3. Demonstrate requisite skills in experimental techniques, recording and critical analysis of data and report writing.
Class Contact: Lab 2.0 hrs PC Lab 1.0 hr Workshop 3.0 hrs Total of 55 hours, consisting of 3 hours of workshop and 2 hours of Lab per day, including 1 hour of PC lab (1 day per week), over 4 weeks.
Required Reading: Marieb, e.N., & Hoehn, K.N. (2015) 10th ed. Human Anatomy & Physiology Pearson
Assessment: Exercise, Guided-inquiry Worksheets x 3 (250 words), 10%. Laboratory Work, Lab Reports x 2 (750 words each), 30%. Test, Three (3) Topic Tests (60 minutes each), 60%.

RBM1528 Human Physiology 2

Locations: Footscray Park, St Albans.
Prerequisites: RBM1518 - Human Physiology 1
Description: If you're studying this unit in Melbourne, it's delivered in our First Year

Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit continues the study of the structure and functions of the body, using homeostatic regulation of the internal environment as the ongoing theme. The cardiovascular, respiratory, urinary, and gastrointestinal systems are placed in context with their overall regulation and co-ordination via the neuro-endocrine system. This provides an understanding of how homeostatic mechanisms regulate variables such as blood pressure, blood gas status, acid-base balance, fluid and electrolyte balance and blood glucose. Genetic inheritance is also introduced. The completion of both RBM1518 Human Physiology 1 and 2 will provide a solid foundation for advanced study in physiology.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Describe and relate the structure and function of the cardiovascular, urinary, respiratory and gastrointestinal systems and the role of genetics to normal physiological processes; 2. Describe how the cardiovascular, urinary, respiratory and gastrointestinal systems act and interact to maintain homeostasis; 3. Develop and demonstrate basic skills in experimental techniques, recording and critical analysis of data and report writing.

Class Contact: Lab 2.0 hrs PC Lab 1.0 hr Workshop 3.0 hrs Total of 55 hours, consisting of 3 hours of Workshop and 2 hours of Lab per day, including 1 hour of PC Lab (1 day per week) over 4 weeks.

Required Reading: Marieb, E.N. & Hoehn, K.N. (2015) 10th ed. Human Anatomy & Physiology USA, Pearson.

Assessment: Exercise, Guided-inquiry Worksheets x 3 (250 words each), 10%. Laboratory Work, Lab reports x 2 (750 words each), 30%. Test, Tests x 3 (60 minutes each), 60%.

RBM1820 Nutrition, Society and Communication

Locations: Footscray Nicholson, Footscray Park, St Albans.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. Students will be introduced to common cultural dietary practices; the effect of cultural, religious and socioeconomic influences on food choice and dietary habits; media and communication tools, and ethical considerations; strategies and attributes of nutrition health campaigns; and the potential impact of such campaigns.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate academic and professional written and oral skills to a standard consistent with skills of nutrition and food professionals; 2. Demonstrate competency in the retrieval of information from libraries and library databases; 3. Discuss the influence of culture and religion on nutrition; and 4. Discuss strategies used in common nutrition health campaigns including their potential impact as well as food and ethical considerations.

Class Contact: Workshop 3.0 hrs Total of 33 hours over 4 weeks, consisting of 3 hour Workshops, for Sessions 1 - 11. Demonstration sessions will be conducted at sessions 2 and 7 by a Certified Chef.

Required Reading: Links to relevant documents and resources will be available for students.

Assessment: Presentation, Group presentation (5 minutes per student), 20%. Assignment, Written assignment (1000 words), 40%. Examination, Final Examination (2 hours), 40%.

RCS1601 Chemistry 1A

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. Chemistry 1A provides studies in fundamental chemical principles and alongside Chemistry 1B, serves as a foundation for further studies in chemistry and other sciences. Content is delivered via a blended learning modle including online activities, instructor-led class discussions and theory put into practice with complementary laboratory exercises. Study topics compirise: units and measurements; classification and properties of matter; atomic structure; ionic and organic compounds; solutions; chemical equations; reactions and stoichiometry. For students interested in teaching chemistry taking the four unit sequence Chemistry 1A, Chemistry 1B, Analytical Methods 1 and Organic Synthesis adequately prepares students to deliver units 1, 2, 3 and 4 of the VCE chemistry curriculum.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Contextualise the underlying fundamental principles on which the chemistry discipline is based so as to build a foundation of knowledge from which to pursue further studies in chemistry and related roles; 2. tableApply the fundamental principles and skills of chemistry to their chosen discipline; 3. Solve structured predictable problems relating to the chemical nature of matter and its measurement; 4. Apply analytical methodology in collaborative settings including assessing the quality of the results and reporting and discussing the results so as to build professional capabilities in the experimental aspects of chemistry and chemistry communication; 5. Work effectively, ethically and safely in an individual or team context in a laboratory setting.

