

**COLLEGE OF  
EDUCATION  
HANDBOOK 2015**

# **DISCLAIMER**

The information contained in Victoria University's 2015 College of Education was current at 01 December 2014

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](http://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](http://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](http://www.vu.edu.au/courses/course-handbooks-and-guides)

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# HOW TO USE THIS HANDBOOK

Victoria University's 2015 College of Education 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 2015.

The definition of fields used in course tables throughout this handbook include:

Credit Point – the number of credit points a unit contributes towards the total points needed to complete a course.

## PLEASE NOTE

This handbook provides a guide to courses available within Victoria University's College of Education in 2015.

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](http://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 unforeseen circumstances, such as insufficient enrolments or changes in teaching personnel. The fact that details of a course are included in this handbook can in no way be taken as creating an obligation on the part of the University to teach it in any given year or in the manner described. The University reserves the right to discontinue or vary courses at any time without notice.

## OTHER INFORMATION

Information about course fees, articulation and credit transfer, recognition of prior learning, admission and enrolment procedures, examinations, and services available to students can be accessed on the University's website or by contacting the University directly.

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# College of Education

Below are details of courses offered by the College of Education in 2015.

This information is also available online on the University's searchable courses database at [www.vu.edu.au/courses](http://www.vu.edu.au/courses)

NOTE: Courses available to international students are marked with the (I) symbol.

## COURSE IN FIRST AID MANAGEMENT OF ANAPHYLAXIS

**Course Code:**22099VIC

**Campus:**Werribee, Footscray Nicholson, Industry, City King St, Melton, Footscray Park, City Queen, Sunshine, City Flinders, St Albans.

**About this course:**Participants in this course will learn to assist a person suffering an anaphylactic reaction, until the arrival of medical assistance.

**Admission Requirements Other:**NA

### COURSE STRUCTURE

Students must complete the following two (2) units

VU20296	PROVIDE FIRST AID MANAGEMENT OF SEVERE ALLERGIC REACTIONS AND ANAPHYLAXIS	2
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VU20297	DEVELOP RISK MINIMISATION AND MANAGEMENT STRATEGIES FOR ALLERGIC REACTION AND ANAPHYLAXIS	2
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## BACHELOR OF EDUCATION (EARLY CHILDHOOD/PRIMARY)

**Course Code:**ABEC

**Campus:**St Albans.

**About this course:**Teaching and Learning in the Bachelor of Education (Early Childhood/Primary) The College of Education offers the 4 year Bachelor of Education (Early Childhood/Primary) degree at the St Albans Campus. Pre-service teachers will prepare to teach in both primary and Early Childhood (EC) services. Pre-service teachers undertake core education units that cover all the strands and domains of the AusVELS requirements and those of the National Early Years Learning Framework. Partnerships provide the authentic context for pre-service teachers, their school/EC service mentors and teacher educators to collaboratively understand and enhance teaching competence. The practical experiences of pre-service teachers in partnerships are also the basis of their critical reflection and theorising of practice which leads to sustainable improvement and change for both pre-service teachers and educational institutions involved in partnerships. Practice-Theory The College of Education at Victoria University has an ongoing commitment to teacher education which connects practice and theory. The course is framed within an intention to project education as a 'practical social science'. Other similar concepts highlighted throughout the course are action research, reflective practice, teacher as researcher, social philosophy and practical theorising. Teaching in the course will require teacher educators to make explicit links between pre-service teachers' experiences in partnerships and the development of understanding in university tutorials and through the completion of assessment tasks. Practice-theory develops when pre-service teachers:

- Describe Practice - the practices of teaching and learning described with particular emphasis on recording how young people's learning is an outcome of teaching;
- Interpret Practice - the practices of teaching and learning understood through the application of appropriate educational theory;
- Theorise Practice - understanding used to generate explanations for practical teaching and learning experiences which become the basis for changed and improved practice;
- Change Practice - the trialling of new practice.

Thus, teaching in all stages in the course is developed so that pre-service teachers become researchers of their own practice. In all units, teacher educators, even when directly proposing curriculum methodology and teaching strategies, should locate their own classroom practice within a spirit of mutual respect, inquiry and research. The focus for such research is the connection between teaching and learning.

**Course Objectives:**Graduates of this course will be able to integrate theoretical and practical knowledge that includes:

- the diversity of human growth and development, the likely impact of culture, family, genetic inheritance and life experiences on children's learning and development;
- young children as capable, confident citizens with rights and responsibilities;
- the changing nature of society (technological, economic, environmental and cultural) and its implications for education, with particular emphasis on the global knowledge economy and society;
- social justice and democratic participation in education through partnership-based teacher education;
- children's rights and an ethics of care.

Graduates of this course will have:

- cognitive skills to review, critically, analyse, consolidate and synthesise knowledge relating to learning and teaching in early childhood and primary school contexts;
- cognitive and practical skills to demonstrate a broad understanding of knowledge with depth in regards to responsive curriculum, effective teaching, organisation of learning spaces; and of current and innovative teaching and learning strategies to engage young children in both children's services and primary schools; skills necessary to be reflective and reflexive practitioners, to think critically, understand the ethical dimensions of practice and to teach children in diverse contexts;
- communication skills to present a clear, coherent and independent exposition of knowledge and ideas in relation to reciprocal, respectful and responsive partnerships with children, families, colleagues and the wider community, to maximise the learning potential of each child.

Graduates of this course will demonstrate the application of knowledge and skills by:

- being mindful, respectful and critical of the professional standards;
- critically applying theoretical and practical knowledge, skills and dispositions of learning and teaching in early childhood and primary schools settings;

- responding in ethical ways to diverse and changing learning and teaching contexts;
- acting on and in accordance with democratic principles;
- developing dialogic and reflective practice in order to become lifelong learners.

**Careers:**The course provides a community and school-based approach to teacher education with substantial opportunities for students to pursue studies and future employment in early childhood education and primary school education. Graduates will be qualified to teach in early childhood services and primary schools on successful completion of the course.

**Course Duration:**4 years

**Admission Requirements Year 12:**Units 3 and 4 - a study score for English as an Additional Language (EAL) 30 and any other English 25 AND completion of Units 1 and 2 - two units of general mathematics or mathematical methods (CAS).

**Admission Requirements International:**International students from non-English speaking countries are required to demonstrate a minimum IELTS of 7 overall (Speaking & Listening 7.5, Reading & Writing 6.5), or equivalent.

**Admission Requirements Mature Age:**Applicants who do not meet the normal admission requirements but who possess appropriate educational qualifications, work or life experiences which would enable them to successfully undertake the course, will be considered for admission.

## COURSE STRUCTURE

The course structure provides a community and school-based approach to teacher education with substantial opportunities for students to pursue studies in early childhood education and primary school education. The course comprises thirty-one units including compulsory studies in early childhood education and primary school education, curriculum and teaching in each year. Students also undertake practical experience: a minimum of 110 supervised placement days across the course, with a minimum of 45 days in primary schools. Major studies: Childhood development, Curriculum studies, Early childhood education, Early childhood studies, Education, Education studies, Teaching (pre-school), Teaching (primary).

### Year 1, Semester 1

ACX1001	KNOWING AND KNOWLEDGE A	12
AEB1171	HISTORY AND PHILOSOPHY OF EARLY CHILDHOOD EDUCATION	12
AEB1181	PLAY DEVELOPMENT AND LEARNING	12
AEB1306	MATHEMATICAL KNOWLEDGE FOR TEACHING 1	12

### Year 1, Semester 2

AEB1261	LANGUAGE AND LITERACY IN EARLY CHILDHOOD	12
AEB1262	MUSIC, MOVEMENT AND DRAMATIC ARTS	12
AEB1282	DEVELOPMENT STUDIES 1	12
AEB1307	MATHEMATICAL KNOWLEDGE FOR TEACHING 2	12

### Year 2, Semester 1

AEB2160	MATHEMATICS AND NUMERACY IN EARLY CHILDHOOD	12
AEB2164	HEALTH, PE AND MOTOR DEVELOPMENT	12
AEB2266	PRACTICE AND PARTNERSHIP (ECE 0-2)	12

PLUS ONE General Studies Elective selected from list below

### Year 2, Semester 2

AEB2163	VISUAL AND CREATIVE ARTS	12
AEB2265	SCIENCE ENVIRONMENT AND SOCIETY	12
AEB2283	DEVELOPMENT STUDIES 2	12
AEB2301	RETHINKING AUSTRALIAN STUDIES	12

### Year 3, Semester 1

AEB3167	LANGUAGE AND LITERACY IN PRIMARY	12
AEB4169	MATHEMATICS AND NUMERACY IN PRIMARY	12
AEB3252	ORIENTATION TO PRIMARY SCHOOLS	12
AEB3285	INCLUSIVE PRACTICE IN EDUCATION	12

### Year 3, Semester 2

AEB3100	STUDENT DIVERSITY IN EARLY YEARS EDUCATION	12
AEB3172	MANAGEMENT, ADVOCACY AND LEADERSHIP	12
AEB3184	CURRICULUM THEORY	12
AEB3268	PRACTICE IN PARTNERSHIP 1 (ECE 3-6 YEARS)	12

### Year 4, Semester 1

AEB3173	CRITICAL CONTEMPORARY ISSUES IN EARLY CHILDHOOD	12
AEB3174	CHANGE AND SOCIAL JUSTICE IN EARLY CHILDHOOD	12
AEB4171	HUMANITIES IN PRIMARY	12
AEB4268	PRACTICE IN PARTNERSHIP 2 (ECE 0-6 YEARS)	12

### Year 4, Semester 2

AEB4210	PRACTICE IN PARTNERSHIP	24
AEB4212	JOINING THE TEACHING PROFESSION	12
AEB4251	UNDERSTANDING THE TEACHING PROFESSION	12
GENERAL STUDIES ELECTIVE		
AEB1103	LEARNING, TEACHING AND PRAXIS INQUIRY	12

\* This elective provides extra support for students who are identified as needing additional mathematical grounding

AEB2303	INTERNATIONAL TEACHING AND LEARNING CONTEXT	12
AEB2304	PEDAGOGICAL APPROACHES FOR DEVELOPING WELLBEING IN SCHOOLS	12
AEK1202	GLOBAL INDIGENOUS COMMUNITIES	12
AEK2201	LEARNING IN INDIGENOUS AUSTRALIAN COMMUNITIES	12
AEK2202	GLOBAL INDIGENOUS ISSUES	12
ACC1048	MEDIA, CULTURE AND SOCIETY	12
ACF1004	DRAWING AND PAINTING	12
ACM1010	INTRODUCTION TO WEB TECHNOLOGIES	12
ACM2006	ANIMATION	12
ACM2011	COMPUTER SUPPORTED LEARNING	12
ACO1008	MUSIC TECHNIQUES 1	12
ACO3003	MUSIC AND THE MIND	12
ACO2013	MUSICS OF THE WORLD	12
ACW1021	FASHIONING GENDER	12
ACX1002	KNOWING AND KNOWLEDGE B	12
ACY1002	PUBLIC SPEAKING AND COMMUNICATION	12
APP1015	ORGANISATIONAL SKILLS 1	12
ASA1024	APPLIED HUMAN RIGHTS	12
ASS2052	MEANING AND SOCIAL CONTEXT	12

## BACHELOR OF EDUCATION

**Course Code:** ABED

**Campus:** Footscray Park, St Albans.

**About this course:** The Bachelor of Education P-12 is a four-year, full-time teacher education course which may be studied in part-time mode. This course examines the continuum of education and provides students with sufficient background, skills, and knowledge to teach from Preparatory year (Foundation) through to Year 12. It also provides a community and school-based approach to teacher education, with substantial opportunities for preservice teachers to pursue a range of teaching methods. Throughout the course, preservice teachers work in primary and secondary settings to complete 80-120 days of supervised teaching practice. This partnership between schools and the university provides the context through which preservice teachers engage in a praxis inquiry model that links practice and theory. In Year 4 of the course, preservice teachers participate in an extended placement in either a primary or secondary school. In accordance with Department of Education and Early Childhood (DEECD) Policy preservice teachers are required to complete a *Working with Children Check* prior to being placed in a school. The Bachelor of Education P-

12 is offered with two different course structures and VTAC codes. Prospective students should note the different specified English admission requirements for both Footscray Park and St Albans campus sites. Those entering the first year of the Bachelor of Education P-12 *Enhanced Learning Program* (offered at St Albans) will enrol in a number of units that provide extended in-class support, with a particular focus to improve literacy and numeracy.

**Course Objectives:** The aims of the course are to:

- offer a four-year pre-service teacher education program for students from diverse educational backgrounds;
- graduate teachers who are competent to teach in both primary and secondary schools;
- graduate competent teachers who participate actively in the teaching, curriculum, administrative and community life of schools;
- graduate teachers with social commitment and critical understanding of the changing nature of society; and
- establish close partnership relations with schools and other community, industry and welfare institutions with similar educational commitments.

**Careers:** Graduates from the Bachelor of Education are qualified for registration to teach in primary and secondary school settings.

**Course Duration:** 4 years

**Admission Requirements Year 12:** Bachelor of Education - Footscray Park campus Units 3 and 4 - a study score for English as an Additional Language (EAL) 30 or any other English 25 AND successful completion of Units 1 and 2 - two units of general mathematics or mathematical methods (CAS). Bachelor of Education - St Albans campus - Enhanced Learning Program Units 3 and 4 - a study score for English as an Additional Language (EAL) 25 or any other English 20 AND successful completion of Units 1 and 2 - two units of general mathematics or mathematical methods (CAS).

**Admission Requirements International:** International students from non-English speaking countries are required to demonstrate a minimum IELTS of 7 overall (with no score below 6.5 in any of the four skills areas, and a score of no less than 7.5 in speaking and listening), on entry from the program.

**Admission Requirements Mature Age:** Applicants who do not meet the normal admission requirements but who possess appropriate educational qualifications, work or life experiences which would enable them to successfully undertake the course, will be considered for admission.

## COURSE STRUCTURE

To complete the Bachelor of Education students will be required to complete 384 credit points in total. Students are enrolled into one of two study options within Year 1:

- Bachelor of Education (Footscray Park campus) - designed for a student who is already confident in English and meets the minimum teacher registration standard (at least 25 in VCE English).
- Bachelor of Education (St Albans campus) - Enhanced Learning Program - designed to enable a student to reach teacher registration skills of at least 25 in VCE English by the end of the first year, through the provision of additional support in the areas of literacy and numeracy.

Bachelor of Education (Footscray Park campus) Students must complete:

- 228 credit points of Core studies;
- 24 credit points (equivalent to 2 units) consisting of either: 2 Pedagogical Content Knowledge (PCK) units or 1 PCK unit and 1 Education and Pedagogy Elective unit;
- 132 credit points (equivalent to 11 units) of Specialisation Studies and Education and Pedagogy Electives comprising either:

One major (6 units) and one sub-major (4 units) and 1 additional unit of Specialisation Study or an Education and Pedagogy elective unit; One major (6 units) and 5 units of Specialisation Studies and/or Education and Pedagogy electives; Two sub-majors (2 x 4 units) and 3 units of Specialisation Studies and/or Education and Pedagogy electives; One sub-major (4 units) and 7 units of Specialisation Studies and/or Education and Pedagogy electives (not advised except in exceptional circumstances as approved by coordinator). Bachelor of Education (St Albans campus) - Enhanced Learning Program Students must complete:

- 288 credit points of Core studies

This includes 24 credit points (2 units) History and 24 credit points (2 units) Sociology;

- 24 credit points (equivalent to 2 units) consisting of either: 2 Pedagogical Content Knowledge (PCK) units or 1 Pedagogical Content Knowledge (PCK) unit and one Education and Pedagogy Elective unit;
- 72 credit points (equivalent to 6 units) of additional Specialisation units and Education and Pedagogy Elective units comprising either:

One secondary major of choice (6 units); Two additional units of History to complete a major in Humanities (4 units of major already completed in year one) and 4 units of either a sub-major of choice or additional Specialisation units and/or Education and Pedagogy Elective units; Two additional units of Sociology to complete a major in SOSE (4 units of major already completed in year one) and 4 units of either a sub-major of choice or additional Specialisation units and/or Education and Pedagogy Elective units; One sub-major of choice (4 units) and two additional Specialisation units and/or Education and Pedagogy Elective units. Additional Notes

- Students also complete a minimum of 80 days supervised teaching practice (Project Partnerships & Learning in the Workplace);
- As part of the course all students complete a major in primary teacher education;
- Students undertaking PE Primary as a specialisation area must also complete an additional sub-major (4 units) and the related PCK unit in a different area of study;
- To be eligible to graduate students must complete a minimum of 4 units in a secondary Specialisation Study and the related secondary PCK unit;
- Students should be aiming to complete studies in 2 Specialisation Study areas together with the PCK units offered for those specialisations.

Year 1, Semester 1

Footscray Park

AEB1101 LEARNING IN A CHANGED WORLD 12

AEB1306 MATHEMATICAL KNOWLEDGE FOR TEACHING 1 12

24 credit points (2 units) of Specialisation Studies

St Albans - Enhanced Learning Program

AEB1101 LEARNING IN A CHANGED WORLD 12

ADE1000 MATHEMATICS FOR EDUCATION A 6

ADE1004 TRADITION AND MODERNITY A 12

ADE1002 RESEARCHING LITERACIES AND LEARNING A 6

Plus one of the following two units:

ADE1006 ANALYSE SOCIOLOGICAL UNDERSTANDINGS OF HUMAN RELATIONSHIPS 12

ADE1007 ANALYSE URBAN FORM AND CULTURE 12

Year 1, Semester 2

Footscray Park

AEB1210 UNDERSTANDING LEARNING 12

AEB1250 COMMUNICATION AND SOCIAL ACTION 12

AEB1307 MATHEMATICAL KNOWLEDGE FOR TEACHING 2 12

12 credit points (1 unit) of Specialisation Studies

St Albans - Enhanced Learning Program

ADE1001 MATHEMATICS FOR EDUCATION B 6

ADE1003 RESEARCHING LITERACIES AND LEARNING B 6

ADE1005 TRADITION AND MODERNITY B 12

AEB2301 RETHINKING AUSTRALIAN STUDIES 12

Plus one of the following two units:

ADE1008 ANALYSE THEORIES OF SELF 12

ADE1009 ANALYSE LITERARY TEXTS AND GENRES 12

\*\*On completion of 96 credit points of approved study, students who choose to exit this course may be eligible to receive the Diploma of Education Studies.\*\*

Year 2, Semester 1

Footscray Park

AEB2110 TEACHERS KNOWING STUDENTS 12

AEB2150 REASONING FOR PROBLEM SOLVING 12

24 credit points (2 units) of Specialisation Studies



St Albans - Enhanced Learning Program

AEB1210	UNDERSTANDING LEARNING	12
AEB1250	COMMUNICATION AND SOCIAL ACTION	12
AEB1307	MATHEMATICAL KNOWLEDGE FOR TEACHING 2	12

12 credit points (1 unit) of Specialisation Studies

Year 2, Semester 2

Footscray Park

AEB2210	MAKING THE CONDITIONS FOR LEARNING	12
AEB2302	SCIENCE, ENVIRONMENT AND SUSTAINABILITY	12

24 credit points (2 units) of Specialisation Studies (one of these may be replaced by an elective unit)

St Albans - Enhanced Learning Program

AEB2110	TEACHERS KNOWING STUDENTS	12
AEB2150	REASONING FOR PROBLEM SOLVING	12
AEB2210	MAKING THE CONDITIONS FOR LEARNING	12

12 credit points (1 unit) of Specialisation Studies

Year 3, Semester 1

Footscray Park

AEB3301	INQUIRY INTO ADOLESCENT TEACHING AND LEARNING	12
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Secondary PCK

24 credit points (2 units) of Specialisation Studies (one of these may be replaced by an elective unit)

St Albans - Enhanced Learning Program

AEB2302	SCIENCE, ENVIRONMENT AND SUSTAINABILITY	12
AEB3301	INQUIRY INTO ADOLESCENT TEACHING AND LEARNING	12

24 credit points (2 units) of Specialisation Studies

Year 3, Semester 2

Footscray Park

AEB3302	CRITICAL PRACTICES FOR TEACHERS IN SECONDARY SCHOOLS	12
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Secondary PCK unit or Education and Pedagogy elective unit

24 credit points (2 units) of Specialisation Studies (one of these may be replaced by an elective unit)

St Albans - Enhanced Learning Program

AEB3302	CRITICAL PRACTICES FOR TEACHERS IN SECONDARY SCHOOLS	12
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Secondary PCK unit

24 credit points (2 units) of Specialisation Studies

Year 4, Semester 1

Footscray Park

AEB4110	CHANGE AND SOCIAL JUSTICE	12
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AEB2250	HEALTHY ACTIVITY, COMMUNITY AND WELLBEING	12
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AEB2251	IMAGINATION, CREATIVITY AND DESIGN	12
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AEB2301	RETHINKING AUSTRALIAN STUDIES	12
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St Albans - Enhanced Learning Program

AEB4110	CHANGE AND SOCIAL JUSTICE	12
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AEB2250	HEALTHY ACTIVITY, COMMUNITY AND WELLBEING	12
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AEB2251	IMAGINATION, CREATIVITY AND DESIGN	12
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Secondary PCK unit or Education and Pedagogy elective unit

Year 4, Semester 2

All students

AEB4210	PRACTICE IN PARTNERSHIP	24
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AEB4250	PROFESSIONAL ORIENTATION	12
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AEB4211	JOINING THE PROFESSION	12
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EDUCATION AND PEDAGOGY ELECTIVE UNITS These units provide additional opportunities for students to deepen their discipline content knowledge for teaching in primary settings or to enrich their pedagogical knowledge for teaching diverse students in complex learning settings. Students may elect these units in Year 3 and in semester one of Year 4.

AEB1100	LITERACY AND LANGUAGE	12
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AEB2303	INTERNATIONAL TEACHING AND LEARNING CONTEXT	12
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AEB2304	PEDAGOGICAL APPROACHES FOR DEVELOPING WELLBEING IN SCHOOLS	12
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AEB3150	ENGAGEMENT AND PATHWAYS	12
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AEB3320	TEACHING STUDENTS WITH SPECIAL LEARNING NEEDS	12
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AEB3321	LEARNING IN A GLOBALISED WORLD	12
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AEB4301	CURRICULUM AND PEDAGOGY FOR THE 21ST CENTURY	12
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AEK3101	KNOWING INDIGENOUS AUSTRALIAN COMMUNITIES	12
AEX1099	STUDENT LEADERSHIP AND MENTORING	12
The following elective provides extra support for students who are identified as needing additional mathematical grounding:		
AEB1103	LEARNING, TEACHING AND PRAXIS INQUIRY	12
YEAR 3 SECONDARY PCK UNITS This set of secondary PCK units match the discipline specialisations for secondary teaching offered in the course. Students select two units for study to be prepared for teaching these curriculum domains for the middle years and secondary years. These two units will be counted as part of the set of PCK units taken by students in the course that must cover the seven curriculum disciplines required by VIT for graduates.		
AEB3303	ART PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS	12
AEB3304	DRAMA AND DANCE PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS	12
AEB3305	ENGLISH PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS	12
AEB3306	TESL PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS	12
AEB3307	HEALTH PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS	12
AEB3308	HUMANITIES PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS	12
*Please note: students undertaking humanities and/or business specialisations enrol in AEB3308		
AEB3309	INFORMATION AND COMMUNICATION TECHNOLOGIES PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS	12
AEB3310	LOTE PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS	12
AEB3311	MATHEMATICS PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS	12
AEB3312	MEDIA PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS	12
AEB3313	MUSIC PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS	12
AEB3314	OUTDOOR EDUCATION PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS	12
AEB3315	PHYSICAL EDUCATION PEDAGOGY AND PRACTICE FOR PRIMARY STUDENTS	12
AEB3316	PSYCHOLOGY PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS	12
AEB3318	LEARNER WELFARE AND WELLBEING	12
AEB3319	TECHNOLOGY AND VET PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS	12

AEB3332	SCIENCE PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS	12
ESPART	EDUCATION - ART	
ESPBUS	EDUCATION - BUSINESS STUDIES	
ESPENG	EDUCATION - ENGLISH	
ESPHEA	EDUCATION - HEALTH	
ESPHTE	EDUCATION - HOME ECONOMICS AND FOOD TECHNOLOGY	
ESPHUM	EDUCATION - HUMANITIES / SOSE	
ESPINF	EDUCATION - INFORMATION TECHNOLOGY	
ESPLOT	EDUCATION - LOTE (VIETNAMESE)	
ESPMAT	EDUCATION - MATHEMATICS	
ESPMED	EDUCATION - MEDIA STUDIES	
ESPMUS	EDUCATION - MUSIC	
ESPOUT	EDUCATION - OUTDOOR EDUCATION	
ESPPEP	EDUCATION - PHYSICAL EDUCATION FOR PRIMARY TEACHING	
ESPPER	EDUCATION - PERFORMANCE STUDES (DANCE AND DRAMA)	
ESPPSY	EDUCATION - PSYCHOLOGY	
ESPSCI	EDUCATION - SCIENCE	
ESPSTW	EDUCATION - STUDENT WELFARE	
ESPTES	EDUCATION - TESOL	

### **BACHELOR OF YOUTH WORK/BACHELOR OF SPORT AND RECREATION MANAGEMENT**

**Course Code:** ABYR

**Campus:** Footscray Park.

This course is for Continuing students only.

**About this course:** The aim of the course is to produce competent youth workers and recreation professionals who have practical management and leadership skills. Youth work helps young people learn about themselves, others and society, through informal educational activities which combine enjoyment, challenge and learning. Youth work seeks to promote young people's personal and social development and enable them to have a voice, influence and place in their communities and society as a whole. Commonly one of the key tools that is utilised in this work is recreation and adventure programs. The double degree therefore has an important synergy that mirrors community demand for professionals with this range of skills. This course is well placed to train professionals who wish to work with young people using the tools of recreation to assist young people to fulfil their potential. The course provides students with an understanding of working with young people in community recreation settings while also equipping them with a sound knowledge of the

structure and practices of the Australian sport and recreation industry. The course also seeks to graduate students who have a critical awareness of the benefits of recreation while working with disadvantaged communities, in particular young people.

**Course Objectives:** By completion of this course graduates will be able to:

- Critically review their understanding and appreciation of the nature, role and significance of recreation for young people in its differing social, political and economic contexts;
- Contextualise generic and specialist understandings of youth work and recreation and apply these understandings in empowering young people;
- Clearly and coherently articulate knowledge and skills for effective practice in recreation settings (eg. oral and written communication, self-reliance, teamwork, research);
- Demonstrate knowledge of the functions of sport and recreation managers in a range of recreation management roles that are suitable for application in a variety of sport and recreation service organisations (professional sport and recreation clubs, state and national sport and recreation agencies, leisure centres, stadiums and facilities, community service organisations, outdoor recreation service providers, all levels of government sport and recreation services, commercial sport and recreation services, and sports management consultancies);
- Develop knowledge and skills for working effectively with young people in community settings with a critical understanding of the social and political dimensions of disadvantage, in particular how it relates to young people;
- Coherently articulate knowledge and skills in recreational management in planning and implementing services to young people;
- Apply leadership knowledge and skills in recreation delivery and facilitation.

**Careers:** This course is well placed to train professionals to use the tools of recreation to assist young people to fulfil their potential. It produces graduates who are qualified to work in community organisations, local government and community recreation services. Graduates may also apply for entry to the Master of Teaching (Secondary).

**Course Duration:** 4 years

**Admission Requirements Year 12:** Units 3 and 4 & a study of study score of at least 25 in English (ESL) or 20 in any other English

**Admission Requirements International:** Completion of a secondary school qualification equivalent to Australia's year 12 or VCE qualification. IELTS minimum 6.0 (no band less than 6) or equivalent.

**Admission Requirements Mature Age:** Applicants with relevant work, education and/or community experience may be considered on the basis of equivalence.

**Admission Requirements VET:** Pathways are available from a range of VET courses including: Diploma in Youth Work; Diploma in Sport Development; Diploma in Fitness; Diploma in Sport and Recreation and Diploma in Sport Coaching. Applicants with relevant VET study may also be considered.

## COURSE STRUCTURE

To be awarded the double degree of Bachelor of Youth Work/ Bachelor of Sport and Recreation Management, students must have satisfactorily completed a total of 384 credit points. The course is made up of 28 core units and 4 elective units.

Year 1, Semester 1

AEB1800	YOUTH WORK PRACTICE	12
ASW2203	INTERPERSONAL AND COMMUNICATION SKILLS	12
SSM1101	INTRODUCTION TO SPORT AND ACTIVE RECREATION	12
SSM2104	PROGRAMMING FOR SPORT DEVELOPMENT AND COMMUNITY ACTION	12

Year 1, Semester 2

AEB1801	YOUTH WORK PRACTICE 2	12
AEB1802	YOUTH WORK PROGRAMS	12
AHS0134	INCLUSIVE RECREATION STRATEGIES	12
SSM2205	SOCIOLOGY OF SPORT AND ACTIVE RECREATION	12

Year 2, Semester 1

AEB2805	YOUNG PEOPLE, DIVERSION AND RESTORATIVE PRACTICES	12
AEB3803	PROFESSIONAL PRACTICE 1	12
AHS1207	SPORT AND RECREATION CAREER DEVELOPMENT 1	12

Plus one (12 Credit Point) Elective Unit from the list below.

Year 2, Semester 2

AEB2800	WORKING WITH DIVERSE YOUNG PEOPLE	12
AEB2803	HOLISTIC PRACTICE WITH YOUNG PEOPLE	12
SSM1201	MARKETING FOR SPORT AND ACTIVE RECREATION	12

Plus one (12 Credit Point) Elective Unit from the list below.

Year 3, Semester 1

AEB2802	ETHICS AND YOUTH WORK PRACTICE	12
AEB3802	PROFESSIONAL CULTURE AND COLLABORATION	12
AHS2404	RECREATION AND COMMUNITY DEVELOPMENT	12
AHS3114	SPORT AND RECREATION FACILITY MANAGEMENT	12

Year 3, Semester 2

AEK1201	INDIGENOUS AUSTRALIAN KNOWING	12
AHS2300	EVENT MANAGEMENT IN SPORT AND RECREATION	12

AHS3503	LEGAL ISSUES IN SPORT AND RECREATION	12	AHS0248	THEORY AND APPLICATION OF MOUNTAIN BIKE LEADERSHIP	12
Plus one (12 Credit Point) Elective Unit from the list below.			SSM2102	FOUNDATIONS OF OUTDOOR EDUCATION AND ADVENTURE SPORTS	12
Year 4, Semester 1					
AEB2801	GANGS AND GROUPS: THE CULTURE OF YOUNG PEOPLE	12	SSM2201	BUSHWALKING LEADERSHIP	12
AEB3801	YOUTH POLICY AND CIVICS	12	SSM2202	SAFETY IN THE OUTDOORS	12
AEB3804	RESEARCH AND YOUNG PEOPLE	12	SSM3102	UNDERSTANDING ADVENTURE BASED LEARNING	12
Plus one (12 Credit Point) Elective Unit from the list below.			SSM3202	LEADERSHIP IN THE OUTDOORS	12
Year 4, Semester 2					
AEB3805	YOUTH POLICY, CIVICS AND CULTURE	12	SSM3203	CONTEMPORARY ISSUES AND TRENDS IN THE OUTDOORS	12
AEB3806	SOCIAL INQUIRY THEORY AND RESEARCH	12	Sport and Recreation Units		
AEB3807	YOUTH RESEARCH PROJECT	12	AHE1251	COACHING ACTIVE COMMUNITIES	12
Plus one (12 Point Credit) of the following:			AHE2015	ADAPTED COACHING	12
AEB3808	PROFESSIONAL PRACTICE 2	12	AHE2257	SPORT COACHING: SKILL ACQUISITION, EXPERTISE AND LEARNING	12
AHS3600	SPORT AND RECREATION CAREER DEVELOPMENT	12	AHE3116	SOCIAL DIMENSIONS OF SPORT AND EXERCISE	12
Elective Units:			AHE3280	TEAM SPORTS	12
AEB2807	YOUTH SOCIAL ENTERPRISE	12	Gender Studies Units		
ACX2000	COMMUNICATING TRANSCULTURALLY	12	ACW1020	SEX AND GENDER	12
AEK1101	INDIGENOUS AUSTRALIAN ISSUES AND UNDERSTANDINGS	12	ACW2022	RESEARCHING GENDERED LIVES	12
AEK3101	KNOWING INDIGENOUS AUSTRALIAN COMMUNITIES	12	ACW3023	GENDER CROSS-CULTURALLY	12
AHE2012	ADOLESCENT HUMAN DEVELOPMENT	12	ACP2067	GENDER AND GENRE IN SHORT FICTION	12
AHE2053	HEALTH PROMOTION	12	ACW1021	FASHIONING GENDER	12
AHE2151	HUMAN SEXUALITY AND SOCIETY	12	ACW3019	GENDER, SCREEN, IDENTITY	12
ASA1023	COMMUNITY DEVELOPMENT FROM THE LOCAL TO THE GLOBAL	12	ACW2021	GENDER ON THE AGENDA	12
ASA1024	APPLIED HUMAN RIGHTS	12	ACW3022	RETHINKING THE FAMILY	12
ASL1003	CRIMINAL JUSTICE SYSTEMS	12	ACW2033	WOMEN AND INTERNATIONAL DEVELOPMENT	12
Outdoor Education Units:			ACW3024	VARIETIES OF FEMINIST THOUGHT	12
AHS0144	THEORY AND APPLICATION OF ROCK CLIMBING	12	ACW3025	KNOWING BODIES	12
AHS1018	EXPEDITION LEADERSHIP	12	ACW3030	UNPACKING SEXUALITIES	12
AHS1019	OUTDOOR AND ENVIRONMENTAL PHILOSOPHY	12	<b>BACHELOR OF YOUTH WORK</b>		
AHS0242	THEORY AND INSTRUCTION OF RIVER CRAFT	12	Course Code: ABYW		
AHS0246	THEORY AND APPLICATION OF SKI TOURING	12	Campus: Footscray Park.		

**About this course:** This course aims to provide youth workers with practical management and leadership skills to help young people learn about themselves, others and society, through informal educational activities which combine enjoyment,

challenge and learning. Youth Work seeks to promote young people's personal and social development and enable them to have a voice, influence and place in their communities and society as a whole. Commonly one of the key tools that is utilised in this work is recreation and adventure programs so on that basis the course includes units from recreation management. The course is well placed to train professionals who wish to work with young people to assist them to fulfil their potential. Students will increase their understanding of working with young people in community settings as well as acquire a sound knowledge of the structure and practices of the Youth Work industry. The course seeks to graduate students who have a critical awareness of the benefits of specialists in working with disadvantaged communities, in particular young people.

**Course Objectives:** By the completion of this course graduates will be able to:

- Critically review their knowledge and practice of youth work practice and its role in empowering young people;
- Analyse, implement and evaluate the nature, role and significance of youth work in its differing social, political and economic contexts;
- Articulate their knowledge and skills in diverse contexts including youth work policy, practice and management;
- Contextualise generic knowledge and skills that enable professional effectiveness in youth work settings;
- Demonstrate broad and in-depth knowledge and skills for working with young people in community settings;
- Clearly and coherently articulate the social and political dimensions of disadvantage, in particular how it relates to young people;
- Develop, implement and evaluate a range of leadership functions and skills in a variety of youth and community settings.

**Careers:** This course provides students with the knowledge and skills to work with young people in a range of community settings. It also has multiple employment exit points into schools, as graduates will be qualified to enter the Master of Teaching (Secondary) or pursue a career in local government.

**Course Duration:** 3 years

**Admission Requirements Year 12:** Units 3 and 4 & a study of study score of at least 25 in English (ESL) or 20 in any other English

**Admission Requirements International:** Completion of a secondary school qualification equivalent to Australia's year 12 or VCE qualification. IELTS or equivalent minimum 6.0 (no band less than 6)

**Admission Requirements Mature Age:** Applicants with relevant work, education and/or community experience may be considered on the basis of equivalence.

**Admission Requirements VET:** Pathways are available from a range of VET courses. Applicants with relevant VET study may be considered

#### COURSE STRUCTURE

To be awarded the degree of Bachelor of Youth Work students must have successfully completed a total of 288 credit points. The course is made up of 23 core units and 1 elective unit.

Year 1, Semester 1

AEB1800	YOUTH WORK PRACTICE	12
AEB1803	YOUTH WORK CONTEXTS	12
EDI1001	YOUNG PEOPLE WITH ALL ABILITIES	12
AEB1804	YOUNG PEOPLE IN A GLOBAL COMMUNITY	12

Year 1, Semester 2

AEB1801	YOUTH WORK PRACTICE 2	12
AEB1802	YOUTH WORK PROGRAMS	12
AEB2800	WORKING WITH DIVERSE YOUNG PEOPLE	12
AEK1201	INDIGENOUS AUSTRALIAN KNOWING	12

Year 2, Semester 1

AEB2801	GANGS AND GROUPS: THE CULTURE OF YOUNG PEOPLE	12
AEB2802	ETHICS AND YOUTH WORK PRACTICE	12
ASW2203	INTERPERSONAL AND COMMUNICATION SKILLS	12
AEB3803	PROFESSIONAL PRACTICE 1	12

Year 2, Semester 2

AEB2803	HOLISTIC PRACTICE WITH YOUNG PEOPLE	12
AEB2806	PRINCIPLES OF YOUTH PARTICIPATION	12
AEB2805	YOUNG PEOPLE, DIVERSION AND RESTORATIVE PRACTICES	12
EDI3001	RIGHTS, ADVOCACY AND DISCRIMINATION	12

Year 3, Semester 1

AEB3801	YOUTH POLICY AND CIVICS	12
AEB3802	PROFESSIONAL CULTURE AND COLLABORATION	12
AEB3804	RESEARCH AND YOUNG PEOPLE	12
AEB3808	PROFESSIONAL PRACTICE 2	12

Year 3, Semester 2

AEB3805	YOUTH POLICY, CIVICS AND CULTURE	12
AEB3806	SOCIAL INQUIRY THEORY AND RESEARCH	12
AEB3807	YOUTH RESEARCH PROJECT	12
AEB2807	YOUTH SOCIAL ENTERPRISE	12

Elective Units:

AEB2807	YOUTH SOCIAL ENTERPRISE	12
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ACX2000	COMMUNICATING TRANSCULTURALLY	12
AEK1101	INDIGENOUS AUSTRALIAN ISSUES AND UNDERSTANDINGS	12
AEK3101	KNOWING INDIGENOUS AUSTRALIAN COMMUNITIES	12
AHE2012	ADOLESCENT HUMAN DEVELOPMENT	12
AHE2053	HEALTH PROMOTION	12
AHE2151	HUMAN SEXUALITY AND SOCIETY	12
ASA1023	COMMUNITY DEVELOPMENT FROM THE LOCAL TO THE GLOBAL	12
ASA1024	APPLIED HUMAN RIGHTS	12
ASL1003	CRIMINAL JUSTICE SYSTEMS	12

#### Gender Studies Units:

ACP2067	GENDER AND GENRE IN SHORT FICTION	12
ACW1020	SEX AND GENDER	12
ACW1021	FASHIONING GENDER	12
ACW2021	GENDER ON THE AGENDA	12
ACW2022	RESEARCHING GENDERED LIVES	12
ACW3019	GENDER, SCREEN, IDENTITY	12
ACW3022	RETHINKING THE FAMILY	12
ACW3023	GENDER CROSS-CULTURALLY	12
ACW3024	VARIETIES OF FEMINIST THOUGHT	12
ACW3025	KNOWING BODIES	12
ACW3030	UNPACKING SEXUALITIES	12
ACW2033	WOMEN AND INTERNATIONAL DEVELOPMENT	12

### DIPLOMA OF EDUCATION STUDIES

**Course Code:**ADES

**Campus:**Footscray Nicholson.

**About this course:**The Diploma of Education Studies is a Higher Education diploma in the College of Education that offers students intensive support in literacy and numeracy. The supportive learning environment will give students a strong foundation for further studies and potentially a career in primary and/or secondary school education. Students graduating from this course and electing to pathway into the Bachelor of Education P-12 or Bachelor of Arts are given one year of advanced standing which includes two units of history and two units of sociology.

**Course Objectives:**The aims of the course are to:

- Offer an opportunity to engage in academic study that enhances knowledge and agency
- Offer a pathway into the Bachelor of Education (BEd)

- Build capacity in literacy and numeracy to enable successful completion of the BEd
- Give students multiple exit points in the education and transition cluster of courses
- Provide a course which has multiple pathways
- Provide an opportunity to embark on an Education pathway for those who do not meet the VTAC B Ed selection criteria.

**Careers:**Those students who have successfully completed all aspects of the Diploma of Education Studies program, at the agreed achievement level, will be able to transfer into the VU Bachelor of Education (P-12) program via the internal course transfer process. Graduates from the Diploma of Education Studies will also be eligible to apply for other Bachelor level programs. Graduates from the Diploma could seek work as teacher aides / integration aides because there is no qualifications / employment nexus in this sector of the Victorian education industry.

**Course Duration:**1 year

**Admission Requirements Year 12:**Units 3 and 4 - a study score of at least 25 in English (EAL) or 20 in any other English or equivalent.

**Admission Requirements International:**IELTS of 5.5 with no band less than 5.

**Admission Requirements Mature Age:**Direct application with personal information and possible interview

**Admission Requirements VET:**Certificate IV in Liberal Arts or equivalent

#### COURSE STRUCTURE

To complete the Diploma of education Studies students will be required to complete 96 credit points in total consisting of:

- 72 credit points Core units;
- 24 credit points of Approved Elective units.

#### Year 1, Semester 1

##### Core Units

ADE1000	MATHEMATICS FOR EDUCATION A	6
ADE1002	RESEARCHING LITERACIES AND LEARNING A	6
ADE1004	TRADITION AND MODERNITY A	12
AEB1101	LEARNING IN A CHANGED WORLD	12

Plus 12 credit points (1 unit) of Approved Elective Units

#### Year 1, Semester 2

##### Core units:

ADE1001	MATHEMATICS FOR EDUCATION B	6
ADE1003	RESEARCHING LITERACIES AND LEARNING B	6

ADE1005	TRADITION AND MODERNITY B	12
AEB2301	RETHINKING AUSTRALIAN STUDIES	12

Plus 12 credit points (1 unit) of Approved Elective Units

Approved Elective Units

Semester 1

ADE1006	ANALYSE SOCIOLOGICAL UNDERSTANDINGS OF HUMAN RELATIONSHIPS	12
ADE1007	ANALYSE URBAN FORM AND CULTURE	12

Semester 2

ADE1008	ANALYSE THEORIES OF SELF	12
ADE1009	ANALYSE LITERARY TEXTS AND GENRES	12

\*\*Some of these electives may not be offered every year

## GRADUATE DIPLOMA IN EDUCATIONAL LEARNING AND LEADERSHIP

**Course Code:**AGEB

**Campus:**Footscray Park, St Albans, Some units may be delivered offshore.

This course is for Continuing students only.

**About this course:**The course is designed for professionals from a variety of roles in different settings who respond to the educational opportunities and challenges in education, community, government and industry. It requires students to engage in professional learning through practitioner research informed by contemporary theories of learning, leadership and personal, workplace and social change.

**Course Objectives:**This course aims to develop within graduates the following attributes: advanced knowledge about theories of learning and teaching and the application of these theories in their professional work; skills and knowledge to lead educational innovation and professional learning in their workplace; a strong theoretical perspective and critical literacy in education for lifelong learning informed by current research; an understanding of the contemporary context of education, training and professional leadership; an international perspective on education, change and leadership related to their professional field; skills to develop and manage learning sites and programs in their professional field; creativity and flexibility in the application of knowledge of new situations, to solve complex problems and to think rigorously and independently; a high order of skill in analysis, critical evaluation and professional application in designing, conducting and reporting educational inquiry/research into professional practice; a commitment to ethical action and social responsibility as an educator, professional and researcher.

**Careers:**This course is designed to support the professional learning of educational practitioners.

**Course Duration:**1 year

**Admission Requirements International:**The admission requirement for the Graduate Diploma course is a three year first degree. Applicants with relevant work, education and/or community experience may be considered on the basis of equivalence. IELTS minimum 6.5 (no band less than 6.0) or equivalent.

**Admission Requirements Mature Age:**To qualify for admission to the course, applicants must have a university degree completed at a meritorious level, or an equivalent qualification as approved by the College of Education. Extensive experience in the professional field is an advantage.

**Admission Requirements Other:**All applicants are required (1) to submit a current version of their CV (2) to present a 200 word statement outlining why they are interested in undertaking this course.

## COURSE STRUCTURE

Students completing this course in full-time mode must complete 96 credit points over two semesters as defined in the course structure below.

Year 1, Semester 1

AED5001 EDUCATION RESEARCH DESIGN AND METHODS 24

plus

ONE core unit selected from the core unit list

- (students can exit after Semester 1 with the Graduate Certificate in Educational Learning and Leadership (ATEB)).

Year 1, Semester 2

ONE core unit selected from the core unit list

plus

ONE additional unit selected from either the core unit list or the elective unit list

## CORE UNITS

AED5009 INNOVATION 24

AED5011 APPROACHES TO LEARNING 24

EED6002 CURRICULUM & PEDAGOGY 24

EED6003 EDUCATIONAL LEADERSHIP FOR SOCIAL JUSTICE 24

## ELECTIVE UNITS

AED5002 THEORIES OF EDUCATION, TRAINING AND SOCIAL CHANGE 24

AED5008 EVALUATION 24

AED5018 ASSESSMENT 24

AED5023 E-LEARNING 24

AED5024 VOCATIONAL EDUCATION AND TRAINING: POLICY AND PRACTICE 24

AED5027 ORGANISATIONAL CULTURE AND CHANGE IN EDUCATION AND TRAINING 24

AED5028 INTERNATIONALISATION IN EDUCATION AND TRAINING 24

AED5029	ADVANCED QUANTITATIVE RESEARCH METHODS	24
AED5030	POSITIVE EDUCATION	24
EED6001	CONTEMPORARY ISSUES IN EDUCATION AND TRAINING	24
EED6004	CAPSTONE RESEARCH INVESTIGATION	24
EED6007	REFORMING PEDAGOGIES	24
EED6008	DEVELOPING PROFESSIONAL PRACTICE	24
EED6009	INTERNET AND WEB TECHNOLOGIES FOR EDUCATORS	24
EED6010	FACILITATING LEARNING IN ORGANISATIONS	24
EED6011	ENHANCING SKILLS AND KNOWLEDGE	24
EED6012	SUSTAINABILITY EDUCATION: FROM THEORY TO PRACTICE	24
EED6013	POST-COLONIAL AND INDIGENOUS APPROACHES TO LEARNING AND TEACHING IN THE 21 CENTURY	24

- graduate teachers with the commitment to develop their teaching further in their own interests, those of young people and those of the early childhood services and communities in which they teach.

**Careers:** Graduates will be qualified to educate children from birth to age eight. This would enable graduates to seek employment in early childhood services and community organisations.

**Course Duration:** 1 year

**Admission Requirements Mature Age:** Prerequisite: Applicants must hold a three-year teaching degree in Early Childhood (or equivalent\*) that covers birth to eight years. \*Applicants must refer to the list of approved early childhood teacher qualifications available at <http://www.education.vic.gov.au/Pages/default.aspx> or <http://www.legislation.vic.gov.au/> Selection Mode: Academic record, form, interview. See Extra requirements for specifics.

**Admission Requirements Other:** Form: Applicants must complete and submit a VTAC Pi form Interview (some applicants only): Details will be provided by telephone or mail to the applicants required to attend.

#### COURSE STRUCTURE

The Graduate Diploma in Early Childhood is a 96 credit point (eight unit) one-year full-time award which may be studied in part-time mode.

#### CORE UNITS

AEE5101	ACTION RESEARCH 1	12
AEE5102	ACTION RESEARCH 2	12
AEE5103	CHILD DEVELOPMENT 3	12
AEE5104	LEARNING, TEACHING AND SOCIAL JUSTICE	12
ASH5002	INTEGRATING THEORY, RESEARCH AND PRACTICE IN COMMUNITY SERVICES	12
AEE5106	CONTEMPORARY ISSUES IN EARLY CHILDHOOD CONTEXTS	12
AEE5107	INDIGENOUS STUDIES	12

Plus one elective (12 credit points)

#### GRADUATE DIPLOMA IN EARLY CHILDHOOD TEACHING

**Course Code:** AGTE

**Campus:** St Albans.

This course is for Continuing students only.