Class Contact: Lab 2.0 hrs Seminar 5.0 hrs Workshop 3.0 hrs Total of 55 hours (11 days at 5 hours per day) over 4 weeks, consisting of 3 hours of classroom workshops and 2 hours of laboratory for 7 days (days 2, 3, 5, 6, 8, 9, 10) and 5 hours of classroom workshops for 3 days (days 1, 4, 7). The final day (day 11) will consist of 5 hours of group presentations and discussion. For laboratory days the sequence workshop-laboratory-workshop is used.

Required Reading: Seager, S.L., Slabaugh, M.R. and Hansen, M.S., (2018) 9th ed. Chemistry for Today: General, Organic and Biochemistry Cengage Learning, Boston, MA, USA

Assessment: Presentation, Oral, poster or other, 15%. Laboratory Work, Reports and practical skills, 40%. Test, Three (3) Multiple choice tests (15% each), 45%.

RCS1602 Chemistry 1B

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. Chemistry 1B continues on from Chemistry 1A and provides further studies in fundamental chemical principles to give students a solid chemical foundation for further studies in chemistry and other sciences. Content is delivered via a blended learning model including online activities and content, instructor-led class discussions and theory put into practice with complementary

laboratory exercises. Study topics comprise: matter including organic, biological, coordination, radioactive and acidic and basic compounds; reactions including energy, rates and equilibrium; including titrimetric, pH and light absorption. For students interested in teaching chemistry taking the four unit sequence Chemistry 1A, Chemistry 1B, Analytical Methods 1 and Organic Synthesis adequately prepares students to deliver units 1, 2, 3 and 4 of the VCE chemistry curriculum.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Contextualise the underlying fundamental principles on which the chemistry discipline is based so as to build a foundation of knowledge from which to pursue further studies in chemistry and related sciences roles; 2. Apply the fundamental principles and skills of chemistry to their chosen discipline; 3. Solve structured predictable problems relating to the chemical nature of matter and its measurement; 4. Apply analytical methodology in collaborative settings to analyse various chemical samples including assessing the quality of the results and reporting and discussing the results so as to build professional capabilities in the experimental aspects of chemistry and chemistry communication; 5. Work effectively, ethically and safely in an individual or team context in a laboratory setting.

Class Contact: Lab 2.0 hrs Seminar 5.0 hrs Workshop 3.0 hrs Total of 55 hours (11 days at 5 hours per day) over 4 weeks, consisting of 3 hours of classroom workshops and 2 hours of laboratory for 7 days (days 2, 3, 5, 6, 8, 9, 10) and 5 hours of classroom workshops for 3 days (days 1, 4, 7). The final day (day 11) will consist of 5 hours of group presentations and discussion. For laboratory days the sequence workshop-laboratory-workshop is used.

Required Reading: Seager, S.L., Slabaugh, M.R. and Hansen, M.S., (2018) 9th ed. Chemistry for Today: General, Organic and Biochemistry Cengage Learning, Boston, MA, USA

Assessment: Laboratory Work, Reports and practical skills, 40%. Test, Three (3) Multiple Choice (15% each), 45%. Presentation, Oral, poster or other, 15%.

SCL1002 Exercise Physiology

Locations: Footscray Park.

Prerequisites: RBM1174 - Human Physiology

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. 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 determine 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. Examine the chronic physiological responses to exercise training; 4. Apply practical skills required in exercise physiology laboratory work and research; and, 5. Design exercise based on results of physiological tests.

Class Contact: Lab 2.0 hrs Lecture 1.0 hr

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

Assessment: Test, Short Answer Test, 20%. Laboratory Work, Practical Assessment, 20%. Report, Exercise Prescription, 20%. Test, Final Test, 40%. Hurdle 1: To gain an overall pass in this unit students must attend and complete 80% of laboratory sessions. Hurdle 2: Successful completion of the practical assessment test. To demonstrate practical skills required for professional registration with Exercise and Sport Science Australia (ESSA), students must attend practical classes and demonstrate competence on the practical assessment.