**About this course:** The Graduate Diploma in Early Childhood Teaching, is both a part of the proposed Master of Teaching, as well as a stand alone course which will allow Graduates with an approved 3 year Bachelor Degree in any discipline to qualify as an accredited early childhood teacher

**Course Objectives:** Within the objectives of Victoria University, the Graduate Diploma in Early Childhood Teaching aims to: Develop teachers as active and reflective practitioners, equipped with the critical awareness, teaching competence, knowledge and attitudes to teach children in early childhood services and in the 21st century;

#### GRADUATE DIPLOMA IN EARLY CHILDHOOD EDUCATION

**Course Code:** AGEE

**Campus:** St Albans.

**About this course:** Next intake 2015 The Graduate Diploma in Early Childhood Education will provide three-year trained, early childhood teaching graduates with:

- increased career opportunities and professional recognition through an upgraded four-year qualification;
- the ability and commitment to develop their teaching further in their own interests, those of young people and those of the early childhood services and communities in which they teach;
- the opportunity, upon successful completion of the graduate diploma, to enrol in a Master of Education or Master of Teaching degree.

**Course Objectives:** Within the objectives of Victoria University, the Graduate Diploma in Early Childhood Education aims to:

- develop teachers as active and reflective practitioners, equipped with the critical awareness, teaching competence, knowledge and attitudes to teach children in both early childhood services and primary schools in the 21st century;
- develop teachers' critical understanding of the changing nature of society (technological, economic, environmental and cultural) and its implications for education;
- introduce teachers to a range of approaches for the education of children, enabling the development of personal teaching practices which are suitable for teaching in early childhood services in economically and culturally diverse communities;
- develop in teachers insights into patterns of the cultural and political relations in which early childhood services are located, with particular reference to education in economically and culturally diverse communities;



Develop teachers' critical understanding of the changing nature of society (technological, economic, environmental and cultural) and its implications for education; Introduce teachers to a range of approaches for the education of children, enabling the development of personal teaching practices which are suitable for teaching in early childhood services in economically and culturally diverse communities; Develop in teachers insights into patterns of the cultural and political relations in which early childhood services are located, with particular reference to education in economically and culturally diverse communities; Graduate teachers with the commitment to develop their teaching further in their own interests, those of young people and those of the early childhood services and communities in which they teach; To provide the College of Education with a suite of preservice teacher education courses which will attract international students and enable them to have extended participation in Australian educational settings needed for them to satisfy teacher registration requirements; Enable graduates to complete the proposed Master of Teaching currently being developed by the College of Education.

**Careers:**Employment as early childhood teachers and directors in a range of early childhood services and programs

**Course Duration:**1 year

**Admission Requirements Other:**Applicants must hold an approved three or four year Bachelor Degree in any discipline. Applicants who do not meet the English language requirement may fulfil this requirement with a score of 7.5 in the IELTS (Academic) test, with a minimum of 7.0 in each band in any of the four skills areas, and a score of no less than 8 in speaking and listening.

#### COURSE STRUCTURE

The course is comprised of 8 units of study plus partnership placements (practicum) in a range of early childhood services

##### Year 1, Semester 1

AEG5115	EARLY CHILDHOOD DEVELOPMENT, LEARNING AND TEACHING 1	12
AEG5117	EARLY CHILDHOOD CURRICULUM AND PEDAGOGY 1: THE SCIENCES	12
AEG5119	CONTEMPORARY ISSUES, SOCIAL CONTEXTS OF LEARNING AND SOCIAL JUSTICE	12
AEG5121	LANGUAGES AND LITERACY IN EARLY CHILDHOOD	12

##### Year 1, Semester 2

AEG5116	EARLY CHILDHOOD DEVELOPMENT, LEARNING AND TEACHING 2	12
AEG5118	EARLY CHILDHOOD CURRICULUM AND PEDAGOGY 2: THE ARTS	12
AEG5120	PROFESSIONAL ISSUES	12
AEG5122	INCLUSIVE PRACTICE IN EDUCATION	12

#### GRADUATE DIPLOMA IN TESOL

**Course Code:**AGTL

**Campus:**Footscray Park.

**About this course:**The Graduate Diploma in TESOL is a flexible coursework program underpinned by a commitment to social justice, sustainability and ethical action. It encourages participants to make links between their practice and the latest theory and research in education, locally and internationally. The course is open to current and future educators, including current teachers and principals, those outside formal education settings, such as community educators and youth workers, as well as those who may not have a formal role as an educator, such as business professionals seeking to expand their understanding of how colleagues learn. It is delivered onshore for both domestic and international students. The program is one year of full-time study. The Graduate Diploma in TESOL is endorsed by the Victorian Institute of Teaching for qualified teachers to also become qualified TESOL teachers.

**Course Objectives:**By the completion of this course graduates will be able to:

- Synthesise and critically review their understanding of fundamental principles of recent and applied language teaching and learning in a TESOL environment;
- Evaluate, implement and analyse English as a second or additional language current curricula and pedagogical programs that are locally, nationally and internationally applicable;
- Justify and interpret theoretical propositions and related bodies of knowledge to critically evaluate the impact of English as a second or additional language learning programs that are underpinned by researched principles of language teaching and a thorough knowledge of the systems of the English language;
- Exhibit competence in a range of key knowledge areas in second language acquisition including curriculum development, learning approaches and assessment;
- Interrogate and assess the role of social and cultural contexts in the English language teaching and learning, and generate adaptable solutions to complex problems in such contexts, and advocate the role of TESOL teachers for social responsibility;
- Analyse research findings applicable to TESOL practitioners, and communicate and transmit these ideas to peers;
- Apply and validate the theoretical and practical learning opportunities provided in each unit of study to become accomplished and autonomous TESOL practitioners;
- Implement their enhanced teaching skills and critically reflect on theory and professional practice in second language contexts.

**Careers:**There are many career opportunities available for graduates, including

- work with migrants or indigenous students at the primary or secondary level if they have teaching qualifications, or with adults
- teachers looking for a change in career direction
- teaching English abroad

**Course Duration:**1 year

**Admission Requirements International:**A recognised degree of at least three years full-time duration preferably in Linguistics/TESOL/Education (or related disciplines). International applicants must have a minimum IELTS of 6.5 overall & Academic Module or approved equivalent A recognised degree of at least three years duration or equivalent and commitment to work in TESOL programs. Examples of commitment to work in TESOL programs include completed CELTA, working experience as a

teacher of English as a second/international/ additional language, participation in professional development or volunteer work. Current or recent working experience in an education or teaching environment is preferred. In addition to the above admission requirements, all applicants are also required to: 1) attend a meeting with the Course Coordinator to discuss course content and employment opportunities that may exist, (2) submit a current version of their CV with at least a list of 3 referees and (3) to present a 200 word statement outlining why they are interested in undertaking this course. Eligibility for acceptance will be demonstrated by a commitment to work in TESOL programs and/or relevance of previous experience.

**Admission Requirements Mature Age:** A recognised degree of at least three years full-time duration preferably in Linguistics/ TESOL/ Education (or related disciplines).

Applicants who do not meet the English language requirement may fulfil this requirement via the IELTS (Academic) test (or equivalent), with a minimum IELTS of 6.5 overall & Academic Module or approved equivalent A recognised degree of at least three years duration or equivalent and commitment to work in TESOL programs. Examples of commitment to work in TESOL programs include completed CELTA, working experience as a teacher of English as a second/international/ additional language, participation in professional development or volunteer work. Current or recent working experience in an education or teaching environment is preferred. In addition to the above admission requirements, all applicants are also required to: 1) attend a meeting with the Course Coordinator to discuss course content and employment opportunities that may exist, (2) submit a current version of their CV with at least a list of 3 referees and (3) to present a 200 word statement outlining why they are interested in undertaking this course. Eligibility for acceptance will be demonstrated by a commitment to work in TESOL programs and/or relevance of previous experience.

**Admission Requirements Other:** Applicants are required to have (1) A recognised degree (2) a minimum IELTS of 6.5 overall & Academic Module, or approved equivalent\*. Applicants are also required to (3) attend a meeting with the Course Coordinator to discuss course content and employment opportunities that may exist, (4) submit a current version of their CV with at least a list of 3 referees and (5) to present a 200 word statement outlining why they are interested in undertaking this course. Eligibility for acceptance will be demonstrated by a commitment to work in TESOL programs and/or relevance of previous experience.

#### COURSE STRUCTURE

This course has two components, both of which must be successfully completed to meet the graduation requirements:

- 72 credit points of core studies: AEG5123, AEG5124, AEG5125, AEG5126
- 24 credit points of specialist studies

Option A: Coursework: ACA5021 and ACA5022 Option B: Research: AED5001 All units are subject to availability. In addition:

- AEG5123 and ACA5021 are usually offered in semester 1
- AEG5125, AEG5126 and ACA5022 are usually offered in semester 2.
- AED5001 is usually offered in semesters 1 and 2
- AEG5124 is offered in semesters 1, 2, 3 and 4.
- AEG5123 is a pre-requisite for AEG5124 and AEG5126

- Students intending to continue on to Masters study are required to take Option B: Research (AED5001 Education Research Design and Methods)

#### Core Units

AEG5123	TESOL METHODOLOGY	24
AEG5124	PROFESSIONAL PRACTICE - TESOL	24
AEG5125	LITERACY METHODOLOGY	12
AEG5126	TECHNIQUES IN TESOL	12

Select Option A or Option B:

#### Option A: Coursework

ACA5021	FOUNDATIONS OF LANGUAGE	12
ACA5022	COMMUNICATION CULTURE AND DIVERSITY	12

#### Option B: Research

AED5001	EDUCATION RESEARCH DESIGN AND METHODS	24
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### GRADUATE DIPLOMA IN PRIMARY TEACHING

**Course Code:** AGTP

**Campus:** Footscray Park, St Albans.

This course is for Continuing students only.

**About this course:** Graduate Diploma in Teaching (Primary) is a one year full time postgraduate program designed to prepare students for registration as primary teachers. The course involves significant learning in the workplace through Project Partnerships. The course prepares teachers to become generalist primary school teachers.

**Course Objectives:** By the completion of this program graduates will be able to:

- Critically reflect upon teaching competence, knowledge and attitudes to teach children in primary education appropriate to the 21st century;
- Critically analyse the changing nature of society (technological, economic, environmental and cultural) and its implications for education;
- Assess, evaluate and implement a range of educational approaches that enable the development of personal teaching practices suitable for teaching in primary education in economically and culturally diverse communities;
- Identify existing and emerging patterns of the cultural and political relations in which primary education services are located, with particular reference to education in economically and culturally diverse communities;
- Justify their teaching in the interests of themselves, young people, primary education and the communities in which they teach;
- Implement advanced cognitive, communication and problem-solving skills to successfully study at a postgraduate level.

**Careers:** Graduates of the Graduate Diploma in Teaching (Primary) are eligible for registration as Primary teachers and in learning and teaching associated career opportunities.

**Course Duration:** 1 year

**Admission Requirements International:** Applicants must hold an approved Australian Bachelor degree or equivalent. Overseas degrees must be recognised as equivalent to a 3 year approved undergraduate degree.

**Admission Requirements Mature Age:** To qualify for admission to the course, applicants must have a 3 year undergraduate degree.

**Admission Requirements Other:** Applicants must hold an approved Bachelor degree or equivalent Diploma from a recognised tertiary institution. Applicants who do not meet the English language requirement may fulfil this requirement via the IELTS (Academic) test, with an average score of 7.5 across all four bands, with no score below 7.0 in any band and no score less than 8 in speaking and listening. Alternatively, applicants may meet the English language requirement with an internet-based TOEFL result of 104 with no individual score less than 26.

## COURSE STRUCTURE

Students in the Graduate Diploma in Teaching (Primary) must complete eight core units of study.

### Year 1, Semester 1

AEG5108	SOCIAL CONTEXT OF TEACHING AND LEARNING	12
AEG5135	TEACHING AND LEARNING 1 (PRIMARY)	12
AEG5111	LITERACY IN EDUCATION	12
AEG5112	NUMERACY IN EDUCATION	12

### Year 1, Semester 2

AEG5107	NEW LEARNING	12
AEG5136	TEACHING AND LEARNING 2 (PRIMARY)	12
AEG5113	INTEGRATED STUDIES 1	12
AEG5114	INTEGRATED STUDIES 2	12

## MASTER OF EDUCATION

**Course Code:** AMEB

**Campus:** Footscray Park, St Albans, Some units may be delivered offshore This course is also delivered at Hume Global Learning Centre - Broadmeadows as part of Hume Multiversity..

This course is for Continuing students only.

**About this course:** The course is designed for professionals from a variety of roles in different settings who respond to the educational opportunities and challenges in education, community, government and industry. It requires students to engage in professional learning through practitioner research informed by contemporary theories of learning, leadership and personal, workplace and social change.

**Course Objectives:** This course aims to develop within graduates the following attributes: advanced knowledge about theories of learning and teaching and the application of these theories in their professional work; skills and knowledge to lead educational innovation and professional learning in their workplace; a strong

theoretical perspective and critical literacy in education for lifelong learning informed by current research; an understanding of the contemporary context of education, training and professional leadership; an international perspective on education, change and leadership related to their professional field; skills to develop and manage learning sites and programs in their professional field; creativity and flexibility in the application of knowledge of new situations, to solve complex problems and to think rigorously and independently; a high order of skill in analysis, critical evaluation and professional application in designing, conducting and reporting educational inquiry/research into professional practice; a commitment to ethical action and social responsibility as an educator, professional and researcher.

**Careers:** This course is designed to support the professional learning of educational practitioners.

**Course Duration:** 1.5 years

**Admission Requirements International:** The admission requirement for the Masters course is a three year first degree. Applicants with relevant work, education and/or community experience may be considered on the basis of equivalence. IELTS minimum 6.5 (no band less than 6.0) or equivalent.

**Admission Requirements Mature Age:** To qualify for admission to the course, applicants must have a university degree completed at a meritorious level, or an equivalent qualification as approved by the College of Education. To undertake the minor thesis option, the College of Education requires evidence of aptitude for a comprehensive research project. Extensive experience in the professional field is an advantage.

**Admission Requirements Other:** All applicants are required (1) to submit a current version of their CV (2) to present a 200 word statement outlining why they are interested in undertaking this course.

## COURSE STRUCTURE

Students completing this course in full-time mode must complete 144 credit points over three semesters.

### Year 1

AED5001	EDUCATION RESEARCH DESIGN AND METHODS	24
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Plus

TWO units selected from the CORE unit list

Plus

ONE additional unit selected from either the CORE unit list or the elective list

### Year 2, Semester 1

In the final semester students have two options.

Option 1: Complete TWO units

Option 2: Complete a Minor Thesis (either full-time or part-time)

OPTION 1:

TWO units selected from units offered in the core unit list and elective list

OPTION 2:

AED6001 MINOR THESIS (FULL-TIME) 48

Or if part-time enrol in the following two units (one per semester):

EED6031 MINOR THESIS A (PART-TIME) 24

EED6032 MINOR THESIS B (PART-TIME) 24

CORE UNITS

Students must complete at least TWO of these:

AED5009 INNOVATION 24

AED5011 APPROACHES TO LEARNING 24

EED6002 CURRICULUM & PEDAGOGY 24

EED6003 EDUCATIONAL LEADERSHIP FOR SOCIAL JUSTICE 24

ELECTIVES UNITS

AED5002 THEORIES OF EDUCATION, TRAINING AND SOCIAL CHANGE 24

AED5008 EVALUATION 24

AED5018 ASSESSMENT 24

AED5023 E-LEARNING 24

AED5024 VOCATIONAL EDUCATION AND TRAINING: POLICY AND PRACTICE 24

AED5027 ORGANISATIONAL CULTURE AND CHANGE IN EDUCATION AND TRAINING 24

AED5028 INTERNATIONALISATION IN EDUCATION AND TRAINING 24

AED5029 ADVANCED QUANTITATIVE RESEARCH METHODS 24

AED5030 POSITIVE EDUCATION 24

EED6001 CONTEMPORARY ISSUES IN EDUCATION AND TRAINING 24

EED6004 CAPSTONE RESEARCH INVESTIGATION 24

EED6007 REFORMING PEDAGOGIES 24

EED6008 DEVELOPING PROFESSIONAL PRACTICE 24

EED6009 INTERNET AND WEB TECHNOLOGIES FOR EDUCATORS 24

EED6010 FACILITATING LEARNING IN ORGANISATIONS 24

EED6011 ENHANCING SKILLS AND KNOWLEDGE 24

EED6012 SUSTAINABILITY EDUCATION: FROM THEORY TO PRACTICE 24

EED6013 POST-COLONIAL AND INDIGENOUS APPROACHES TO LEARNING AND TEACHING IN THE 21 CENTURY 24

Students can exit after Semester 1 with the Graduate Certificate in Educational Learning and Leadership (ATEB). Students can exit after Semester 2 with the Graduate Diploma in Educational Learning and Leadership (AGEB).

**MASTER OF TEACHING**

**Course Code:**AMTE

**Campus:**Footscray Park.

This course is for Continuing students only.

**About this course:**The course will enable prospective students to: graduate with a depth of knowledge and understanding of teaching and learning processes and systems to a level which allows them to have informed influences in educational environments; satisfy Victorian Institute of Teaching registration requirements including the requisite number of supervised teaching days; experience 'learning in the workplace' which involves both engaging fully with their own teaching practices as well as engaging in the wider educational community; develop knowledge about and experience in educational research linked to their practice; engage with research-based teaching and apply theoretical models to their practice; take leadership in the intellectual, professional and social dimensions of learning institutions; fully engage in a program that expresses explicit social justice commitments in education; share their culturally and linguistic diverse backgrounds; engage in two years of study in Australia.

**Course Objectives:**Within the objectives of Victoria University, the Master of Teaching aims to:

- To enable relationships between the course supporting the individual's teaching experience, their stage of teaching e.g. those in their induction period, those more experienced teachers;
- Ability to connect to professional, personal and political level (Grounded in political agendas e.g. literacy/numeracy focus);
- Build and extend relationships & bring people together about their practice. Collaboration with school personnel;
- Create opportunities for professional discourse i.e. the course becomes a forum for dialogue;
- It's not about content delivery but the course contains an inquiry approach;
- Making practice public e.g. presentations, publications;
- To provide the College of Education with a suite of preservice teacher education courses which will attract international students and enable them to have extended participation in Australian education settings needed for them to satisfy teacher registration requirements.

**Careers:**This course has two career outcomes: a) teaching qualifications that enable registration in one of the following education sectors: early childhood, primary or secondary education; and b) extended professional learning and development opportunities for practising teachers.

**Course Duration:**2 years

**Admission Requirements Other:**Successful completion of a Graduate Diploma which meets Victorian Institute of Teaching requirements for either primary or secondary

teaching will provide access to the Master of Teaching. Alternatively applicants must hold an approved Bachelor degree or equivalent Diploma from a recognised tertiary institution and have completed the pre-requisite studies for their chosen teaching methods which generally involved completion of at least one sub-major in that subject area, except in the case of LOTE which requires completion of a major. Further information on teaching method requirements is available from the Victorian Institute of Teaching website [www.vit.vic.edu.au](http://www.vit.vic.edu.au) (follow the Teacher Education Program link for information about the 'Standards for initial teacher education'.) Applicants who do not meet the English language requirement may fulfil this requirement via the IELTS (Academic) test, with an average score of 7.5 across all four bands with the following required in each of the skill areas: speaking 8.0, listening 8.0, reading 7.0 and writing 7.0. Alternatively, applicants may meet the English language requirements of the International Second Language Proficiency Rating (ISLPR) with Level 4 required in each of the areas of speaking, listening, reading and writing OR Professional English Assessment for Teachers (PEAT) with Band A required in each of the areas of speaking, listening, reading and writing.

### COURSE STRUCTURE

The MTeach is a two-year program which can be taken full-time or part-time. The course comprises four semesters of study each of 48 credit points with a total of 192 credit points over two years. Each graduate will graduate with both the Master of Teaching and a Graduate Diploma which meets VIT registration requirements. **NON-IELTS STUDENTS** For students who do not require an IELTS score, the first year of the course comprises eight core units (8 x 12 credit point units worth a total of 96 credit points) which relate to a specific education sector. Each student will choose from early childhood, primary or secondary. In the second year each student will undertake approved electives totalling 96 credit points. **IELTS STUDENTS** For IELTS students the first semester will include three specified English Communication units (totalling 48 credits points). The second and third semesters will comprise eight core units (8 x 12 credit point units worth a total of 96 credit points) which relate to a specific education sector. Each student will choose from early childhood, primary or secondary. In the fourth and final semester each student will undertake approved electives totalling 48 credit points. The intake for IELTS students is usually mid-year.

### IELTS STUDENTS

#### First semester

ACG5001	PROFESSIONAL ENGLISH FOR NON-NATIVE SPEAKERS OF ENGLISH	12
ACG5002	INTERACTING IN THE PROFESSIONAL WORKPLACE	12
ACG5003	PROFESSIONAL PRACTICE IN THE WORKPLACE	24

#### Second and third semesters

Complete one of the following courses: Graduate Diploma in Early Childhood Education (AGTE), Graduate Diploma in Primary Education (AGTP) or Graduate Diploma in Secondary Education (HGES)

#### Fourth semester

Complete 48 credit points of approved electives. These will usually be selected from the electives available in the Master of Education (AMEB).

### NON-IELTS STUDENTS

#### First and second semesters

Complete one of the following courses: Graduate Diploma in Early Childhood Education (AGTE), Graduate Diploma in Primary Education (AGTP) or Graduate Diploma in Secondary Education (HGES).

#### Third and fourth semesters

Complete 96 credit points of approved electives. These will usually be selected from the electives available in the Master of Education (AMEB).

### MASTER OF TESOL

**Course Code:**AMTL

**Campus:**Off-shore, This course is available on campuses run by Hanoi University in Vietnam..

**About this course:**The offshore Master of TESOL course provides students with relevant content and research based learning opportunities to allow them to become effective teachers and managers of English to Speakers of Other Languages programs in Vietnam.

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

- Analyse English language learners' needs;
- Design, implement, assess and evaluate English as a second or additional language curricula and pedagogical programs that are locally, nationally and internationally applicable;
- Implement English as a second or additional language learning programs that are underpinned by researched principles of language teaching and a thorough knowledge of the systems of the English language;
- Undertake applied research relevant to their professional responsibilities and interests in the area of TESOL;
- Apply the theoretical and practical learning opportunities provided in each unit of study to become accomplished TESOL practitioners;
- Utilise their enhanced teaching skills and understanding of educational processes to work effectively in second language contexts;
- Confidently seek employment opportunities for English as a second or additional language teachers in a wide range of local, national and international contexts;
- Extend their existing professional careers in education by achieving a recognised specialist area qualification;
- Demonstrate understanding of English as a second or additional language teaching profession in local, national and international contexts.

**Careers:**The Master of TESOL course provides offshore learners with opportunities to be employed in a range of TESOL contexts in a range of TESOL related teaching and managerial roles. High achievers can also access further Higher Educational opportunities.

**Course Duration:**1.5 years

**Admission Requirements International:**The admission requirements for the Master of TESOL (Offshore/Vietnam) are a recognised degree of at least three years full-time

duration preferably in ELT/ Linguistics/ TESOL Education (or related disciplines). Current working experience in an education or teaching environment is essential. All applicants must provide certified evidence of a minimum IELTS of 6.5 overall - Academic Module (with no band less than 6.0) or approved equivalent (contact Course Coordinator for additional information). All applicants without an IELTS 6.5 are required to supply evidence of scoring an equivalent grade on equivalent placement tests across the four skills. Qualified applicants from countries other than Vietnam may apply for admission to the program subject to meeting admission requirements.

**Admission Requirements Other:** The admission requirements for the Master of TESOL are successful completion of the units of the Graduate Diploma in TESOL with a minimum average of Second Class Honours or Distinction (70%) or equivalent. Current working experience in an education or teaching environment for all applicants is essential. Applicants of all ages need to fulfil the Admission Requirements

#### COURSE STRUCTURE

To complete the Master of TESOL students will be required to complete 144 credit points following either Option 1 or 2. Option 2 is only available to students who meet the following criteria:

- Achieved an HD (high distinction) for AED5001, which is a pre-requisite for AED6001, and
- Have been invited to enrol in AED6001 (or EED6031 and EED6032, formerly AED6002).

Students enter the program with the following entry prerequisites:

- After receiving 72 credit points advanced standing for completing the Graduate Diploma in TESOL from Hanoi University AND fulfilling Admission Requirements;
- After receiving 72 credit points advanced standing from Ho Chi Minh City Open University, Vietnam National University (or other universities or institutions at the Program Coordinator's discretion) AND fulfilling Admission requirements.

Year 1: Advanced Standing equivalent (72 credit points)

Year 2

Option 1

AED5001 EDUCATION RESEARCH DESIGN AND METHODS 24

AED5008 EVALUATION 24

AED5009 INNOVATION 24

Option 2

AED5001 EDUCATION RESEARCH DESIGN AND METHODS 24

Plus

Full-time students enrol in the following unit:

AED6001 MINOR THESIS (FULL-TIME) 48

Part-time students enrol in the following two units:

EED6031 MINOR THESIS A (PART-TIME) 24

EED6032 MINOR THESIS B (PART-TIME) 24

#### MASTER OF YOUTH SERVICES MANAGEMENT

**Course Code:** AMYS

**Campus:** Footscray Park, Some units are offered at City Flinders campus.

This course is for Continuing students only.

**About this course:** The Master of Youth Services Management course is designed to meet the needs of practitioners who are working in youth and community services and who are interested in improving their management and supervision skills in the workplace. The course is aimed at early career managers who have established an initial career path within the youth sector and are now looking to build on their professional skills and knowledge to increase labour market opportunities. Participants in the program will develop and acquire the necessary skills and knowledge to enable them to manage programs and teams of staff in a community services setting. The course has been developed in collaboration with the College of Business to offer a suite of management units that are appropriate to the needs of community service professionals.

**Course Objectives:** This course aims to:

- encourage students to apply higher order analysis to current developments in youth work policy and practice to enable application into the youth sector.
- provide learners with a strong professional framework based on good practice, ethics and principles
- equip professionals with a range of public sector management skills including human resource management, establishing social enterprises, managing budgets and new technology.
- encourage students to investigate issues associated with policy development and implementation and trial approaches to policy formation
- develop the skills required to be a good advocate who is strategic in their approach to their work
- develop professional youth workers critical understanding of the changing nature of society (technological, economic, environmental and cultural) and its implications for young people, with particular emphasis on the developments associated with the global knowledge economy and society
- help students develop insights into patterns of the cultural and political relations in which youth services is located, with particular reference to economically and culturally diverse communities and in those communities that include Australian Indigenous peoples.

**Careers:** Graduates will have developed skills suitable for managing a youth work service in a government or community organisation.

**Course Duration:** 1.5 years

**Admission Requirements International:** The admission requirement for this Masters course is a university degree or equivalent qualification as approved by the College of Education. IELTS minimum 6.5 (no band less than 6.0). Students undertaking this

course will usually be working in a youth work setting. To undertake the minor thesis option, the College requires evidence of aptitude for a comprehensive research project.

**Admission Requirements Mature Age:** Students are expected to have successfully completed the Graduate Diploma in Youth Services Management or its equivalent. Students undertaking this course will usually be working in a youth work setting. To undertake the minor thesis option, the College requires evidence of aptitude for a comprehensive research project.

#### COURSE STRUCTURE

This course comprises three semesters of 48 credit points with a total of 144 credit points. Students who are full-time enrolled can exit after semester 1 with the Graduate Certificate of Youth Services Management (ATYS) or semester 2 with the Graduate Diploma of Youth Services Management (AGYS).

##### Year 1, Semester 1

AEY5001	YOUNG PEOPLE AND SOCIAL POLICY	12
AEY5002	PROFESSIONAL PRACTICE FOR YOUTH DEVELOPMENT	12

Plus two units selected from the Master of Business (Management) units listed below

##### Year 1, Semester 2

AEY5003	EXPERIENTIAL AND APPLIED LEARNING	24
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Plus

AED5001	EDUCATION RESEARCH DESIGN AND METHODS	24
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#Compulsory unit for students intending to undertake the minor thesis option in the Master of Youth Services Management

Or

One unit (24 credit points) selected from the Master of Education units listed below

Or

Two units (2 x 12 credit points) selected from the Master of Business (Management) units listed below

##### Year 2, Semester 1

Students select one of the following four options:

OPTION 1 (Students must have completed AED5001 Education Research Design and Methods)

AED6001	MINOR THESIS (FULL-TIME)	48
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Or

OPTION 2 (For part-time students) - enrol in the following two units (one per semester):

EED6031	MINOR THESIS A (PART-TIME)	24
EED6032	MINOR THESIS B (PART-TIME)	24

Or

##### OPTION 3

Two units (48 credit points) selected from the Master of Education units listed below

Or

##### OPTION 4

One unit (24 credit points) selected from the Master of Education units listed below

Plus

Two units (2 x 12 credit points) selected from the Master of Business (Management) units listed below

\*\*Elective Units

Master of Business (Management) Units

BMO5003	GLOBAL LEADERSHIP	12
BMO5501	BUSINESS ETHICS AND SUSTAINABILITY	12
BMO5506	RELATIONSHIP MANAGEMENT	12
BMO5533	ORGANISATION CONSULTING AND COUNSELLING	12
BMO5547	EMPLOYEE DEVELOPMENT AND CHANGE	12
BMO5602	BUSINESS PROJECT MANAGEMENT	12
BMO5650	MANAGING ORGANISATION KNOWLEDGE	12
BMO6506	WORK AND ORGANISATION SYSTEMS	12
BMO6511	STRATEGIC MANAGEMENT AND BUSINESS POLICY	12
BMO6622	MANAGING INNOVATION AND ENTREPRENEURSHIP	12
BMO6624	ORGANISATION CHANGE MANAGEMENT	12
BMO6625	PERFORMANCE MANAGEMENT AND REWARDS	12

Master of Education Units:

AED5002	THEORIES OF EDUCATION, TRAINING AND SOCIAL CHANGE	24
AED5008	EVALUATION	24
AED5009	INNOVATION	24
EED6009	INTERNET AND WEB TECHNOLOGIES FOR EDUCATORS	24
AED5011	APPROACHES TO LEARNING	24

EED6003	EDUCATIONAL LEADERSHIP FOR SOCIAL JUSTICE	24
EED6010	FACILITATING LEARNING IN ORGANISATIONS	24
AED5017	MENTORING AND COACHING IN THE WORKPLACE	24
AED5023	E-LEARNING	24
AED5024	VOCATIONAL EDUCATION AND TRAINING: POLICY AND PRACTICE	24
AED5027	ORGANISATIONAL CULTURE AND CHANGE IN EDUCATION AND TRAINING	24
AED5030	POSITIVE EDUCATION	24

## DOCTOR OF PHILOSOPHY

**Course Code:** APED

**Campus:** Footscray Park, St Albans.

This course is for Continuing students only.

**About this course:** The PhD in the College of Education is offered across a range of teaching learning contexts. The College is committed to research addressing teaching, learning and evaluation in education and training; family and school relationships on learning; social basis of schooling; school change and reform and practitioner research/action research.

**Course Objectives:** The College of Education offers PhD research supervision in the following areas: teaching, learning and evaluation in education and training; effect of family and school relationships on learning; social basis of schooling; school change and reform; practitioner research/action research; young people at risk; language and literacy; school-based curriculum development; school, family and community links; early childhood education; inter-professional collaboration; recruitment, selection and appraisal in education and training; student learning in higher education; multimedia, online learning and computer-enhanced learning; vocational education and training; equity and inclusive teaching; teacher development; assessment; numeracy and mathematics education; science education; learning in the workplace; adult and community education; recognition of prior learning; outdoor education; arts education; experiential learning. Students who have areas of interest in education other than those listed above are nevertheless encouraged to discuss enrolment possibilities with the College, which can facilitate co-supervisory links with other schools or institutions.

**Careers:** The PhD in Education will position the graduate to work in education, training or academia.

**Course Duration:** 4 years

**Admission Requirements Mature Age:** To qualify for admission to the course applicants must have: a Master of Education degree by research; or a Master of Education by coursework with a minor thesis completed to a high standard; or an equivalent qualification with demonstrated achievement in research. Students with a Masters degree but without a recent and relevant research background will be required to undertake and complete an appropriate research methods unit of study at a high standard in the first semester of study.

## COURSE STRUCTURE

The research thesis must be original work conducted under the supervision of the student advisor/s and with the approval of the Postgraduate Studies Committee of the University.

The thesis of the candidate will be examined externally by examiners of high academic standing in the area of the candidate's thesis topic.

AER8000 RESEARCH THESIS (FULL-TIME) 48

AER8001 RESEARCH THESIS (PART-TIME) 24

## GRADUATE CERTIFICATE IN EDUCATIONAL LEARNING AND LEADERSHIP

**Course Code:** ATEB

**Campus:** Footscray Nicholson, Industry, Footscray Park, City Flinders, St Albans.

This course is for Continuing students only.

**About this course:** The course is designed for professionals from a variety of roles in different settings who respond to the educational opportunities and challenges in education, community, government and industry. It requires students to engage in professional learning through practitioner research informed by contemporary theories of learning, leadership and personal, workplace and social change.

**Course Objectives:** This course aims to develop within graduates the following attributes: advanced knowledge about theories of learning and teaching and the application of these theories in their professional work; skills and knowledge to lead educational innovation and professional learning in their workplace; a strong theoretical perspective and critical literacy in education for lifelong learning informed by current research; an understanding of the contemporary context of education, training and professional leadership; an international perspective on education, change and leadership related to their professional field; skills to develop and manage learning sites and programs in their professional field; creativity and flexibility in the application of knowledge of new situations, to solve complex problems and to think rigorously and independently; a high order of skill in analysis, critical evaluation and professional application in designing, conducting and reporting educational inquiry/research into professional practice; a commitment to ethical action and social responsibility as an educator, professional and researcher.

**Careers:** This course is designed to support the professional learning of educational practitioners.

**Course Duration:** 0.5 years

**Admission Requirements International:** The admission requirement for the Graduate Certificate course is a three year first degree. Applicants with relevant work, education and/or community experience may be considered on the basis of equivalence. IELTS minimum 6.5 (no band less than 6.0) or equivalent.

**Admission Requirements Mature Age:** To qualify for admission to the course, applicants must have a university degree completed at a meritorious level, or an equivalent qualification as approved by the College of Education. Extensive experience in the professional field is an advantage.

**Admission Requirements Other:** All applicants are required (1) to submit a current version of their CV (2) to present a 200 word statement outlining why they are interested in undertaking this course.

## COURSE STRUCTURE



Students completing this course in full-time mode must complete 48 credit points over one semester as defined in the course structure below.

Year 1, Semester 1

AED5001 EDUCATION RESEARCH DESIGN AND METHODS 24

Plus ONE additional unit from the list below:

AED5009 INNOVATION 24

AED5011 APPROACHES TO LEARNING 24

AED5002 THEORIES OF EDUCATION, TRAINING AND SOCIAL CHANGE 24

AED5008 EVALUATION 24

AED5018 ASSESSMENT 24

AED5023 E-LEARNING 24

AED5024 VOCATIONAL EDUCATION AND TRAINING: POLICY AND PRACTICE 24

AED5027 ORGANISATIONAL CULTURE AND CHANGE IN EDUCATION AND TRAINING 24

AED5028 INTERNATIONALISATION IN EDUCATION AND TRAINING 24

AED5029 ADVANCED QUANTITATIVE RESEARCH METHODS 24

AED5030 POSITIVE EDUCATION 24

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## GRADUATE CERTIFICATE IN TERTIARY EDUCATION

**Course Code:**ATHE

**Campus:**Footscray Park.

**About this course:**This course is only available to Victoria University staff. The Graduate Certificate in Tertiary Education is a theory-informed but practice-oriented course designed for teachers in higher, further and vocational education. The course is delivered using a flexible blended approach, with a combination of face-to-face

workshops and online activities in each unit. Core and elective units provide participants with opportunities to develop skills and knowledge across a range of approaches to learning, teaching and assessment. The course has a strong focus on scholarly and practical research-based approaches to tertiary education and is designed to develop skills in context, with strong inquiry-led approach to learning and options for elective studies in supervisory practice as well as independent investigations of topics relevant to the individual teaching context. The course also meets the requirements for TAFE teachers to progress to the top of the TAFE teacher salary structure and prepares graduates to progress to further post-graduate study.

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

- Demonstrate knowledge of educational theories and practices in tertiary education;
- Plan and design a structured and aligned learning and teaching programme to meet the needs of the different student cohorts;
- Use a mix of theoretical knowledge, peer observation, student feedback, student work and self-reflection to critically evaluate a wide range of learning and teaching activities and outcomes;
- Design assessment that identifies and strengthens student learning, provides feedback and informs future planning; and
- Systematically investigate educational practice and/or contextual issue and report on findings, recommendations and implications for practice.

**Careers:**This course is designed to support the professional learning of educational practitioners.

**Course Duration:**0.5 years

**Admission Requirements Mature Age:**To qualify for admission to the course, applicants must have successfully completed a non-cognate qualification at level 7 of the Australian Qualifications Framework or international equivalent, or a cognate qualification at level 5 plus relevant experience in a tertiary environment as approved by the College of Education. In addition, applicants are expected to have recent or current teaching experience in a tertiary institution.

## COURSE STRUCTURE

To complete the Graduate Certificate in Tertiary Education students will be required to complete 48 credit points (equivalent to 4 units) in total consisting of:

- 24 credit points (equivalent to 2) of Core studies
- 24 credit points (equivalent to 2) Elective units

AET4001 FOUNDATIONS OF LEARNING AND TEACHING IN TERTIARY EDUCATION 12

AET4002 CURRICULUM DESIGN AND STUDENT ASSESSMENT 12

Select 24 credit points (equivalent to 2) units from the following:

AET4003 IMPROVING PRACTICE 12

AET4004 IMPROVING PRACTICE: INVESTIGATION AND EVALUATION 12

AET4005 SUPERVISION OF STUDENT RESEARCH 12

AET4007	TEACHING PRACTICUM	12
AET4008	OPTIMISING LEARNING FOR STUDENT DIVERSITY	12
AET4009	RESPONDING TO DIVERSE COHORTS: TEACHING STRATEGIES	12

- Apply and validate the theoretical and practical learning opportunities provided in each unit of study to become accomplished and autonomous TESOL practitioners;
- Implement their enhanced teaching skills and critically reflect on theory and professional practice in second language contexts.

## GRADUATE CERTIFICATE IN TESOL

**Course Code:**ATTL

**Campus:**Footscray Park.

**About this course:**The Graduate Certificate in TESOL is a professionally-oriented course enabling language teachers to improve their practice by: · Gaining insights informed by recent theory and pedagogical research · Reflecting on their past and present practice as teaching practitioners and applying it to future contexts · Considering how methodological issues impact on their work as language teaching professionals and practitioners. The Graduate Certificate in TESOL attracts a range of students throughout Melbourne. In particular, it appeals to: · Busy working qualified ESL teachers seeking a short but impactful and accredited PD program · Qualified ESL teachers who need to meet changing employment requirements · CELTA graduates seeking to work locally and internationally in TESOL context The Graduate Certificate in TESOL is a flexible coursework program underpinned by a commitment to social justice, sustainability and ethical action. It encourages participants to make links between their practice and the latest theory and research in education, locally and internationally. The course is open to current and future educators, including current teachers and principals, those outside formal education settings, such as community educators and youth workers, as well as those who may not have a formal role as an educator, such as business professionals seeking to expand their understanding of how colleagues learn. It is delivered onshore for both domestic and international students. The program is 2 semesters of part-time study. Please note, this course does NOT provide students with registration to teach.

**Course Objectives:**By the completion of this program graduates will be able to:

- Synthesise and critically review their understanding of fundamental principles of recent and applied language teaching and learning in a TESOL environment;
- Evaluate, implement and analyse English as a second or additional language current curricula and pedagogical programs that are locally, nationally and internationally applicable;
- Justify and interpret theoretical propositions and related bodies of knowledge to critically evaluate the impact of English as a second or additional language learning programs that are underpinned by researched principles of language teaching and a thorough knowledge of the systems of the English language;
- Exhibit competence in a range of key knowledge areas in second language acquisition including curriculum development, learning approaches and assessment;
- Interrogate and assess the role of social and cultural contexts in the English language teaching and learning , and generate adaptable solutions to complex problems in such contexts, and advocate the role of TESOL teachers for social responsibility;
- Analyse research findings applicable to TESOL practitioners, and communicate and transmit these ideas to peers;

**Careers:**There are many career opportunities available for graduates, including

- work with migrants or indigenous students at the primary and secondary level if they entered the course with teaching qualifications, or work with adults
- teachers looking for a change in career direction
- teaching English abroad

**Course Duration:**0.5 years

**Admission Requirements Mature Age:**A recognised degree of at least three years full-time duration preferably in Linguistics/ TESOL/ Education (or related disciplines). A recognised degree of at least three years duration or equivalent and commitment to work in TESOL programs. Examples of commitment to work in TESOL programs include completed CELTA, working experience as a teacher of English as a second/ international/ additional language, participation in professional development or extensive volunteer work . Current or recent working experience as a teacher of English as a second/ international/ additional language locally or internationally is strongly recommended. In addition to the above admission requirements, all applicants are also required to: 1) attend a meeting with the Course Coordinator to discuss course content and employment opportunities that may exist, (2) submit a current version of their CV with at least a list of 3 referees and (3) to present a 200 word statement outlining why they are interested in undertaking this course. Eligibility for acceptance will be demonstrated by a commitment to work in TESOL programs and/ or relevance of previous experience.

**Admission Requirements Other:**Applicants are required to have (1) A recognised degree (2) a minimum IELTS of 6.5 overall ± Academic Module, or approved equivalent\*. Applicants are also required to (3) attend a meeting with the Course Coordinator to discuss course content and employment opportunities that may exist, (4) submit a current version of their CV with at least a list of 3 referees and (5) to present a 200 word statement outlining why they are interested in undertaking this course. Eligibility for acceptance will be demonstrated by a commitment to work in TESOL programs and/ or relevance of previous experience.

### COURSE STRUCTURE

To complete the Graduate Certificate in TESOL students will be required to complete 48 credit points in total consisting of:

- 48 credit points (equivalent to 2 units) of Core studies

Please note:

- AEG5123 is offered in semesters 1, 2
- AEG5124 is offered in semesters 1, 2, 3 and 4
- AEG5123 is a pre-requisite for AEG5124

AEG5123

TESOL METHODOLOGY

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## CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE

**Course Code:**CHC30113

**Campus:**Werribee, Footscray Nicholson, Industry, St Albans, Banksia Gardens Community Centre, Hume Global Learning Centre & Melton Campus.

**About this course:**This course is for those working as educators in a range of early childhood settings. This course will help you to develop skills in planning activities and providing care to children, facilitating their leisure and play and enabling them to achieve their developmental outcomes. Students will be qualified to be an Early Childhood Educator Level 3, working with local communities in the provision of services. You would generally work under direct supervision and in some settings, may also have limited supervisory responsibilities of volunteers. Study Pathway: CHC50113 Diploma of Children's Services

**Course Objectives:**This qualification reflects the role of workers in a range of Early Childhood Educational settings who work within the requirements of the Education and Care Services National Regulations and the National Quality Standard. They support the implementation of an approved learning framework, and support children's wellbeing, learning and development. Depending on the setting, educators may work under direct supervision or autonomously. Under the Education and Care Services National Law (2011) the Australian Children's Education and Care Quality Authority (ACECQA) publishes lists of approved early childhood education and care qualifications and information regarding regulatory requirements here: [www.acecqa.gov.au](http://www.acecqa.gov.au)

- Early childhood educator
- Outside School Hours Care assistant
- Playgroup supervisor
- Recreation Assistant
- Family day care worker
- Nanny
- Childhood Educator
- Reliever
- Childhood Educator assistant

### Careers:

**Course Duration:**0.5 years

**Admission Requirements Year 12:**Successful completion of VCE or equivalent

**Admission Requirements International:**IELTS 5.5 or equivalent.

**Admission Requirements Mature Age:**Students should have achieved a successful year 10 Pass (and above) be eligible to meet all other entry requirements.

**Admission Requirements Other:**Working with Children/ Police Checks will be required to participate in this course

**Selection Processes:**Direct Entry, Interview, Written Application, Written Test

### COURSE STRUCTURE

To qualify for the Certificate III in Early Childhood Education & Care participants must successfully complete a total of 18 units of study, comprising of 15 core units and 3 elective units in accordance with the packaging rules specified in CHC Community Services Training Package and the University's approval. Units must be relevant to the work outcome. All electives chosen must support the overall integrity of the AQF level of this qualification and contribute to a valid, industry-supported vocational outcome.

#### Core Units

CHCCS400C	WORK WITHIN A RELEVANT LEGAL AND ETHICAL FRAMEWORK	50
CHCECE001	DEVELOP CULTURAL COMPETENCE	70
CHCECE002	ENSURE THE HEALTH AND SAFETY OF CHILDREN	63
CHCECE003	PROVIDE CARE FOR CHILDREN	70
CHCECE004	PROMOTE AND PROVIDE HEALTHY FOOD AND DRINKS	35
CHCECE005	PROVIDE CARE FOR BABIES AND TODDLERS	60
CHCECE007	DEVELOP POSITIVE AND RESPECTFUL RELATIONSHIPS WITH CHILDREN	70
CHCECE009	USE AN APPROVED LEARNING FRAMEWORK TO GUIDE PRACTICE	70
CHCECE010	SUPPORT THE HOLISTIC DEVELOPMENT OF CHILDREN IN EARLY CHILDHOOD	70
CHCECE011	PROVIDE EXPERIENCES TO SUPPORT CHILDREN'S PLAY AND LEARNING	40
CHCECE013	USE INFORMATION ABOUT CHILDREN TO INFORM PRACTICE	40
CHCPRT001	IDENTIFY AND RESPOND TO CHILDREN AND YOUNG PEOPLE AT RISK	40
HLTAID004	PROVIDE AN EMERGENCY FIRST AID RESPONSE IN AN EDUCATION AND CARE SETTING	20
HLTWHS001	PARTICIPATE IN WORKPLACE HEALTH AND SAFETY	20
HLTHIR404D	WORK EFFECTIVELY WITH ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE	20

Elective Units (3 required, as per the Training Package rules and the University's approval)

CHCECE012	SUPPORT CHILDREN TO CONNECT WITH THEIR WORLD	40
CHCORG303C	PARTICIPATE EFFECTIVELY IN THE WORK ENVIRONMENT	20
CHCPRT003	WORK COLLABORATIVELY TO MAINTAIN AN ENVIRONMENT SAFE FOR CHILDREN AND YOUNG PEOPLE	50
CHCECE006	SUPPORT BEHAVIOUR OF CHILDREN AND YOUNG PEOPLE	30

## CERTIFICATE III IN EDUCATION SUPPORT

**Course Code:**CHC30213

**Campus:**Footscray Nicholson, Industry, Footscray Park, St Albans.

**About this course:**This qualification will equip students to provide assistance and support to teachers and students in a range of education settings, including public schools, independent schools and community education. This course will open opportunities for further studies in Education and career development.

**Course Objectives:**This qualification reflects the role of workers in a range of education settings, including public and independent schools and community education settings, who provide assistance and support to teachers and students under broad-based supervision.

**Careers:**Possible career outcomes: Education assistant; support worker (working with children with disabilities); Teacher assistant; Teacher aide; Aboriginal and/or Torres Strait Islander education worker, Indigenous language and culture teaching assistant, Integration Aid, Multicultural Aid.

**Course Duration:**0.5 years

**Admission Requirements Year 12:**Successful completion of VCE or equivalent.

**Admission Requirements Mature Age:**Relevant industry or vocational experience or assessed as being capable to complete the course by the University.

**Admission Requirements Other:**Working with children/police checks are required to participate in this course

**Selection Processes:**Direct Entry, Interview, Written Application, Written Test

### COURSE STRUCTURE

To qualify for the Certificate III in Education Support participants must successfully complete a total of 17 units of study, comprising of 12 core units and 5 elective units in accordance with the packaging rules specified in CHC Community Services Training Package and the University's approval.