SCL1003 Exercise and Sport Psychology

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. Sport and exercise professionals are increasingly recognising the importance of sport and exercise psychology in their work in an exercise/sport setting. This unit aims to help sport and exercise professionals understand the psychological factors that influence participation and performance in sport and exercise, 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 sport and exercise participants. Furthermore, this unit will encourage sport and exercise professionals to focus on their own self-awareness and professional growth.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Examine the discipline of sport and exercise psychology and advocate its importance for sport and exercise participation and performance; 2. Apply sport and exercise psychology knowledge to the investigation and solution of problems; 3. Working collaboratively locate and apply appropriate psychological interventions to enhance participation, performance, growth and wellbeing; and, 4. Apply communication techniques that are appropriate to a range of contexts relevant to sport and exercise psychology and demonstrate written and oral communication skills;

Class Contact: Seminar 3.0 hrs

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

Assessment: Project, Locate a topical problem, 15%. Project, Preparation of a summary statement (300 words), 25%. Presentation, Peer review of presentations, 15%. Presentation, Peer review of group member contributions, 10%. Presentation, Group presentation, 35%.

SPE1002 Inclusion and Diversity in Physical Activity

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. This unit introduces students to the concepts of diversity and inclusive practices within the field of physical education, physical activity and

sport. It will require students to examine barriers and enablers for diverse populations 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. Examine issues relating to diversity and inclusion in physical education, sport and physical activity; 2. Review and design inclusive practices to Physical education, sport and physical activity; 3. Evaluate the benefits and challenges of promoting inclusion and diversity in a physical education, sport and physical activity settings; and 4. Demonstrate ability to collaborate with a diverse range of people in a variety of settings.

Class Contact: Workshop3.0 hrs

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

Assessment: Case Study, Case study, 15%. Workshop, Preparation for practical session, 20%. Practicum, Group session delivery, 30%. Presentation, Group Presentation - Reflection of the practical experience, 35%.

SPE1105 Aquatic and Athletic Movement Activities

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. 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: Lab2.0 hrsLecture1.0 hr

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

Assessment: Report, Industry observation, 15%. Test, Online quiz, 15%. Test, Practical skills test part 1 Swimming proficiency; part 2 Athletics proficiency, 40%. Presentation, Lesson plans and justification, 30%. Hurdle: To gain an overall pass in this unit students must pass the practical Skills Test.

SSM1101 Introduction to Sport and Active Recreation

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. 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: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. This unit 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.

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. Apply 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 and contrast 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: Seminar2.5 hrs

Required Reading: Selected readings will be made available via the unit VU Collaborate site.
Assessment: Exercise, Individual Report, 30%. Test, Key concepts quiz - 3 progressive assessments, 30%. Project, Tutorial group presentation, 40%.

SSM1103 Management Principles for Sport and Active Recreation

Locations: Footscray Park.
Prerequisites: Nil.
Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. 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: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. 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 hr
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%.

SSM1201 Marketing for Sport and Active Recreation

Locations: Footscray Park.
Prerequisites: Nil.
Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. 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 hrField 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: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. 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. Assess the features and functions of financial statements in the management of sport and active recreation organisations; 2. Diagnose the financial health of government, community, non-profit, and commercial sport organisations through the interrogation of their financial statements; 3. Evaluate the roles and responsibilities of various financial managers/treasurers across government, community, non-profit, and commercial sport organisations; 4. Exhibit the ability to construct an operating budget for a sport organisation with special attention to break-even analysis and price modelling; and, 5. Analyse the principles underpinning economic impact statements, cost-benefit analyses, and feasibilities studies.

Class Contact: Lecture1.0 hrTutorial1.5 hrs

Required Reading: Stewart, R 2016, 2nd edition Sport Funding and Finance, London: Routledge

Assessment: Report, Case report - outline (week 3), 10%. Report, Case report - final paper (week 7), 30%. Test, 2 quizzes at 10% each, 20%. Report, Briefing paper and presentation, 40%.

SSM1203 Human Resources for Sport and Active Recreation

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. 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 hrs

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%.

SSM1205 Introduction to Adventure in Sport and Active Recreation

Locations: Footscray Park.

Prerequisites: Nil.

Description: If you're studying this unit in Melbourne, it's delivered in our First Year Model from semester 1, 2018. Instead of juggling four units at once, you'll focus on this one unit across a four-week period. Check back before the start of semester for updated unit information. 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.