#### Core Units

CHCECE006	SUPPORT BEHAVIOUR OF CHILDREN AND YOUNG PEOPLE	30
CHCEDS001	COMPLY WITH LEGISLATIVE, POLICY AND INDUSTRIAL REQUIREMENTS IN THE EDUCATION ENVIRONMENT	35
CHCEDS002	ASSIST IN IMPLEMENTATION OF PLANNED EDUCATIONAL PROGRAMS	40
CHCEDS003	CONTRIBUTE TO STUDENT EDUCATION IN ALL DEVELOPMENTAL DOMAINS	50
CHCEDS004	CONTRIBUTE TO ORGANISATION AND MANAGEMENT OF CLASSROOM OR CENTRE	30
CHCEDS005	SUPPORT THE DEVELOPMENT OF LITERACY AND ORAL LANGUAGE SKILLS	55
CHCEDS006	SUPPORT THE DEVELOPMENT OF NUMERACY SKILLS	50

CHCEDS007	WORK EFFECTIVELY WITH STUDENTS AND COLLEAGUES	40
CHCEDS017	CONTRIBUTE TO THE HEALTH AND SAFETY OF STUDENTS	30
CHCEDS018	SUPPORT STUDENTS WITH ADDITIONAL NEEDS IN THE CLASSROOM ENVIRONMENT	30
HLTHIR403C	WORK EFFECTIVELY WITH CULTURALLY DIVERSE CLIENTS AND CO-WORKERS	20
HLTHIR404D	WORK EFFECTIVELY WITH ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE	20
Elective Units (5 required, as per the Training Package rules and the University's approval)		
CHCEDS025	FACILITATE LEARNING FOR STUDENTS WITH DISABILITIES	50
CHCPRT001	IDENTIFY AND RESPOND TO CHILDREN AND YOUNG PEOPLE AT RISK	40
HLTAID003	PROVIDE FIRST AID	18
CHCDIS411A	COMMUNICATE USING AUGMENTATIVE AND ALTERNATIVE COMMUNICATION STRATEGIES	60
CHCEDS031	PROVIDE SUPPORT TO STUDENTS WITH AUTISM SPECTRUM DISORDER	50
CHCEDS014	SUPPORT STUDENTS WITH ENGLISH AS A SECOND LANGUAGE	30
CHCEDS016	SUPPORT LEARNING FOR STUDENTS WITH DISABILITIES IN A CLASSROOM ENVIRONMENT	35
CHCEDS012	SET UP AND SUSTAIN INDIVIDUAL AND SMALL GROUP LEARNING AREAS	18
HLTWS001	PARTICIPATE IN WORKPLACE HEALTH AND SAFETY	20

## CERTIFICATE IV IN EDUCATION SUPPORT

**Course Code:**CHC40213

**Campus:**Footscray Nicholson, Industry, Footscray Park, St Albans.

**About this course:**This qualification will equip students to provide assistance and support to teachers and students in a range of education settings, including public schools, independent schools and community education. This course will open opportunities for further studies in Education and career development.

**Course Objectives:**This qualification reflects the role of workers in a range of education settings, including public and independent schools and community education settings, who provide assistance and support to teachers and students under broad-based supervision. Some job roles may require tasks to be performed with a moderate level of autonomy and/or the provision of supervision/leadership to other staff/volunteers.

**Careers:**Possible career outcomes: Education assistant; support worker (working with children with disabilities); Teacher assistant; Teacher aide; Aboriginal and/or Torres

Strait Islander education worker, Indigenous language and culture teaching assistant, Integration Aid, Multicultural Aid, Integration Coordinator

**Course Duration:** 1 year

**Admission Requirements Year 12:** Successful completion of VCE or equivalent.

**Admission Requirements Mature Age:** Relevant industry or vocational experience or assessed as being capable to complete the course by the University.

**Admission Requirements Other:** Working with children/police checks are required to participate in this course

**Selection Processes:** Direct Entry, Interview, Written Application, Written Test

#### COURSE STRUCTURE

To qualify for the Certificate IV in Education Support participants must successfully complete a total of 17 units of study, comprising of 12 core units and 5 elective units in accordance with the packaging rules specified in CHC Community Services Training Package and the University's approval.

#### Core Units

CHCECE006	SUPPORT BEHAVIOUR OF CHILDREN AND YOUNG PEOPLE	30
CHCEDS001	COMPLY WITH LEGISLATIVE, POLICY AND INDUSTRIAL REQUIREMENTS IN THE EDUCATION ENVIRONMENT	35
CHCEDS021	ASSIST IN FACILITATION OF STUDENT LEARNING	50
CHCEDS022	WORK WITH STUDENTS IN NEED OF ADDITIONAL SUPPORT	50
CHCEDS024	USE EDUCATIONAL STRATEGIES TO SUPPORT ABORIGINAL AND/OR TORRES STRAIT ISLANDER EDUCATION	55
CHCEDS025	FACILITATE LEARNING FOR STUDENTS WITH DISABILITIES	50
CHCEDS032	SUPPORT LEARNING AND IMPLEMENTATION OF RESPONSIBLE BEHAVIOUR	55
CHCORG428A	REFLECT ON AND IMPROVE OWN PROFESSIONAL PRACTICE	120
CHCPRT001	IDENTIFY AND RESPOND TO CHILDREN AND YOUNG PEOPLE AT RISK	40
HLTHIR403C	WORK EFFECTIVELY WITH CULTURALLY DIVERSE CLIENTS AND CO-WORKERS	20
HLTHIR404D	WORK EFFECTIVELY WITH ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE	20
HLTWS001	PARTICIPATE IN WORKPLACE HEALTH AND SAFETY	20
Elective Units (5 required, as per the Training Package rules and the University's approval)		
CHCDIS405A	FACILITATE SKILLS DEVELOPMENT AND MAINTENANCE	50

CHCEDS028	ASSIST IN PRODUCTION OF LANGUAGE RESOURCES	40
HLTAID003	PROVIDE FIRST AID	18
CHCDIS411A	COMMUNICATE USING AUGMENTATIVE AND ALTERNATIVE COMMUNICATION STRATEGIES	60
CHCEDS031	PROVIDE SUPPORT TO STUDENTS WITH AUTISM SPECTRUM DISORDER	50
CHCEDS012	SET UP AND SUSTAIN INDIVIDUAL AND SMALL GROUP LEARNING AREAS	18
CHCEDS004	CONTRIBUTE TO ORGANISATION AND MANAGEMENT OF CLASSROOM OR CENTRE	30

#### CERTIFICATE IV IN ALCOHOL AND OTHER DRUGS

**Course Code:** CHC40412

**Campus:** Industry, Footscray Park, City Flinders.

**About this course:** This qualification educates workers who provide a range of services and interventions to clients with alcohol and other drugs issues and/or implement health promotion and community interventions. Work may take place in a range of contexts such as community based organisations, residential rehabilitation services and outreach services. This qualification:

- Defines the knowledge and skills for support workers and care workers who work autonomously under the broad guidance of other practitioners and professionals in the community services and health sectors
- Refers to specific knowledge of a client with alcohol and other drugs issues and to appropriate intervention processes applied in residential and community settings.

**Course Objectives:** This qualification covers workers who provide a range of services and interventions to clients with alcohol and other drugs issues and/or implement health promotion and community interventions. Work may take place in a range of contexts such as community based organisations, residential rehabilitation services and outreach services. This qualification:

- Defines the knowledge and skills for support workers and care workers who work autonomously under the broad guidance of other practitioners and professionals in the community services and health sectors
- Refers to specific knowledge of a client with alcohol and other drugs issues and to appropriate intervention processes applied in residential and community settings.
- Case worker
- Family support worker
- Community support worker
- Outreach worker
- Detoxification worker
- Support worker
- Drug and alcohol worker

**Careers:**

**Course Duration:** 1 year

**Admission Requirements Year 12:** Successful Completion of VCE or equivalent

**Admission Requirements Mature Age:** Relevant industry or vocational experience or assessed as being capable to complete the course by the University.

**Admission Requirements Other:** Working with children/police checks may be required to participate in this course

**Selection Processes:** Direct Entry, Interview, Written Application, VTAC

#### COURSE STRUCTURE

To qualify for the Certificate IV in Alcohol and Other Drugs participants must successfully complete a total of 16 units of study, comprising of 7 core units and 9 elective units in accordance with the packaging rules specified in CHC08 Community Services Training Package and the University's approval.

#### Core Units

CHCAOD402B	WORK EFFECTIVELY IN THE ALCOHOL AND OTHER DRUGS SECTOR	50
CHCAOD408B	ASSESS NEEDS OF CLIENTS WITH ALCOHOL AND/OR OTHER DRUGS ISSUES	125
CHCAOD411A	PROVIDE INTERVENTIONS FOR PEOPLE WITH ALCOHOL AND OTHER DRUG ISSUES	70
CHCCM404A	UNDERTAKE CASE MANAGEMENT FOR CLIENTS WITH COMPLEX NEEDS	50
CHCCOM403A	USE TARGETED COMMUNICATION SKILLS TO BUILD RELATIONSHIPS	55
CHCCS400C	WORK WITHIN A RELEVANT LEGAL AND ETHICAL FRAMEWORK	50
CHCWS312A	FOLLOW WHS SAFETY PROCEDURES FOR DIRECT CARE WORK	30

Elective Units (9 required, as per the Training Package rules and the University's approval)

Group A: The following unit must be selected

HLTFA311A	APPLY FIRST AID	18
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Group B: one unit must be selected for this qualification

CHCAOD409E	PROVIDE ALCOHOL AND/OR OTHER DRUG WITHDRAWAL SERVICES	150
CHCORG405E	MAINTAIN AN EFFECTIVE WORK ENVIRONMENT	50

#### General Electives

CHCCHILD404B	SUPPORT THE RIGHTS AND SAFETY OF CHILDREN AND YOUNG PEOPLE	40
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CHCCS422B	RESPOND HOLISTICALLY TO CLIENT ISSUES AND REFER APPROPRIATELY	75
CHCICS406B	SUPPORT CLIENT SELF-MANAGEMENT	50
HLTHIR403C	WORK EFFECTIVELY WITH CULTURALLY DIVERSE CLIENTS AND CO-WORKERS	20
CHCAOD406E	WORK WITH CLIENTS WHO ARE INTOXICATED	50
CHCYTH506B	PROVIDE SERVICES FOR YOUNG PEOPLE APPROPRIATE TO THEIR NEEDS AND CIRCUMSTANCES	115
CHCYTH407E	RESPOND TO CRITICAL SITUATIONS	90
CHCCD508D	SUPPORT COMMUNITY ACTION	90
CHCCD412B	WORK WITHIN A COMMUNITY DEVELOPMENT FRAMEWORK	65
CHCMH401A	WORK EFFECTIVELY IN MENTAL HEALTH SETTINGS	45
CHCMH504E	PROVIDE A RANGE OF SERVICES TO PEOPLE WITH MENTAL HEALTH ISSUES	150
CHCAOD510B	WORK EFFECTIVELY WITH CLIENTS WITH COMPLEX ALCOHOL AND/OR OTHER DRUGS ISSUES (TRUNC)	75
CHCCS504B	PROVIDE SERVICES TO CLIENTS WITH COMPLEX NEEDS	60
CHCLD514B	ANALYSE IMPACTS OF SOCIOLOGICAL FACTORS ON CLIENTS COMMUNITY WORK AND SERVICES	100
CHCAOD407E	PROVIDE NEEDLE AND SYRINGE SERVICES	50
CHCMH411A	WORK WITH PEOPLE WITH MENTAL HEALTH ISSUES	50
HLTHIR404D	WORK EFFECTIVELY WITH ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE	20
CHCCD514B	IMPLEMENT COMMUNITY DEVELOPMENT STRATEGIES	70
CHCORG428A	REFLECT ON AND IMPROVE OWN PROFESSIONAL PRACTICE	120
CHCCS502C	MAINTAIN LEGAL AND ETHICAL WORK PRACTICES	70
CHCCHILD401B	IDENTIFY AND RESPOND TO CHILDREN AND YOUNG PEOPLE AT RISK	30
CHCDIS410A	FACILITATE COMMUNITY PARTICIPATION AND INCLUSION	60
CHCCS401C	FACILITATE RESPONSIBLE BEHAVIOUR	40
CHCCS411C	WORK EFFECTIVELY IN THE COMMUNITY SECTOR	40
CHCDIS410A	FACILITATE COMMUNITY PARTICIPATION AND INCLUSION	60

CHCCM503C	DEVELOP, FACILITATE AND MONITOR ALL ASPECTS OF CASE MANAGEMENT	75
CHCCOM504B	DEVELOP, IMPLEMENT AND PROMOTE EFFECTIVE WORKPLACE COMMUNICATION	80
CHCPOL504B	DEVELOP AND IMPLEMENT POLICY	90
CHCCS400C	WORK WITHIN A RELEVANT LEGAL AND ETHICAL FRAMEWORK	50
CHCPOL403C	UNDERTAKE RESEARCH ACTIVITIES	50
CHCGROUP403D	PLAN AND CONDUCT GROUP ACTIVITIES	50
CHCLD514B	ANALYSE IMPACTS OF SOCIOLOGICAL FACTORS ON CLIENTS COMMUNITY WORK AND SERVICES	100
CHCCCHILD404B	SUPPORT THE RIGHTS AND SAFETY OF CHILDREN AND YOUNG PEOPLE	40
CHCYTH506B	PROVIDE SERVICES FOR YOUNG PEOPLE APPROPRIATE TO THEIR NEEDS AND CIRCUMSTANCES	115
CHCYTH407E	RESPOND TO CRITICAL SITUATIONS	90
CHCDEV002	ANALYSE IMPACTS OF SOCIOLOGICAL FACTORS ON CLIENTS IN COMMUNITY WORK AND SERVICES	100
CHCPRT002	SUPPORT THE RIGHTS AND SAFETY OF CHILDREN AND YOUNG PEOPLE	
CHCYTH010	PROVIDE SERVICES FOR YOUNG PEOPLE APPROPRIATE TO THEIR NEEDS AND CIRCUMSTANCES	90
CHCYTH004	RESPOND TO CRITICAL SITUATIONS	100
CHCPRT002	SUPPORT THE RIGHTS AND SAFETY OF CHILDREN AND YOUNG PEOPLE	

protection needs of young people. This work may be undertaken through employment in community, government and youth sector agencies and workers will be:

- responsible for implementing policies and guidelines of the employing organisation
- largely self-directed with fairly autonomous decision-making capacity under the indirect supervision of a manager.

**Careers:** Occupational titles may include: · Community development worker (youth) · Youth and family resource officer · Indigenous youth worker · Youth and family service worker · Recreational youth activities worker · Youth case worker · Residential care worker · Youth housing support worker · Support worker residential · Youth worker · Youth alcohol and other drugs worker

**Course Duration:** 1 year

**Admission Requirements Year 12:** Successful completion of VCE or equivalent.

**Admission Requirements International:** IELTS 5.5 or Equivalent.

**Admission Requirements Mature Age:** Relevant industry or vocational experience or assessed as being capable to complete the course by the University.

**Admission Requirements Other:** Working with children/police checks may be required to participate in this course

**Selection Processes:** Direct Entry, Interview, Written Application, VTAC

#### COURSE STRUCTURE

To qualify for the Certificate IV in Youth Work participants must successfully complete a total of 18 units of study, comprising of 14 core units and 4 elective units in accordance with the packaging rules specified in CHC Community Services Training Package and the University's approval.

#### CORE UNITS

CHCCD412B	WORK WITHIN A COMMUNITY DEVELOPMENT FRAMEWORK	65
CHCCOM403A	USE TARGETED COMMUNICATION SKILLS TO BUILD RELATIONSHIPS	55
CHCCS400C	WORK WITHIN A RELEVANT LEGAL AND ETHICAL FRAMEWORK	50
CHCGROUP403D	PLAN AND CONDUCT GROUP ACTIVITIES	50
CHCMH411A	WORK WITH PEOPLE WITH MENTAL HEALTH ISSUES	50
CHCPRT001	IDENTIFY AND RESPOND TO CHILDREN AND YOUNG PEOPLE AT RISK	40
CHCYTH001	ENGAGE RESPECTFULLY WITH YOUNG PEOPLE	60
CHCYTH002	WORK EFFECTIVELY WITH YOUNG PEOPLE IN THE	60

### CERTIFICATE IV IN YOUTH WORK

**Course Code:** CHC40413

**Campus:** Industry, Footscray Park.

**About this course:** The Certificate IV Youth Work qualification covers workers who develop and facilitate programs for young people through a range of community based programs designed to address the social, behavioural, health, welfare, developmental and protection needs of young people. This work may be undertaken through employment in community, government and welfare agencies and workers will be:

- Responsible for implementing policies and guidelines of the employing organisation
- Largely self directed with fairly autonomous decision making capacity under the indirect supervision of a manager.

**Course Objectives:** This qualification reflects the role of workers who develop and facilitate programs for young people through a range of community-based programs designed to address the social, behavioural, health, welfare, developmental and

	YOUTH WORK CONTEXT	
CHCYTH003	SUPPORT YOUNG PEOPLE TO CREATE OPPORTUNITIES IN THEIR LIVES	45
CHCYTH004	RESPOND TO CRITICAL SITUATIONS	100
CHCYTH010	PROVIDE SERVICES FOR YOUNG PEOPLE APPROPRIATE TO THEIR NEEDS AND CIRCUMSTANCES	90
HLTHIR403C	WORK EFFECTIVELY WITH CULTURALLY DIVERSE CLIENTS AND CO-WORKERS	20
HLTHIR404D	WORK EFFECTIVELY WITH ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE	20
HLTWS001	PARTICIPATE IN WORKPLACE HEALTH AND SAFETY	20
ELECTIVE UNITS (4)		
CHCDEV002	ANALYSE IMPACTS OF SOCIOLOGICAL FACTORS ON CLIENTS IN COMMUNITY WORK AND SERVICES	100
BSBWR401A	WRITE COMPLEX DOCUMENTS	50
CHCCS422B	RESPOND HOLISTICALLY TO CLIENT ISSUES AND REFER APPROPRIATELY	75
CHCAOD402B	WORK EFFECTIVELY IN THE ALCOHOL AND OTHER DRUGS SECTOR	50
ADDITIONAL ELECTIVE UNITS		
CHCCM503C	DEVELOP, FACILITATE AND MONITOR ALL ASPECTS OF CASE MANAGEMENT	75
CHCCOM504B	DEVELOP, IMPLEMENT AND PROMOTE EFFECTIVE WORKPLACE COMMUNICATION	80
CHCCS502C	MAINTAIN LEGAL AND ETHICAL WORK PRACTICES	70
CHCCS503B	DEVELOP, IMPLEMENT AND REVIEW SERVICES AND PROGRAMS TO MEET CLIENT NEEDS	70
CHCGROUP403D	PLAN AND CONDUCT GROUP ACTIVITIES	50
CHCMH411A	WORK WITH PEOPLE WITH MENTAL HEALTH ISSUES	50
CHCNET404B	FACILITATE LINKS WITH OTHER SERVICES	70
CHCYTH008	SUPPORT YOUNG PEOPLE TO TAKE COLLECTIVE ACTION	55
CHCYTH009	SUPPORT YOUTH PROGRAMS	150
CHCYTH012	MANAGE SERVICE RESPONSE TO YOUNG PEOPLE IN CRISIS	150
HLTAID003	PROVIDE FIRST AID	18

## CERTIFICATE IV IN CHILDREN'S SERVICES (OUTSIDE SCHOOL HOURS CARE)

Course Code:CHC41212

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**Campus:**Werribee, Footscray Nicholson, Industry, St Albans, Banksia Gardens Community Centre, Melton Campus..

**About this course:**This course is for those working as assistants in a range of early childhood settings. This course will help you to develop skills in planning activities and providing care to children, facilitating their leisure and play and enabling them to achieve their developmental outcomes. Students will be qualified to be a Children's Services Worker Level 3, working with local communities in the provision of services. You would generally work under direct supervision and in some settings, may also have limited supervisory responsibilities of volunteers. Study Pathway: CHC50908 Diploma of Children's Services

**Course Objectives:**This qualification covers workers who conduct vacation programs as well as before and after school care activities for children of school age. Outside school hours care workers:

- Plan activities and provide care to children, facilitating their leisure and play and enabling them to achieve their developmental outcomes
- May work under direct supervision or autonomously
- May have some supervisory responsibilities for volunteers and other workers.

**Careers:**Students will be qualified to be a Children's Services Worker Level 3, working with local communities in the provision of services. You would generally work under direct supervision and in some settings, may also have limited supervisory responsibilities of volunteers. This qualification covers workers who use organisation policies, procedures and individual children's profiles to plan activities and provide care to children, facilitating their leisure and play and enabling them to achieve their developmental outcomes. Depending on the setting, workers may work under direct supervision or autonomously. Occupational titles may include:

- Early childhood educator
- Outside school hours care assistant
- Playgroup supervisor
- Recreation assistant
- Family day care worker
- Nanny
- Childhood Educator
- Mobile assistant
- Childhood educator assistant

**Course Duration:**0.5 years

**Admission Requirements Year 12:**Students must be aged 18 or over. Students should have achieved a successful year 10 Pass (and above) and be eligible to meet all other entry requirements.

**Admission Requirements Mature Age:**Students should have achieved a successful year 10 Pass (and above) and be eligible to meet all other entry requirements.

**Admission Requirements Other:**Working with children/police checks may be required to participate in this course.

**Selection Processes:**Direct Entry, Interview, Written Application, Written Test, VTAC

COURSE STRUCTURE



To qualify for the Certificate IV in Children's Services (Outside School Hours Care) participants must successfully complete a total of 16 units of study, comprising of 12 core units and 4 elective units in accordance with the packaging rules specified in CHC08 Community Services Training Package and the University's approval.

#### Core Units

CHCCHILD401B	IDENTIFY AND RESPOND TO CHILDREN AND YOUNG PEOPLE AT RISK	30
CHCCN301C	ENSURE THE HEALTH AND SAFETY OF CHILDREN	60
CHCCN303A	CONTRIBUTE TO PROVISION OF NUTRITIONALLY BALANCED FOOD IN A SAFE AND HYGIENIC MANNER	20
CHCCS400C	WORK WITHIN A RELEVANT LEGAL AND ETHICAL FRAMEWORK	50
CHCFC301A	SUPPORT THE DEVELOPMENT OF CHILDREN	45
CHCOSH401A	SUPPORT CHILDREN TO PARTICIPATE IN OUTSIDE SCHOOL HOURS CARE	45
CHCOSH402B	DEVELOP AND IMPLEMENT ACTIVITIES IN OUTSIDE SCHOOL HOURS CARE	65
CHCOSH403B	WORK EFFECTIVELY WITH CHILDREN IN OUTSIDE SCHOOL HOURS CARE	60
CHCPR301C	PROVIDE EXPERIENCES TO SUPPORT CHILDREN'S PLAY AND LEARNING	40
HLTFA311A	APPLY FIRST AID	18
HLTHIR403C	WORK EFFECTIVELY WITH CULTURALLY DIVERSE CLIENTS AND CO-WORKERS	20
HLTWHS300A	CONTRIBUTE TO WHS PROCESSES	20
Elective Units (4 required, as per the Training Package rules and the University's approval)		
CHCORG303C	PARTICIPATE EFFECTIVELY IN THE WORK ENVIRONMENT	20
CHCPR302A	SUPPORT SUSTAINABLE PRACTICE	30
CHCORG611TC	LEAD AND DEVELOP OTHERS IN A COMMUNITY SECTOR WORKPLACE	90
SISCCRO301A	ASSIST WITH RECREATION GAMES NOT REQUIRING EQUIPMENT	10

### DIPLOMA OF EARLY CHILDHOOD EDUCATION AND CARE

**Course Code:**CHC50113

**Campus:**Werribee, Footscray Nicholson, Industry, St Albans, Banksia Gardens Community Centre, Hume Global Learning Centre.

**About this course:**This course is for those working as Early Childhood Educators in a range of early childhood settings. This course will help you to develop skills in

providing activities and care to children, facilitating their learning and play enabling them to achieve their developmental outcomes. Students will be qualified to be an Early Childhood Educator Level 5: Can be appointed as:

- Children's Services Co-ordinator
- Family Day Care Co-ordinator
- Team Leader or Room Leader in a service
- Early Childhood Educator
- Playgroup Co-ordinator
- Assistant Director of Early Childhood Services
- Early Childhood Educator - Team Leader
- Early Childhood Educator - Recreation
- Reliever in Early Childhood Programs
- Nanny
- Deliver 3 year old Kinder Program

**Course Objectives:**This qualification reflects the role of early childhood educators who are responsible for designing and implementing curriculum in early childhood education and care services. In doing so they work to implement an approved learning framework within the requirements of the Education and Care Services National Regulations and the National Quality Standard. They may have responsibility for supervision of volunteers or other staff. Under the Education and Care Services National Law (2011) the Australian Children's Education and Care Quality Authority (ACECQA) publishes lists of approved early childhood education and care qualifications and information regarding regulatory requirements here: [www.acecqa.gov.au](http://www.acecqa.gov.au).

- Children's Services Co-ordinator
- Family Day Care Co-ordinator
- Team Leader or Room Leader in a service
- Early Childhood Educator
- Playgroup Co-ordinator
- Assistant Director of Early Childhood Services
- Early Childhood Educator - Team Leader
- Early Childhood Educator - Recreation
- Reliever in Early Childhood Programs
- Nanny
- Deliver 3 year old Kinder Program

**Careers:**

**Course Duration:**1.5 years

**Admission Requirements Year 12:**Successful completion of VCE or equivalent.

**Admission Requirements International:**IELTS 5.5 or equivalent.

**Admission Requirements Mature Age:**Students should have achieved a successful year 10 Pass (and above) be eligible to meet all other entry requirements.

**Admission Requirements Other:**Working with Children/ Police Checks will be required to participate in this course.

**Selection Processes:**Direct Entry, Interview, Written Application, Written Test, VTAC

## COURSE STRUCTURE

To qualify for the Diploma of Early Childhood Education & Care participants must successfully complete a total of 28 core units of study, comprising of 23 core units and 5 elective units in accordance with the packaging rules specified in CHC Community Services Training Package and the University's approval.

Core and Elective units for CHC50113 Elective Units are subject to availability.

CHCECE009	USE AN APPROVED LEARNING FRAMEWORK TO GUIDE PRACTICE	70
HLTAID004	PROVIDE AN EMERGENCY FIRST AID RESPONSE IN AN EDUCATION AND CARE SETTING	20
HLTHIR404D	WORK EFFECTIVELY WITH ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE	20
CHCECE001	DEVELOP CULTURAL COMPETENCE	70
CHCECE016	ESTABLISH & MAINTAIN A SAFE & HEALTHY ENVIRONMENT FOR CHILDREN	50
CHCECE017	FOSTER THE HOLISTIC DEVELOPMENT & WELL BEING OF THE CHILD IN EARLY CHILDHOOD	240
CHCECE018	NURTURE CREATIVITY IN CHILDREN	80
CHCECE019	FACILITATE COMPLIANCE IN EDUCATION AND CARE SERVICES	120
CHCECE020	ESTABLISH & IMPLEMENT PLANS FOR DEVELOPING CO-OPERATIVE BEHAVIOUR	50
CHCECE021	IMPLEMENT STRATEGIES FOR THE INCLUSION OF ALL CHILDREN	50
CHCECE022	PROMOTE CHILDREN'S AGENCY	80
CHCECE023	ANALYSE INFORMATION TO INFORM LEARNING	70
CHCECE024	DESIGN & IMPLEMENT THE CURRICULUM TO FOSTER CHILDREN'S LEARNING & DEVELOPMENT	170
CHCECE025	EMBED SUSTAINABLE PRACTICES IN SERVICES OPERATIONS	60
CHCECE026	WORK IN PARTNERSHIP WITH FAMILIES TO PROVIDE APPROPRIATE EDUCATION AND CARE FOR CHILDREN	70
HLTWH5003	MAINTAIN WORK HEALTH & SAFETY	40
CHCORG428A	REFLECT ON AND IMPROVE OWN PROFESSIONAL PRACTICE	120
BSBINN502A	BUILD AND SUSTAIN AN INNOVATIVE WORK ENVIRONMENT	50
HLTHIR403C	WORK EFFECTIVELY WITH CULTURALLY DIVERSE CLIENTS	20

## AND CO-WORKERS

VU20754	PARTICIPATE IN ACADEMIC RESEARCH	80
BSBWRT401A	WRITE COMPLEX DOCUMENTS	50
CHCCS400C	WORK WITHIN A RELEVANT LEGAL AND ETHICAL FRAMEWORK	50
CHCECE002	ENSURE THE HEALTH AND SAFETY OF CHILDREN	63
CHCECE003	PROVIDE CARE FOR CHILDREN	70
CHCECE004	PROMOTE AND PROVIDE HEALTHY FOOD AND DRINKS	35
CHCECE005	PROVIDE CARE FOR BABIES AND TODDLERS	60
CHCECE007	DEVELOP POSITIVE AND RESPECTFUL RELATIONSHIPS WITH CHILDREN	70
CHCPRT001	IDENTIFY AND RESPOND TO CHILDREN AND YOUNG PEOPLE AT RISK	40

## DIPLOMA OF YOUTH WORK

**Course Code:**CHC50413

**Campus:**Industry, Footscray Park.

**About this course:**Develop the skills required to work as a supervisor or coordinator to develop and facilitate programs for young people. The Diploma of Youth Work trains you to be responsible for programs and services designed to meet the social, behavioural, health, welfare, developmental and protection needs of young people, managed through a range of community and institution-based agencies.

**Course Objectives:**This qualification reflects the role of people with responsibility for the development and the outcomes of programs and services for young people managed through a range of agencies and designed to meet the social, behavioural, health, welfare, developmental and protection needs of young people. This work may be undertaken through employment in community, government and welfare agencies.

**Careers:**Case Manager, Co-ordinator Youth and Family Services, Co-ordinator Youth Services, Program Manager, Senior Case Worker, Senior Youth Worker, Youth Work Team Leader.

**Course Duration:**1 year

**Admission Requirements Year 12:**To qualify for admission students must demonstrate experience either paid or unpaid in the Youth Work sector or Community Services Industry.

**Admission Requirements Mature Age:**Applicants must demonstrate to the satisfaction of the head of department that they are capable of successfully completing the course

**Selection Processes:**Direct Entry, Interview, Written Application, VTAC

## COURSE STRUCTURE

To qualify for the qualification, participants must successfully complete a total of 21 units of study, comprising of 17 core units and 4 elective units in accordance with the packaging rules specified in CHC Community Services Training Package.

#### CORE UNITS

CHCCM503C	DEVELOP, FACILITATE AND MONITOR ALL ASPECTS OF CASE MANAGEMENT	75
CHCCOM504B	DEVELOP, IMPLEMENT AND PROMOTE EFFECTIVE WORKPLACE COMMUNICATION	80
CHCCS502C	MAINTAIN LEGAL AND ETHICAL WORK PRACTICES	70
CHCCS503B	DEVELOP, IMPLEMENT AND REVIEW SERVICES AND PROGRAMS TO MEET CLIENT NEEDS	70
CHCDEV002	ANALYSE IMPACTS OF SOCIOLOGICAL FACTORS ON CLIENTS IN COMMUNITY WORK AND SERVICES	100
CHCGROUP403D	PLAN AND CONDUCT GROUP ACTIVITIES	50
CHCMH411A	WORK WITH PEOPLE WITH MENTAL HEALTH ISSUES	50
CHCNET404B	FACILITATE LINKS WITH OTHER SERVICES	70
CHCPRT001	IDENTIFY AND RESPOND TO CHILDREN AND YOUNG PEOPLE AT RISK	40
CHCYTH001	ENGAGE RESPECTFULLY WITH YOUNG PEOPLE	60
CHCYTH002	WORK EFFECTIVELY WITH YOUNG PEOPLE IN THE YOUTH WORK CONTEXT	60
CHCYTH008	SUPPORT YOUNG PEOPLE TO TAKE COLLECTIVE ACTION	55
CHCYTH009	SUPPORT YOUTH PROGRAMS	150
CHCYTH012	MANAGE SERVICE RESPONSE TO YOUNG PEOPLE IN CRISIS	150
HLTWS001	PARTICIPATE IN WORKPLACE HEALTH AND SAFETY	20
HLTHIR403C	WORK EFFECTIVELY WITH CULTURALLY DIVERSE CLIENTS AND CO-WORKERS	20
HLTHIR404D	WORK EFFECTIVELY WITH ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE	20

#### ELECTIVE UNITS (4)

HLTAID003	PROVIDE FIRST AID	18
CHCPOL504B	DEVELOP AND IMPLEMENT POLICY	90
CHCYTH010	PROVIDE SERVICES FOR YOUNG PEOPLE APPROPRIATE TO THEIR NEEDS AND CIRCUMSTANCES	90
CHCCS422B	RESPOND HOLISTICALLY TO CLIENT ISSUES AND REFER APPROPRIATELY	75

#### ADDITIONAL ELECTIVE UNITS

CHCYTH003	SUPPORT YOUNG PEOPLE TO CREATE OPPORTUNITIES IN THEIR LIVES	45
CHCYTH004	RESPOND TO CRITICAL SITUATIONS	100
CHCCD412B	WORK WITHIN A COMMUNITY DEVELOPMENT FRAMEWORK	65
CHCCOM403A	USE TARGETED COMMUNICATION SKILLS TO BUILD RELATIONSHIPS	55
CHCCS400C	WORK WITHIN A RELEVANT LEGAL AND ETHICAL FRAMEWORK	50
CHCAOD402B	WORK EFFECTIVELY IN THE ALCOHOL AND OTHER DRUGS SECTOR	50
CHCCD412B	WORK WITHIN A COMMUNITY DEVELOPMENT FRAMEWORK	65
CHCYTH004	RESPOND TO CRITICAL SITUATIONS	100

#### DIPLOMA OF CHILDREN'S SERVICES (EARLY CHILDHOOD EDUCATION AND CARE)

**Course Code:**CHC50908

**Campus:**Werribee, Footscray Nicholson, Industry, Melton, St Albans.

**About this course:**Become a fully qualified child care supervisor where you will be responsible for planning, implementing and managing programs in early childhood services. In most states this is the highest qualification required at director or service manager level for children's service centre-based care, and you will learn all the licensing, accreditation and duty of care requirements.

**Course Objectives:**This qualification covers workers in children's services who are responsible for planning, implementing and managing programs in early childhood services, in accordance with licensing, accreditation and duty of care requirements. At this level workers have responsibility for supervision of other staff and volunteers. In most states it is the highest qualification required at director or service manager level for children's service centre-based care.

**Careers:**Child care supervisor, director, service manager

**Course Duration:**2 years

**Admission Requirements Year 12:**To gain entry students must complete CHC30708 Certificate III in Children's Services. Apply via VTAC

**Admission Requirements International:**IELTS 5.5 To gain entry students must complete CHC30708 Certificate III in Children's Services.

**Admission Requirements Mature Age:**To gain entry students must complete CHC30708 Certificate III in Children's Services. Apply via: VTAC, Direct Entry, interview, written application

**Selection Processes:**Direct Entry, Interview, Written Application, Written Test, VTAC

#### COURSE STRUCTURE

18 units must be selected for this qualification including 13 compulsory units and 5 elective units. A wide range of elective units are available and may include units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages. Where appropriate, workplace requirements, units of competency packaged at this level or higher in other relevant Training Packages.

CHCCN511B	ESTABLISH AND MAINTAIN A SAFE AND HEALTHY ENVIRONMENT FOR CHILDREN	40
CHCFC502A	FOSTER PHYSICAL DEVELOPMENT IN EARLY CHILDHOOD	45
CHCFC503A	FOSTER SOCIAL DEVELOPMENT IN EARLY CHILDHOOD	70
CHCFC504A	SUPPORT EMOTIONAL AND PSYCHOLOGICAL DEVELOPMENT IN EARLY CHILDHOOD	50
CHCFC505A	FOSTER COGNITIVE DEVELOPMENT IN EARLY CHILDHOOD	85
CHCFC506A	FOSTER CHILDREN'S LANGUAGE AND COMMUNICATION DEVELOPMENT	100
CHCIC501B	MANAGE CHILDREN'S SERVICES WORKPLACE PRACTICE TO ADDRESS REGULATIONS AND QUALITY ASSURANCE	120
CHCIC510A	ESTABLISH AND IMPLEMENT PLANS FOR DEVELOPING COOPERATIVE BEHAVIOUR	40
CHCIC512A	PLAN AND IMPLEMENT INCLUSION OF CHILDREN WITH ADDITIONAL NEEDS	40
CHCPR502E	ORGANISE EXPERIENCES TO FACILITATE AND ENHANCE CHILDREN'S DEVELOPMENT	80
CHCPR509A	GATHER, INTERPRET AND USE INFORMATION ABOUT CHILDREN	70
CHCPR510B	DESIGN, IMPLEMENT AND EVALUATE PROGRAMS AND CARE ROUTINES FOR CHILDREN	170
CHCRF511A	WORK IN PARTNERSHIP WITH FAMILIES TO PROVIDE APPROPRIATE CARE FOR CHILDREN	70
CHCCN305B	PROVIDE CARE FOR BABIES	40
CHCORG303C	PARTICIPATE EFFECTIVELY IN THE WORK ENVIRONMENT	20
CHCRF301E	WORK EFFECTIVELY WITH FAMILIES TO CARE FOR THE CHILD	25
CHCPR302A	SUPPORT SUSTAINABLE PRACTICE	30
CHCCOM302D	COMMUNICATE APPROPRIATELY WITH CLIENTS AND COLLEAGUES	20
CHCIC302A	SUPPORT ABORIGINAL AND/OR TORRES STRAIT ISLAND FAMILIES TO PARTICIPATE IN CHILDREN'S SERVICES	30
CHCIC511A	IMPLEMENT AND PROMOTE INCLUSIVE POLICIES AND	40

## PRACTICES IN CHILDREN'S SERVICES

CHCFC508A	FOSTER CHILDREN'S AESTHETIC AND CREATIVE DEVELOPMENT	70
CHCPR515A	DEVELOP AND IMPLEMENT A PROGRAM TO SUPPORT SUSTAINABLE PRACTICE	50
CHCORG428A	REFLECT ON AND IMPROVE OWN PROFESSIONAL PRACTICE	120
CHCCN303A	CONTRIBUTE TO PROVISION OF NUTRITIONALLY BALANCED FOOD IN A SAFE AND HYGIENIC MANNER	20

## DIPLOMA OF CHILDREN'S SERVICES (OUTSIDE SCHOOL HOURS CARE)

**Course Code:**CHC51008

**Campus:**Industry, St Albans.

**About this course:** Advance your career in children's services with a course that provides training in co-ordination and management. The course is designed for individuals working in a full-time, part-time or voluntary basis as assistants in a range of school-aged settings, including before and after school care, vacation programs and school-aged services. The course includes units on childhood development, caring for children, and management of children's services.

**Course Objectives:** This course is designed for individuals working in a full-time, part-time or voluntary basis as assistants in a range of school aged settings. These settings may include before and after school care, holiday/vacation programs, school aged services.

**Careers:** Outside school hours care coordinator/worker, Program Leader, Service Director/Manger, Vacation care coordinator, Group coordinator/leader and Director of Outside School Hours Care.

**Course Duration:** 1 year

**Admission Requirements Other:** To gain entry students must complete the CHC41208 Certificate IV in OSHC.

**Selection Processes:** Direct Entry, Interview, User Choice (Apprenticeships), Written Test, Employer Choice

## COURSE STRUCTURE

To achieve the qualification 18 units must be successfully completed including 11 core units and 7 elective units. A wide range of elective units are available to address workplace requirements at this level or higher in the Community Services / Health Training Packages and other relevant national endorsed Training Packages approved by the College of Education.

CHCCN511B	ESTABLISH AND MAINTAIN A SAFE AND HEALTHY ENVIRONMENT FOR CHILDREN	40
CHCFC512A	FOSTER PHYSICAL DEVELOPMENT IN MIDDLE CHILDHOOD	40
CHCFC513A	FOSTER SOCIAL DEVELOPMENT IN MIDDLE CHILDHOOD	70
CHCFC514A	SUPPORT EMOTIONAL AND PSYCHOLOGICAL	40

	DEVELOPMENT IN MIDDLE CHILDHOOD	
CHCFC515A	FOSTER COGNITIVE DEVELOPMENT IN MIDDLE CHILDHOOD	70
CHCIC501B	MANAGE CHILDREN'S SERVICES WORKPLACE PRACTICE TO ADDRESS REGULATIONS AND QUALITY ASSURANCE	120
CHCIC510A	ESTABLISH AND IMPLEMENT PLANS FOR DEVELOPING COOPERATIVE BEHAVIOUR	40
CHCIC512A	PLAN AND IMPLEMENT INCLUSION OF CHILDREN WITH ADDITIONAL NEEDS	40
CHCPOL504B	DEVELOP AND IMPLEMENT POLICY	90
CHCPR510B	DESIGN, IMPLEMENT AND EVALUATE PROGRAMS AND CARE ROUTINES FOR CHILDREN	170
CHCRF511A	WORK IN PARTNERSHIP WITH FAMILIES TO PROVIDE APPROPRIATE CARE FOR CHILDREN	70
CHCIC302A	SUPPORT ABORIGINAL AND/OR TORRES STRAIT ISLAND FAMILIES TO PARTICIPATE IN CHILDREN'S SERVICES	30
CHCIC511A	IMPLEMENT AND PROMOTE INCLUSIVE POLICIES AND PRACTICES IN CHILDREN'S SERVICES	40
CHCFC508A	FOSTER CHILDREN'S AESTHETIC AND CREATIVE DEVELOPMENT	70
CHCORG428A	REFLECT ON AND IMPROVE OWN PROFESSIONAL PRACTICE	120
HLTHIR403C	WORK EFFECTIVELY WITH CULTURALLY DIVERSE CLIENTS AND CO-WORKERS	20
CHCPR515A	DEVELOP AND IMPLEMENT A PROGRAM TO SUPPORT SUSTAINABLE PRACTICE	50
BSBMGT401A	SHOW LEADERSHIP IN THE WORKPLACE	50
CHCORG627B	PROVIDE MENTORING SUPPORT TO COLLEAGUES	60

- Analyse and evaluate perspectives in the theory, research and practice of education in community and human service contexts in a changing world.
- Critically review the conditions for lifelong learning appropriate to individuals and groups in social settings, incorporating ethical, sustainable and socially inclusive criteria.
- Plan, implement, assess and evaluate educational programs and activities that demonstrate practical, recreational and creative skills.
- Research and critically reflect on practice and communicate ideas as an educator in community and human services.
- Critically appreciate the statutory, policy and organisational contexts for professional practice and contribute to interprofessional teamwork and leadership

**Careers:** Graduates are prepared to work as educators in community and human service contexts such as: children's, youth, family, social welfare and aged care services; community education and community development; health promotion or community health and lifestyle education; tutoring and mentoring programs; program development and coordination.

**Course Duration:** 3 years

**Admission Requirements Year 12:** Units 3 and 4 - a study score for English as an Additional Language (EAL) 25 and any other English 20 AND completion of Units 1 and 2 - two units of general mathematics or mathematical methods (CAS)

**Admission Requirements Mature Age:** Applicants who do not meet the normal admission requirements but who possess appropriate educational qualifications, work or life experiences which would enable them to successfully undertake the course, will be considered for admission.

#### COURSE STRUCTURE

To complete the Bachelor of Education (Social Pedagogy) students will be required to complete 288 credit points (equivalent to 24 units) in total consisting of:

- 168 credit points (equivalent to 14 units) of Core studies
- 120 credit points (equivalent to 10 units) of Elective studies (from the lists below)

#### Year 1, Semester 1

ESP1001	DESIGNING ACTIVE LEARNING IN CONTEXT	12
ESP1002	SOCIAL ECOLOGY OF PEOPLE AND THEIR COMMUNITIES	12
ESP1000	LIVING AND LEARNING IN A CHANGING WORLD	12
ESP1003	LIVING THEORY	12

#### Year 1, Semester 2

ESP1004	IMPLEMENTING ACTIVE LEARNING IN CONTEXT	12
ESP1005	PERSONAL AND QUANTITATIVE LITERACIES	12

Select 24 credit points from the Arts (Music, Visual Arts, Performance Studies)

## BACHELOR OF EDUCATION (SOCIAL PEDAGOGY)

**Course Code:** EBSP

**Campus:** St Albans.

**About this course:** The Bachelor of Education (Social Pedagogy) prepares graduates to work as educators in community and human service contexts. "Social pedagogy" is the practice of education with individuals, diverse groups and communities. It emphasises learning as lifelong, and integrates a focus on learners' wellbeing. The degree will equip students with the necessary skills, knowledge and practical experience to succeed as an educator in the community sector and human services settings (outside of schools, early childhood centres or other institutions requiring teacher registration), for example, in community work, health, social welfare and aged care. Successful completion of the degree provides a foundation for postgraduate studies.

**Course Objectives:** By the completion of this program, graduates will be able to:

elective list

Year 2, Semester 1

ESP2001 MAKING THE CONDITIONS FOR LEARNING: ETHICAL AND REFLEXIVE PRACTICE 12

ESP2002 MULTI LITERACIES 12

Select 24 credit points from any of the elective lists

Year 2, Semester 2

ESP2004 MAKING THE CONDITIONS FOR LEARNING: SOCIALLY INCLUSIVE PEDAGOGY 12

ESP2000 PROFESSIONAL LITERACIES 12

Select 24 credit points from any of the elective lists

Year 3, Semester 1

ESP3001 ASSESSMENT AND EVALUATION 12

ESP3002 UNDERSTANDING PROCESSES OF INNOVATION 12

ESP3004 ACTION LEARNING PROJECT AND PLACEMENT 12

Select 12 credit points from any of the elective lists

Year 3, Semester 2

ESP3003 INTERPROFESSIONAL COLLABORATION 12

Select 36 credit points from any of the elective lists

Please note: students must not select more than 48 credit points of 1000 coded units.

ARTS (MUSIC, VISUAL ARTS, PERFORMANCE STUDIES) ELECTIVES

Visual Arts

ACF1003 LIFE DRAWING 12

ACF1004 DRAWING AND PAINTING 12

ACF2005 EXPERIMENTAL ART 12

ACF3003 DIGITAL FINE ART PHOTOGRAPHY 12

Performance

ACT1001 GROUND, SELF AND OTHERS: EMBODIED ETHICS 12

ACT2003 PERFORMANCE: OTHERS 12

ACT3021 CRITICAL PRACTICE C 12

ACT3023 PERFORMANCE IMPROVISATION 2 12

Music

ACO1010 TECHNOLOGY OF MUSIC AND AUDIO 12

ACO3001 CULTURAL PERSPECTIVES ON MUSIC 12

Select 12 credit points from:

ACO1008 MUSIC TECHNIQUES 1 12

(requires students to sing or play an instrument)

ACO1015 POPULAR MUSIC HISTORY 12

(may be taken by students who do not sing or play an instrument)

Select 12 credit points from:

ACO2005 MUSIC TECHNIQUES 2 12

ACO2008 ELECTRONIC MUSIC PRODUCTION AND COMPOSITION 12

HEALTH

HHB2303 HEALTH AND BEHAVIOUR 12

HHB2302 HEALTH CULTURE AND SOCIETY 12

HHB2405 WOMEN, GENDER AND HEALTH 12

HHB3604 HEALTH AND COMMUNITY DEVELOPMENT 12

SOCIAL WELFARE

ASW2203 INTERPERSONAL AND COMMUNICATION SKILLS 12

ASW2103 HUMAN DEVELOPMENT IN SOCIAL CONTEXT 12

ASW2090 GROUPWORK THEORY AND PRACTICE 12

ASW2094 WORKING IN HUMAN SERVICE ORGANISATIONS 12

YOUTH WORK

AEB1800 YOUTH WORK PRACTICE 12

AEB1801 YOUTH WORK PRACTICE 2 12

AEB2800 WORKING WITH DIVERSE YOUNG PEOPLE 12

AEB1802 YOUTH WORK PROGRAMS 12

AEB2801 GANGS AND GROUPS: THE CULTURE OF YOUNG PEOPLE 12

AEB2802 ETHICS AND YOUTH WORK PRACTICE 12

AEB2805 YOUNG PEOPLE, DIVERSION AND RESTORATIVE PRACTICES 12

AEB2803 HOLISTIC PRACTICE WITH YOUNG PEOPLE 12

AEB2806 PRINCIPLES OF YOUTH PARTICIPATION 12

AEB3802	PROFESSIONAL CULTURE AND COLLABORATION	12
AEB3806	SOCIAL INQUIRY THEORY AND RESEARCH	12
EDUCATION		
AEB3321	LEARNING IN A GLOBALISED WORLD	12
AEB4301	CURRICULUM AND PEDAGOGY FOR THE 21ST CENTURY	12
AEK1101	INDIGENOUS AUSTRALIAN ISSUES AND UNDERSTANDINGS	12
AEK3101	KNOWING INDIGENOUS AUSTRALIAN COMMUNITIES	12
AEK3000	INDIGENEITY IN A CHANGING GLOBAL WORLD	12
GLOBAL LEADERSHIP		
EDC2001	GLOBAL LEADERSHIP 1: THE CHALLENGE OF 21C INTERDEPENDENCE	12
ADC2002	GLOBAL LEADERSHIP 2: INTERNATIONAL SECURITY CONTEXTS AND CHALLENGES	12
EDC3001	GLOBAL LEADERSHIP 3: ORGANISATIONAL RESPONSES TO GLOBAL CHALLENGES	12
EDC3002	GLOBAL LEADERSHIP 4 CAPSTONE : LEADING GLOBAL CHANGE	12

## BACHELOR OF YOUTH WORK/BACHELOR OF SPORT MANAGEMENT

**Course Code:**EBYS

**Campus:**Footscray Park.

**About this course:**The aim of the Bachelor of Youth Work/Bachelor of Sport Management course is to produce competent youth workers and sport management professionals who have practical management and leadership skills. Youth work helps young people learn about themselves, others and society, through informal educational activities which combine enjoyment, challenge and learning. Youth work seeks to promote young people's personal and social development and enable them to have a voice, influence and place in their communities and society as a whole. Commonly one of the key tools that is utilised in this work is recreation and adventure programs. The double degree therefore has an important synergy that mirrors community demand for professionals with this range of skills. This course is well placed to train professionals who wish to work with young people using the tools of recreation to assist young people to fulfil their potential. The course provides students with an understanding of working with young people in community and sport recreation settings while also equipping them with a sound knowledge of the structure and practices of the Australian sport and management industry. The course also seeks to graduate students who have a critical awareness of the benefits of recreation while working with disadvantaged communities, in particular young people.

**Course Objectives:**The course learning outcomes relate directly to the course's educational rationale through an explanation of not only what students can expect to secure as they move through the course, but also what they will achieve once they have completed the course. The learning outcomes also provide the basis for the development and design of the course, and guide the type of assessment in the development of course. They thus explain the central theories and ideas with which

students will engage. These guiding principles have shaped the following course learning outcomes: Aligned with AQF level 7, upon successful completion of the Bachelor of Youth Work/Bachelor of Sport Management it is expected that graduates will be able to: 1 Critically review their understanding and appreciation of the nature, role and significance of recreation for young people in its differing social, political and economic contexts; 2 Adapt their knowledge and skills of youth work, recreation and sport management practice in diverse contexts including policy, practice and management; 3 Practise and apply knowledge and skills in youth work, recreation and sport management contexts in order to empower young people in community settings 4 Apply generic and specialist understandings and skills that enable professional effectiveness in youth work, recreation and sport management settings (eg. oral and written communication, self-reliance, teamwork, research); 5 Demonstrate specialist knowledge of the functions of youth workers and recreation and sports leaders in a range of management roles that are suitable for application in a variety of service organisations (professional sport and recreation clubs, state and national sport and recreation agencies, leisure centres, stadiums and facilities, community service organisations, outdoor recreation service providers, all levels of government sport and recreation services, commercial sport and recreation services, and sports management consultancies); 6 Plan and implement youth work, recreation and sport management programs and activities for young people they work with; 7 demonstrate and apply a range of leadership, delivery and facilitation skills for use in youth work and sport management settings 8 clearly and coherently articulate the social and political dimensions of disadvantage, in particular how it relates to young people; 9 Take responsibility and accountability for their own learning and professional practice in collaboration with Youth Work, recreation and sport management industry professionals and practitioners.

**Careers:**This course provides students with the knowledge, skills and understanding to work with young people in a range of community settings. It also has multiple employment exit points in the areas of youth work, sport management and sport and community development. Students can also gain entry to schools as graduates will be qualified to enter the Master of Teaching.

**Course Duration:**4 years

**Admission Requirements Year 12:**Units 3 and 4 - a study score of at least 25 in English (ESL) or 20 in any other English.

**Admission Requirements International:**Completion of a secondary school qualification equivalent to Australia's year 12 or VCE qualification. IELTS minimum 6.0 (no band less than 6) or equivalent.

**Admission Requirements Mature Age:**Applicants with relevant work, education and/or experience in the community, sports, youth work and Outdoor recreation may be considered on the basis of equivalence.

**Admission Requirements VET:**Pathways are available from a range of VET courses including: Diploma in Youth Work; Diploma in Sport Development; Diploma in Fitness; Diploma in Sport and Recreation and Diploma in Sport Coaching. Applicants with relevant VET study may also be considered.

**Admission Requirements Other:**NA

COURSE STRUCTURE

To be awarded the double degree of Bachelor of Youth Work/Bachelor of Sport Management students must have satisfactorily completed a total of 384 credit points. The course is made up of 32 core units.

Year 1, Semester 1

AEB1800	YOUTH WORK PRACTICE	12
SSM1101	INTRODUCTION TO SPORT AND ACTIVE RECREATION	12
SSM1102	FOUNDATIONS OF SPORT AND ACTIVE RECREATION	12
SSM1103	MANAGEMENT PRINCIPLES FOR SPORT AND ACTIVE RECREATION	12

Year 1, Semester 2

AEB1801	YOUTH WORK PRACTICE 2	12
AEB1802	YOUTH WORK PROGRAMS	12
SSM1201	MARKETING FOR SPORT AND ACTIVE RECREATION	12
SSM1203	HUMAN RESOURCES FOR SPORT AND ACTIVE RECREATION	12

Year 2, Semester 1

AEB2805	YOUNG PEOPLE, DIVERSION AND RESTORATIVE PRACTICES	12
AEB3803	PROFESSIONAL PRACTICE 1	12
SSM2103	HISTORICAL AND CULTURAL ASPECTS OF AUSTRALIAN SPORT	12
SSM2104	PROGRAMMING FOR SPORT DEVELOPMENT AND COMMUNITY ACTION	12

Year 2, Semester 2

AEB2800	WORKING WITH DIVERSE YOUNG PEOPLE	12
AEB2803	HOLISTIC PRACTICE WITH YOUNG PEOPLE	12
SSM1201	MARKETING FOR SPORT AND ACTIVE RECREATION	12
SSM2205	SOCIOLOGY OF SPORT AND ACTIVE RECREATION	12

Year 3, Semester 1

AEB2802	ETHICS AND YOUTH WORK PRACTICE	12
AEB3802	PROFESSIONAL CULTURE AND COLLABORATION	12
AEB2806	PRINCIPLES OF YOUTH PARTICIPATION	12
SSM3103	SPORT FACILITY MANAGEMENT	12

Year 3, Semester 2

AEB3806	SOCIAL INQUIRY THEORY AND RESEARCH	12
SSM1204	ETHICS AND INTEGRITY MANAGEMENT IN SPORT AND ACTIVE	12

RECREATION

SSM2204	SPORT SPONSORSHIPS AND PARTNERSHIPS	12
SSM3204	BUILDING AND SUSTAINING SPORT PARTICIPATION	12

Year 4, Semester 1

AEK1201	INDIGENOUS AUSTRALIAN KNOWING	12
AEB2801	GANGS AND GROUPS: THE CULTURE OF YOUNG PEOPLE	12
AEB3801	YOUTH POLICY AND CIVICS	12
AEB3804	RESEARCH AND YOUNG PEOPLE	12

Year 4, Semester 2

AEB3805	YOUTH POLICY, CIVICS AND CULTURE	12
SSM3205	SPORT EVENT MANAGEMENT	12
AEB3807	YOUTH RESEARCH PROJECT	12

Plus 12 credit points (equivalent to 1) unit of the following:

AEB3808	PROFESSIONAL PRACTICE 2	12
SSM3201	SPORT MANAGEMENT CAREER DEVELOPMENT 2	12

**GRADUATE DIPLOMA IN EDUCATION**

**Course Code:**EGED

**Campus:**Footscray Park.

**About this course:**The course is designed for professionals from a variety of roles in different settings who respond to the educational opportunities and challenges in education, community, government and industry. It requires students to engage in professional learning through practitioner research informed by contemporary theories of learning, leadership and personal, workplace and social change.

**Course Objectives:**By the completion of this program graduates will be able to:

- Formulate a commitment to ethical action, social responsibility and sustainability in an education context.
- Critically review perspectives on the contemporary context of education, vocational training and professional development locally and nationally.
- Apply knowledge about theories to frame and inform practice as a reflective educator.
- Interpret theoretical perspectives, analysis and problem solving, and an awareness of current research into lifelong learning.
- Use technologies for communication, knowledge access, and collaboration in the construction of understanding.
- Initiate educational innovation and professional learning in a workplace identifying a range of connections within professional and academic communities.
- Undertake educational inquiry/research.

**Careers:**In 2013, out of masters coursework graduates in the field of education (post-initial teacher training) who were available for full-time employment, 89.4%



were in full-time employment. The most frequently reported occupations of these graduates are as education professionals, specialist managers, and health professionals.

**Course Duration:** 1 year

### Admission Requirements Year 12: NA

**Admission Requirements International:** To qualify for admission to the course applicants must have a university degree or an equivalent qualification, relevant work and/or community experience as approved by the College of Education. Extensive experience in the professional field is an advantage. IELTS minimum 6.5 (no band less than 6.0), or equivalent.

**Admission Requirements Mature Age:** To qualify for admission to the course applicants must have a university degree or an equivalent qualification, relevant work and/or community experience as approved by the College of Education. Extensive experience in the professional field is an advantage.

**Admission Requirements VET:** To qualify for admission to the course applicants must have a university degree or an equivalent qualification, relevant work and/or community experience as approved by the College of Education. Extensive experience in the professional field is an advantage.

**Admission Requirements Other:** All applicants are required (1) to submit a current version of their CV (2) to present a 200 word statement outlining why they are interested in undertaking this course.

### COURSE STRUCTURE

To attain the Graduate Diploma of Education will be required to complete 96 credit points (equivalent to 8 units) in total consisting of:

- 24 credit points Foundation Unit EED6001\*
- 24 credit points (equivalent to 1) Core unit, selected from Core list below
- 48 credit points (equivalent to 2) from either Core or Elective unit lists below

\* EED6001 must be taken in your first semester of study

#### Foundation Unit

EED6001 CONTEMPORARY ISSUES IN EDUCATION AND TRAINING 24

Plus select 24 credit points (equivalent to 1) unit from the Core unit list below

And 48 credit points (equivalent to 2) units from either the Elective or Core unit lists below

#### Core unit list

AED5009 INNOVATION 24

AED5011 APPROACHES TO LEARNING 24

AED5024 VOCATIONAL EDUCATION AND TRAINING: POLICY AND PRACTICE 24

EED6002 CURRICULUM & PEDAGOGY 24

EED6003 EDUCATIONAL LEADERSHIP FOR SOCIAL JUSTICE 24

#### Elective unit list

AED5002 THEORIES OF EDUCATION, TRAINING AND SOCIAL CHANGE 24

AED5008 EVALUATION 24

AED5018 ASSESSMENT 24

AED5023 E-LEARNING 24

AED5027 ORGANISATIONAL CULTURE AND CHANGE IN EDUCATION AND TRAINING 24

AED5028 INTERNATIONALISATION IN EDUCATION AND TRAINING 24

AED5029 ADVANCED QUANTITATIVE RESEARCH METHODS 24

AED5030 POSITIVE EDUCATION 24

EED6006 LEARNING PROGRAMS: DESIGN AND IMPLEMENTATION 24

EED6007 REFORMING PEDAGOGIES 24

EED6008 DEVELOPING PROFESSIONAL PRACTICE 24

EED6009 INTERNET AND WEB TECHNOLOGIES FOR EDUCATORS 24

EED6010 FACILITATING LEARNING IN ORGANISATIONS 24

EED6011 ENHANCING SKILLS AND KNOWLEDGE 24

EED6012 SUSTAINABILITY EDUCATION: FROM THEORY TO PRACTICE 24

EED6013 POST-COLONIAL AND INDIGENOUS APPROACHES TO LEARNING AND TEACHING IN THE 21 CENTURY 24

### MASTER OF EDUCATION

**Course Code:** EMED

**Campus:** Industry, Footscray Park.

**About this course:** The Master of Education is a flexible coursework program underpinned by a commitment to social justice, sustainability and ethical action. It encourages participants to make links between their practice and the latest theory and research in education, locally and internationally. The course is open to current and future educators, including current teachers and principals, those outside formal education settings, such as community educators and youth workers, as well as those who may not have a formal role as an educator, such as business professionals seeking to expand their understanding of how colleagues learn. It is delivered onshore for both domestic and international students. The program is two years full time study, which can be reduced to 1.5 years depending on the student's educational background. Please note, this course does NOT provide students with registration to teach.

**Course Objectives:** By the completion of this program graduates will be able to:

- Demonstrate an understanding of and commitment to ethical action, social responsibility and sustainability in an educational context.
- Derive an informed and critical perspective on the contemporary context of education, vocational training and professional development, both locally and internationally.
- Use advanced knowledge about theories to frame and inform practice as a critical and reflective educator.
- Integrate strong theoretical perspectives, critical analysis and problem solving, and an awareness of current research.
- Adapt appropriate uses of digital technologies for communication, knowledge access, and collaboration in the construction of an advanced body of understanding in the discipline.
- Stimulate educational innovation and professional learning in a workplace, and be able to draw on a range of connections within professional and academic communities.
- Design, conduct, and report educational inquiry/research.

- Complete the Foundation Units EED6001 and AED5001
- Complete one of: AED6001 (for full-time students, or EED6031 and EED6032 if part-time), or EED6004 and one unit chosen from the Core or Elective unit lists
- Complete two units from the Core Unit Options listed below
- Complete two other units that can be selected from either the Core Units or Elective Units listed below

[Note - Cognate students, who have been admitted to the Master of Education on the basis of their previous studies in education, will be granted recognition of prior learning for two units from either the Core or Elective units]. Additional Notes:

- Full-time students enrol in two units for Semester 1 & two units for Semester 2
- Part-time students enrol in one unit for Semester 1 & one unit for Semester 2
- All units of study are 24 credit points unless otherwise stated
- All units are subject to availability.
- EED6001 must be taken in your first semester of study, and prior to taking AED5001.
- Where this unit option is chosen, EED6004 must be taken in your last semester of study.
- Where this unit option is chosen, AED6001 must be taken in your last semester of study.
- Where these unit options are chosen, EED6031 and EED6032 must be taken in the final two semesters of study.
- To be eligible to apply for doctoral study, it is recommended that students choose to complete Minor Thesis (AED6001 (F/T) or EED6031 and EED6032 (P/T)) option, or complete the unit EED6011 along with EED6004.

**Careers:**In 2013, out of masters coursework graduates in the field of education (post-initial teacher training) who were available for full-time employment, 89.4% were in full-time employment. The most frequently reported occupations of these graduates are as education professionals, specialist managers, and health professionals. Increasingly, a Master of Education is being seen as a prerequisite for promotion in the field of Education for qualified school teachers who are becoming aware that graduate teachers will be entering the profession with a 5 year qualification.

**Course Duration:**2 years

**Admission Requirements Year 12:**NA

**Admission Requirements International:**The admission requirement for the Masters course is a three year degree. IELTS minimum 6.5 (no band less than 6.0), or equivalent.

**Admission Requirements Mature Age:**To qualify for admission to the course, applicants must have a university degree completed at a meritorious level, or an equivalent qualification as approved by the College of Education. To undertake the minor thesis option, the College of Education requires evidence of aptitude for a comprehensive research project. Extensive experience in the professional field is an advantage.

**Admission Requirements VET:**To qualify for admission to the course, applicants must have a university degree completed at a meritorious level, or an equivalent qualification as approved by the College of Education. To undertake the minor thesis option, the College of Education requires evidence of aptitude for a comprehensive research project. Extensive experience in the professional field is an advantage.

**Admission Requirements Other:**All applicants are required (1) to submit a current version of their CV (2) to present a 200 word statement outlining why they are interested in undertaking this course

#### COURSE STRUCTURE

To be awarded the Master of Education, students must complete the following:

- Complete 192 credit points

FOUNDATION UNITS - to be taken by all students

EED6001	CONTEMPORARY ISSUES IN EDUCATION AND TRAINING	24
AED5001	EDUCATION RESEARCH DESIGN AND METHODS	24

Select ONE option below (A or B):

OPTION A:

EED6004	CAPSTONE RESEARCH INVESTIGATION	24
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AND, ONE unit (24 credit points) chosen from the Core or Elective unit lists below.

OPTION B:

AED6001	MINOR THESIS (FULL-TIME)	48
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OR,

EED6031	MINOR THESIS A (PART-TIME)	24
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AND,

EED6032	MINOR THESIS B (PART-TIME)	24
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Select TWO units (48 credit points) from the following Core Units:

AED5009	INNOVATION	24
AED5011	APPROACHES TO LEARNING	24
AED5024	VOCATIONAL EDUCATION AND TRAINING: POLICY AND PRACTICE	24
EED6002	CURRICULUM & PEDAGOGY	24
EED6003	EDUCATIONAL LEADERSHIP FOR SOCIAL JUSTICE	24

Select TWO units (48 credit points) from either the following Electives list or above Core lists:

AED5002	THEORIES OF EDUCATION, TRAINING AND SOCIAL CHANGE	24
AED5008	EVALUATION	24
AED5018	ASSESSMENT	24
AED5023	E-LEARNING	24
AED5027	ORGANISATIONAL CULTURE AND CHANGE IN EDUCATION AND TRAINING	24
AED5028	INTERNATIONALISATION IN EDUCATION AND TRAINING	24
AED5029	ADVANCED QUANTITATIVE RESEARCH METHODS	24
AED5030	POSITIVE EDUCATION	24
EED6006	LEARNING PROGRAMS: DESIGN AND IMPLEMENTATION	24
EED6007	REFORMING PEDAGOGIES	24
EED6008	DEVELOPING PROFESSIONAL PRACTICE	24
EED6009	INTERNET AND WEB TECHNOLOGIES FOR EDUCATORS	24
EED6010	FACILITATING LEARNING IN ORGANISATIONS	24
EED6011	ENHANCING SKILLS AND KNOWLEDGE	24
EED6012	SUSTAINABILITY EDUCATION: FROM THEORY TO PRACTICE	24
EED6013	POST-COLONIAL AND INDIGENOUS APPROACHES TO LEARNING AND TEACHING IN THE 21 CENTURY	24

## MASTER OF TEACHING (EARLY CHILDHOOD)

**Course Code:**EMTC

**Campus:**St Albans.

**About this course:**The Master of Teaching (Early Childhood) allows graduates with an approved 3 or 4-year Bachelor Degree in any discipline to be accredited as an early childhood teacher approved by The Australian Children's Education and Care Quality Authority (ACECQA) under the Education and Care Services National Law. The Master of Teaching (Early Childhood) has a strong emphasis on mentoring and support for Preservice teachers and you will develop extensive knowledge and understanding of teaching and learning processes in early childhood education, and undertake extensive teaching practice in early childhood services. Graduates will exhibit qualities

and attributes of active and reflective practitioners, equipped with the critical awareness, teaching competence, knowledge and attitudes to teach children aged 0-6 years in a range of early childhood services in Australia. You will be qualified to teach in early childhood services and gain recognition by The Australian Children's Education and Care Quality Authority (ACECQA) the accreditation and registration authority for all early childhood services and courses.

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

- Exhibit qualities of an active and reflective practitioner, equipped with the critical awareness, teaching competence, knowledge and attitudes to teach young people, those in early childhood education and the communities in which they teach;
- Critically review the changing nature of society (technological, economic, environmental and cultural) and its implications for education;
- Evaluate and introduce teachers to a range of approaches for the education of children in the 21st century, enabling the development of personal teaching practices which are suitable for teaching within early childhood education in economically and culturally diverse communities;
- Investigate patterns of the cultural and political relations in which early childhood services are located, with particular reference to education in economically and culturally diverse communities;
- Design and implement research skills which can be applied by teachers to inform, evaluate and improve their teaching practice.
- Exhibit knowledge and skills in educational leadership applicable for beginning teachers.
- Critically examine curriculum and pedagogical approaches appropriate to the 21st century in order to enhance the learning of all students.

**Careers:**Graduates will have the opportunity to work in a diverse range of services for the education and care of children from birth to six years and in learning and teaching associated career opportunities

**Course Duration:**2 years

**Admission Requirements Year 12:**NA

**Admission Requirements International:**International students, whose approved 3 or 4-year degree is from a non-English speaking country are required to demonstrate a minimum IELTS of 7.5 overall (Speaking & Listening 8.0, Reading & Writing 7.0) or equivalent. International applicants must apply directly to Victoria University

**Admission Requirements Mature Age:**Applicants require an approved 3 or 4-year Bachelor Degree in any discipline, or a 3 or 4-year teaching degree in any area other than early childhood.

**Admission Requirements VET:**NA

**Admission Requirements Other:**Applicants require an approved 3 or 4-year Bachelor Degree in any discipline, or a 3 or 4-year teaching degree in any area other than early childhood. Overseas qualifications must be deemed by the Australian Education International & National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications. English language competency to achieve an International English Language Testing System (IELTS) (academic) test score of a minimum 7.5 overall (Speaking and Listening 8.0, Reading & Writing 7.0) or equivalent. International applicants must apply directly to Victoria University.

Working with Children Check Before undertaking project partnerships & supervised teaching practice, students are required to undergo the Working with Children Check which must be presented to the mentor/co-ordinator/director at each placement.

## COURSE STRUCTURE

The Master of Teaching (Early Childhood) is a 192 point, two year full-time award which may be studied in part-time mode. The course has been designed to meet the needs of those wishing to achieve accreditation as an early childhood teacher with an emphasis on working with children in the 0-6 age range. It is also designed for those seeking to undertake professional studies beyond initial teacher education with an emphasis on exploring education research and providing a pathway into postgraduate programs and research and careers in university teacher education. Students undertake project partnership placements comprising of 60 days in total.

### Year 1, Semester 1

Students must complete the following units:

AEG5115	EARLY CHILDHOOD DEVELOPMENT, LEARNING AND TEACHING 1	12
AEG5117	EARLY CHILDHOOD CURRICULUM AND PEDAGOGY 1: THE SCIENCES	12
AEG5119	CONTEMPORARY ISSUES, SOCIAL CONTEXTS OF LEARNING AND SOCIAL JUSTICE	12
AEG5121	LANGUAGES AND LITERACY IN EARLY CHILDHOOD	12

### Year 1, Semester 2

AEG5116	EARLY CHILDHOOD DEVELOPMENT, LEARNING AND TEACHING 2	12
AEG5118	EARLY CHILDHOOD CURRICULUM AND PEDAGOGY 2: THE ARTS	12
AEG5120	PROFESSIONAL ISSUES	12
AEG5122	INCLUSIVE PRACTICE IN EDUCATION	12

### Year 2, Semester 1

AED5001	EDUCATION RESEARCH DESIGN AND METHODS	24
EED6002	CURRICULUM & PEDAGOGY	24

### Year 2, Semester 2

EED6017	EARLY CHILDHOOD DEVELOPMENT, LEARNING AND TEACHING 3	24
EED6004	CAPSTONE RESEARCH INVESTIGATION	24

## MASTER OF TESOL EDUCATION

**Course Code:** EMTL

**Campus:** Footscray Park.

**About this course:** The Master of TESOL Education is a flexible coursework program underpinned by a commitment to social justice, sustainability and ethical action. It encourages participants to make links between their practice and the latest theory and research in education, locally and internationally. The course is open to current and future educators, including current teachers and principals, those outside formal

education settings, such as community educators and youth workers, as well as those who may not have a formal role as an educator, such as business professionals seeking to expand their understanding of how colleagues learn. It is delivered onshore for both domestic and international students. The program is 1.5 years full time study for applicants from relevant (cognate) disciplines. The Master of TESOL Education is endorsed by the Victorian Institute of Teaching.

**Course Objectives:** By the completion of this course graduates will be able to:

- Critically review and theorise their understanding of fundamental principles of recent and applied language teaching and learning in a TESOL environment;
- Evaluate, implement and analyse English as a second or additional language current curricula and pedagogical programs that are locally, nationally and internationally applicable;
- Investigate and conceptually map English as a second or additional language learning programs that are underpinned by researched principles of language teaching and a thorough knowledge of the systems of the English language;
- Exhibit competence in a range of key knowledge areas in second language acquisition including curriculum development, learning approaches and assessment;
- Plan and execute substantial research and/or implement capstone experience relevant to their professional responsibilities and interests in the area of TESOL;
- Investigate and assess the role of social and cultural contexts in the English language teaching and learning, and generate adaptable solutions to complex problems in such contexts, and advocate the role of TESOL teachers for social responsibility;
- Develop and apply critical and analytical skills in relevant research projects, and communicate and transmit these ideas to peers;
- Apply and validate the theoretical and practical learning opportunities provided in each unit of study to become accomplished and autonomous TESOL practitioners;
- Implement their enhanced teaching skills and critically reflect on and innovate theory and professional practice in second language contexts

**Careers:** There are many career opportunities available for graduates, including

- work with migrants or Indigenous students at the primary, secondary or adult level
- teachers looking for a change in career direction
- teaching English abroad

**Course Duration:** 1.5 years

**Admission Requirements International:** In addition to the requirements for mature age admissions, international applicants must have a minimum IELTS of 6.5 overall & Academic Module or approved equivalent.

**Admission Requirements Mature Age:** A recognised degree of at least three years full-time duration preferably in Linguistics/ TESOL/ Education (or related disciplines). A recognised degree of at least three years duration or equivalent and commitment to work in TESOL programs. Examples of commitment to work in TESOL programs include completed CELTA, working experience as a teacher of English as a

second/international/ additional language, participation in professional development or volunteer work. Current or recent working experience in an education or teaching environment is preferred.

**Admission Requirements Other:** Applicants are required (1) to attend an interview with the Course Coordinator, (2) to submit a current version of their CV with at least a list of 3 referees and (3) to present a 200 word statement outlining why they are interested in undertaking this course, (4) successful completion of the units of the Graduate Diploma in TESOL with a minimum average of Distinction (70%/D) or equivalent, (5) to have a minimum IELTS of 6.5 overall & Academic Module, or approved equivalent\*. \*In order to be eligible for enrolment into AGTL all applicants need to meet the Language English requirements. 1. At least three years of undergraduate degree in English in Australia, New Zealand, US, Canada, the UK and Ireland 2. Provision of evidence that English is their first or major language also meets this requirement 3. If applicants do not satisfy the above requirements then they must provide evidence by completing an assessment. Assessments that are recognised are: - International English Language Testing System (IELTS Academic Module only) - International Second Language Proficiency Rating (ISLPR). This is only valid if provided by approved testing sites where the assessment is teaching focused. - Professional English Assessment for Teachers (PEAT). Notes: 1. The date of the English language test results must be no more than 2 years from the date of application for registration. 2. Cost of testing must be met by the applicant. 3. Some exceptions may be made for LOTE teachers.

#### COURSE STRUCTURE

The Master of TESOL Education is only available to students from similar (cognate) disciplines and students will be required to complete 144 credit points in total consisting of:

- 96 credit points Core units
- 48 credit points Thesis unit/s OR Capstone unit and Elective unit

#### Additional Notes

- All units are subject to availability.
- Thesis and capstone units can only be taken at the end of your course.
- To be eligible to apply for doctoral study, it is recommended that you choose to complete Minor Thesis option, or to complete the unit EED6011 in conjunction with EED6004.

#### Year 1

Students complete all of the following core units:

AEG5123	TESOL METHODOLOGY	24
AEG5124	PROFESSIONAL PRACTICE - TESOL	24
AEG5125	LITERACY METHODOLOGY	12
AEG5126	TECHNIQUES IN TESOL	12
AED5001	EDUCATION RESEARCH DESIGN AND METHODS	24

#### Year 2

Choose ONE of the following three options:

#### Option A

EED6004	CAPSTONE RESEARCH INVESTIGATION	24
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Plus 24 credit points (1 unit) chosen from Elective units list below

\* To be eligible to apply for doctoral studies it is recommended that students undertaking this option complete EED6011

#### Option B

AED6001	MINOR THESIS (FULL-TIME)	48
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#### Option C

EED6031	MINOR THESIS A (PART-TIME)	24
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EED6032	MINOR THESIS B (PART-TIME)	24
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#### Elective units

AED5002	THEORIES OF EDUCATION, TRAINING AND SOCIAL CHANGE	24
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AED5008	EVALUATION	24
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AED5009	INNOVATION	24
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AED5011	APPROACHES TO LEARNING	24
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AED5018	ASSESSMENT	24
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AED5023	E-LEARNING	24
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AED5024	VOCATIONAL EDUCATION AND TRAINING: POLICY AND PRACTICE	24
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AED5027	ORGANISATIONAL CULTURE AND CHANGE IN EDUCATION AND TRAINING	24
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AED5028	INTERNATIONALISATION IN EDUCATION AND TRAINING	24
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AED5029	ADVANCED QUANTITATIVE RESEARCH METHODS	24
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AED5030	POSITIVE EDUCATION	24
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EED6001	CONTEMPORARY ISSUES IN EDUCATION AND TRAINING	24
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EED6002	CURRICULUM & PEDAGOGY	24
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EED6003	EDUCATIONAL LEADERSHIP FOR SOCIAL JUSTICE	24
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EED6006	LEARNING PROGRAMS: DESIGN AND IMPLEMENTATION	24
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EED6007	REFORMING PEDAGOGIES	24
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EED6008	DEVELOPING PROFESSIONAL PRACTICE	24
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EED6009	INTERNET AND WEB TECHNOLOGIES FOR EDUCATORS	24
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EED6010	FACILITATING LEARNING IN ORGANISATIONS	24
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EED6011	ENHANCING SKILLS AND KNOWLEDGE	24
EED6012	SUSTAINABILITY EDUCATION: FROM THEORY TO PRACTICE	24
EED6013	POST-COLONIAL AND INDIGENOUS APPROACHES TO LEARNING AND TEACHING IN THE 21 CENTURY	24

## MASTER OF TEACHING (PRIMARY)

**Course Code:**EMTP

**Campus:**Footscray Park.

**About this course:**The Masters of Teaching (Primary) is a two year full time postgraduate program designed to prepare students for registration as primary teachers. The course involves significant learning in the workplace through Project Partnerships. The course prepares teachers to become generalist primary school teachers. In 2015, there is an option to exit after one year with a Graduate Diploma that fulfils the current Victorian Institute of Teaching registration requirements.

**Course Objectives:**By the completion of this program graduates will be able to:

- Stimulate educational innovation and professional learning in a workplace, and be able to draw on a range of connections within professional and academic communities.
- Critically analyse the changing nature of society (technological, economic, environmental and cultural) and the implications for primary education;
- Employ and justify a range of approaches for the education of children, enabling the development of personal teaching practices which are suitable for teaching within primary education in the 21st century; in economically and culturally diverse communities;
- Investigate and report patterns of cultural and political relations in which primary education services are located, with particular reference to primary education in economically and culturally diverse communities;
- Demonstrate an understanding of and commitment to ethical action, social responsibility and sustainability, with the commitment to an ongoing process of improvement that is in their own interests, those of young people in primary education and the communities in which they teach.
- Design, conduct, and report educational inquiry/research which can be applied by teachers to inform, evaluate and improve their teaching practice.
- Develop knowledge and skills in educational leadership applicable for beginning teachers.
- Critically examine curriculum and pedagogical approaches in order to enhance the learning of all students.

**Careers:**Graduates of the Masters of Teaching (Primary) are eligible for registration as Primary teachers and in learning and teaching associated career opportunities.

**Course Duration:**2 years

**Admission Requirements International:**Applicants must hold an approved Australian Bachelor degree or equivalent. Overseas degrees must be recognised as equivalent to a 3 year approved undergraduate degree.

**Admission Requirements Mature Age:**To qualify for admission to the course, applicants must have a 3 year undergraduate degree.

**Admission Requirements Other:**Applicants must hold an approved Bachelor degree or equivalent Diploma from a recognised tertiary institution. Applicants who do not meet the English language requirement may fulfil this requirement via the IELTS (Academic) test, with an average score of 7.5 across all four bands, with no score below 7.0 in any band and no score less than 8 in speaking and listening. Alternatively, applicants may meet the English language requirement with an internet-based TOEFL result of 104 with no individual score less than 26.

## COURSE STRUCTURE

To complete the Master of Teaching (Primary) students will be required to complete 192 credit points in total consisting of:

- 120 credit points Core units
- 24 credit point Elective unit to be selected from the list below
- 48 credit points Thesis unit/s OR Capstone unit and Elective unit

## Additional Notes

- All units are subject to availability.
- AED5001 must be taken prior to, and not concurrent with, thesis or capstone unit.
- Thesis and capstone units can only be taken at the end of your course.
- To be eligible to apply for doctoral study, it is recommended that students choose to complete Minor Thesis (AED6001 (F/T) or EED6031 and EED6032 (P/T)) option, or complete the unit EED6011 along with EED6004.

## Year 1, Semester 1

AEG5135	TEACHING AND LEARNING 1 (PRIMARY)	12
AEG5111	LITERACY IN EDUCATION	12
AEG5112	NUMERACY IN EDUCATION	12

And ONE of the following:

AEG5107	NEW LEARNING	12
AEG5108	SOCIAL CONTEXT OF TEACHING AND LEARNING	12

## Year 1, Semester 2

AEG5136	TEACHING AND LEARNING 2 (PRIMARY)	12
AEG5113	INTEGRATED STUDIES 1	12
AEG5114	INTEGRATED STUDIES 2	12

And ONE of the following:

AEG5107	NEW LEARNING	12
AEG5108	SOCIAL CONTEXT OF TEACHING AND LEARNING	12

## Year 2, Semester 1

AED5001 EDUCATION RESEARCH DESIGN AND METHODS 24

Plus 24 credit points (1 unit) chosen from Elective units list below

## Year 2, Semester 2

Choose ONE of the following three options:

### Option A

EED6004 CAPSTONE RESEARCH INVESTIGATION 24

Plus 24 credit points (1 unit) chosen from Elective units list below

\* To be eligible to apply for doctoral studies students undertaking this option should also complete EED6011

### Option B

AED6001 MINOR THESIS (FULL-TIME) 48

### Option C

EED6031 MINOR THESIS A (PART-TIME) 24

EED6032 MINOR THESIS B (PART-TIME) 24

### Elective units

AED5008 EVALUATION 24

AED5009 INNOVATION 24

AED5018 ASSESSMENT 24

AED5023 E-LEARNING 24

AED5024 VOCATIONAL EDUCATION AND TRAINING: POLICY AND PRACTICE 24

AED5030 POSITIVE EDUCATION 24

EED6001 CONTEMPORARY ISSUES IN EDUCATION AND TRAINING 24

EED6002 CURRICULUM & PEDAGOGY 24

EED6003 EDUCATIONAL LEADERSHIP FOR SOCIAL JUSTICE 24

EED6007 REFORMING PEDAGOGIES 24

EED6009 INTERNET AND WEB TECHNOLOGIES FOR EDUCATORS 24

EED6011 ENHANCING SKILLS AND KNOWLEDGE 24

## MASTER OF TEACHING (SECONDARY)

**Course Code:**EMTS

**Campus:**Footscray Park.

**About this course:**The Master of Teaching (Secondary) is a two year full time postgraduate program designed to prepare students for registration as secondary

teachers. The course involves significant learning in the workplace through Project Partnerships. The course prepares teachers in a wide range of discipline areas. In 2015, there is an option to exit after one year with a Graduate Diploma that fulfils the current Victorian Institute of Teaching registration requirements.

**Course Objectives:**By the completion of this course, graduates will be able to: 1. Critically examine historical and contemporary issues in post-primary education at a local, national and international level; 2. Review different pedagogical theories and academic concepts of teaching that support the diversity of learners found in post primary educational settings; 3. Plan, implement and evaluate a range of educational practices; 4. Analyse the efficacy of classroom teaching practices through reflective discussion that draws upon pedagogical theories; 5. Employ advanced skills in research to work with educational stakeholders in educational settings; 6. Design, conduct and report educational inquiry / research; 7. Apply knowledge and skills within classrooms and the school community to develop inclusive cultures of learning where all school students are supported to achieve; 8. Communicate clearly and effectively through presentations and interactive activities, key concepts that related to the graduate's specialist teaching area.

**Careers:**Graduates of the Master of Teaching (Secondary) are eligible for registration as teachers. Graduates also pursue careers in a range of educational related industries and organisations.

**Course Duration:**2 years

**Admission Requirements International:**International students, whose approved 3 or 4-year degree is from a non-English speaking country are required to demonstrate a minimum IELTS of 7.5 overall (Speaking & Listening 8.0, Reading & Writing 7.0) or equivalent. International applicants must apply directly to Victoria University

**Admission Requirements Other:**Applicants must hold an approved Bachelor degree or equivalent, from a recognised tertiary institution. The course completed must include the pre-requisite studies for their chosen teaching methods. This generally involves completion of at least one sub-major in that subject area, except in the case of LOTE which requires completion of a major. Sub-major constitutes half a year of full time study with no more the two units at first year and a major is a total of three quarters of a year of study with sequential units taken over three years. Further information on teaching method requirements is available from the Victorian Institute of Teaching website [www.vit.vic.edu.au](http://www.vit.vic.edu.au) (follow the Teacher Education Program link for information about the 'Standards for initial teacher education'.) Applicants who do not meet the English language requirement may fulfil this requirement via the IELTS (Academic) test, that is by attaining an overall IELTS (or equivalent) score of 7.5 (with no score below 7 in any of the four skills areas, and a score of no less than 8 in speaking and listening), Alternatively, applicants may meet the English language requirement with an internet-based TOEFL result of 109 with no individual score less than 26, with 27 for speaking and 28 for listening. Students should note that they will be subject to safety screenings (police checks) before practice placements, in accordance with Department of Education and Early Childhood Development policy.

### COURSE STRUCTURE

To complete the Master of Teaching (Secondary) students will be required to complete 192 credit points in total consisting of:

- 72 credit points Core units
- 48 credit points Discipline Studies

- 24 credit points Elective unit to be selected from the list below
- 48 credit points Thesis unit/s OR Capstone unit and Elective unit

EED6031	MINOR THESIS A (PART-TIME)	24
EED6032	MINOR THESIS B (PART-TIME)	24

#### Additional Notes

- All units are subject to availability.
- AED5001 must be taken prior to, and not concurrent with, thesis or capstone unit.
- Thesis and capstone units can only be taken at the end of your course.
- To be eligible to apply for doctoral study, it is recommended that students choose to complete Minor Thesis (AED6001 (F/T) or EED6031 and EED6032 (P/T)) option, or complete the unit EED6011 along with EED6004.

#### Discipline Studies units (two corresponding units for each discipline)

AEG5201	TEACHING BUSINESS 1	12
AEG5202	TEACHING BUSINESS 2	12
AEG5203	TEACHING COMPUTING 1	12
AEG5204	TEACHING COMPUTING 2	12
AEG5205	TEACHING CREATIVITY AND THE ARTS 1	12
AEG5206	TEACHING CREATIVITY AND THE ARTS 2	12
AEG5233	EXTENDED DISCIPLINE STUDY 1	12
AEG5234	EXTENDED DISCIPLINE STUDY 2	12
AEG5207	TEACHING ENGLISH 1	12
AEG5208	TEACHING ENGLISH 2	12
AEG5209	TEACHING ENGLISH AS A SECOND LANGUAGE 1	12
AEG5210	TEACHING ENGLISH AS A SECOND LANGUAGE 2	12
AEG5235	TEACHING HEALTH 1	12
AEG5236	TEACHING HEALTH 2	12
AEG5211	TEACHING HUMANITIES 1	12
AEG5212	TEACHING HUMANITIES 2	12
AEG5213	TEACHING LANGUAGES OTHER THAN ENGLISH 1	12
AEG5214	TEACHING LANGUAGES OTHER THAN ENGLISH 2	12
AEG5215	TEACHING MATHEMATICS 1	12
AEG5216	TEACHING MATHEMATICS 2	12
AEG5237	TEACHING MIDDLE YEARS - 1	12
AEG5238	TEACHING MIDDLE YEARS - 2	12
AEG5217	TEACHING MUSIC 1	12
AEG5218	TEACHING MUSIC 2	12
AEG5219	TEACHING OUTDOOR EDUCATION 1	12
AEG5220	TEACHING OUTDOOR EDUCATION 2	12
AEG5221	TEACHING PHYSICAL EDUCATION 1	12
AEG5222	TEACHING PHYSICAL EDUCATION 2	12

#### Year 1, Semester 1

AEG5109	APPROACHES TO TEACHING AND LEARNING 1	12
AEG5137	INCLUSION AND DIVERSITY: SCHOOLS, COMMUNITY AND SOCIETY	12

Plus 24 credit points (2 units) Discipline Studies units (Part 1) chosen from list below

#### Year 1, Semester 2

AEG5110	APPROACHES TO TEACHING AND LEARNING 2	12
AEG5138	INCLUSION AND DIVERSITY: CURRICULUM DESIGN FOR MULTI-MODAL LEARNING	12

Plus 24 credit points (2 units) Discipline Studies units (Part 2) chosen from list below

#### Year 2, Semester 1

AED5001	EDUCATION RESEARCH DESIGN AND METHODS	24
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Plus 24 credit points (1 unit) chosen from Elective units list below

#### Year 2, Semester 2

Choose ONE of the following three options:

##### Option A

EED6004	CAPSTONE RESEARCH INVESTIGATION	24
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Plus 24 credit points (1 unit) chosen from Elective units list below

\* To be eligible to apply for doctoral studies students undertaking this option should also complete EED6011

##### Option B

AED6001	MINOR THESIS (FULL-TIME)	48
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##### Option C



AEG5223	TEACHING PSYCHOLOGY 1	12
AEG5224	TEACHING PSYCHOLOGY 2	12
AEG5225	TEACHING SCIENCE 1	12
AEG5226	TEACHING SCIENCE 2	12
AEG5227	TEACHING STUDENT WELFARE 1	12
AEG5228	TEACHING STUDENT WELFARE 2	12
AEG5229	TEACHING TECHNOLOGY 1	12
AEG5230	TEACHING TECHNOLOGY 2	12
AEG5231	TEACHING VOCATIONAL EDUCATION AND TRAINING 1	12
AEG5232	TEACHING VOCATIONAL EDUCATION AND TRAINING 2	12
Elective units		
AED5002	THEORIES OF EDUCATION, TRAINING AND SOCIAL CHANGE	24
AED5008	EVALUATION	24
AED5009	INNOVATION	24
AED5011	APPROACHES TO LEARNING	24
AED5018	ASSESSMENT	24
AED5023	E-LEARNING	24
AED5024	VOCATIONAL EDUCATION AND TRAINING: POLICY AND PRACTICE	24
AED5027	ORGANISATIONAL CULTURE AND CHANGE IN EDUCATION AND TRAINING	24
AED5028	INTERNATIONALISATION IN EDUCATION AND TRAINING	24
AED5030	POSITIVE EDUCATION	24
EED6002	CURRICULUM & PEDAGOGY	24
EED6003	EDUCATIONAL LEADERSHIP FOR SOCIAL JUSTICE	24
EED6006	LEARNING PROGRAMS: DESIGN AND IMPLEMENTATION	24
EED6007	REFORMING PEDAGOGIES	24
EED6008	DEVELOPING PROFESSIONAL PRACTICE	24
EED6009	INTERNET AND WEB TECHNOLOGIES FOR EDUCATORS	24
EED6010	FACILITATING LEARNING IN ORGANISATIONS	24
EED6011	ENHANCING SKILLS AND KNOWLEDGE	24
EED6012	SUSTAINABILITY EDUCATION: FROM THEORY TO PRACTICE	24

EED6013 POST-COLONIAL AND INDIGENOUS APPROACHES TO LEARNING AND TEACHING IN THE 21 CENTURY 24

## GRADUATE CERTIFICATE IN EDUCATION

**Course Code:**ETED

**Campus:**Footscray Park.

**About this course:**The course is designed for professionals from a variety of roles in different settings who respond to the educational opportunities and challenges in education, community, government and industry. It requires students to engage in professional learning through practitioner research informed by contemporary theories of learning, leadership and personal, workplace and social change.

**Course Objectives:**By the completion of this program graduates will be able to:

- Devise a commitment to ethical action, social responsibility and sustainability in education contexts.
- Critique perspectives on the contemporary context of education, vocational training and professional development.
- Critically review knowledge about theories to frame and inform practice as a reflective educator.
- Evaluate theoretical perspectives and current research into a lifelong learning.
- Determine and recommend technologies for communication, knowledge access, and collaboration in the construction of understanding.
- Contribute to educational innovation and professional learning in a workplace identifying a range of connections within professional and academic communities.
- Analyse and evaluate educational inquiry/research

**Careers:**In 2013, out of masters coursework graduates in the field of education (post-initial teacher training) who were available for full-time employment, 89.4% were in full-time employment. The most frequently reported occupations of these graduates are as education professionals, specialist managers, and health professionals.

**Course Duration:**0.5 years

**Admission Requirements Year 12:**NA

**Admission Requirements International:**To qualify for admission to the course applicants must have a university degree or an equivalent qualification, relevant work and/or community experience as approved by the College of Education. Extensive experience in the professional field is an advantage. IELTS minimum 6.5 (no band less than 6.0), or equivalent.

**Admission Requirements Mature Age:**To qualify for admission to the course applicants must have a university degree or an equivalent qualification, relevant work and/or community experience as approved by the College of Education. Extensive experience in the professional field is an advantage.

**Admission Requirements VET:**To qualify for admission to the course applicants must have a university degree or an equivalent qualification, relevant work and/or community experience as approved by the College of Education. Extensive experience in the professional field is an advantage.

**Admission Requirements Other:**All applicants are required (1) to submit a current version of their CV (2) to present a 200 word statement outlining why they are interested in undertaking this course.

## COURSE STRUCTURE

To complete the Graduate Certificate in Education students will be required to complete 48 credit points in total consisting of:

- Foundation Unit EED6001\*
- 24 credit points (equivalent to 1) Core unit from the list below

\* EED6001 must be taken in your first semester of study

### Foundation Unit

EED6001 CONTEMPORARY ISSUES IN EDUCATION AND TRAINING 24

Select one unit (24 credit points) from the following Core Units:

AED5009 INNOVATION 24

AED5011 APPROACHES TO LEARNING 24

AED5024 VOCATIONAL EDUCATION AND TRAINING: POLICY AND PRACTICE 24

EED6002 CURRICULUM & PEDAGOGY 24

EED6003 EDUCATIONAL LEADERSHIP FOR SOCIAL JUSTICE 24

## BACHELOR OF EDUCATION

**Course Code:**HBED

**Campus:**Footscray Park, St Albans.

This course is for Continuing students only.

**About this course:**The Bachelor of Education is a Partnership-based Teacher Education course. Partnerships between schools and the University provide the context in which students will learn the practice and theory of education. Normally student teachers will work in schools and other educational settings for part of each week throughout the course. In Year 4 of the course, students will have an extended placement in a school. This course provides a community and school-based approach to teacher education with substantial opportunities for students to pursue their general education. **PRACTICAL EXPERIENCE** A minimum of 80 days supervised teaching practice in both primary and secondary schools during the course. Students should note that they will be subject to safety screenings (police checks) before practice placements, in accordance with Department of Education and Training Policy.

**Course Objectives:**The aims of the course are to:offer a four-year pre-service teacher education program for students from diverse educational backgrounds;graduate teachers who are competent to teach in both primary and secondary schools;graduate competent teachers who participate actively in the teaching, curriculum, administrative and community life of schools;graduate teachers with social commitment and critical understanding of the changing nature of society; andestablish close partnership relations with schools and other community, industry and welfare institutions with similar educational commitments.

**Careers:**Primary or Secondary Year School Teacher.

**Course Duration:**4 years

50

**Admission Requirements Year 12:**To qualify for admission to the course, applicants must have successfully completed the Victorian Certificate of Education (VCE), or its equivalent, with Units 3 and 4 and a study score of at least 20 for English. Applicants without satisfactory VCE mathematics study will be required to demonstrate competence in mathematics, and may be required to complete additional mathematics study. Applicants who do not meet the normal admission requirements but who possess appropriate educational qualifications, work or life experiences which would enable them to successfully undertake the course, will be considered for admission. **Articulation Pathways**The design of the course accommodates those students who seek transfer to or from the course after establishing a need for change of course or career orientation. While the course is designed as a four-year concurrent program, it can accommodate students who have already completed a first degree, for example a Bachelor of Arts or a Bachelor of Applied Science.

## COURSE STRUCTURE

To complete the Bachelor of Education students will be required to complete 384 credit points in total. Students must complete:

- 180 credit points (equivalent to 14 units) of Core studies;
- 36 credit points (equivalent to 3 units) of Primary Pedagogical Content Knowledge (PCK) units;
- 24 credit points (equivalent to 2 units) consisting of either: 2 Secondary PCK units or 1 secondary PCK units and 1 additional elective unit;
- 144 credit points (equivalent to 12 units) of Specialisation Studies and Education and Pedagogy Electives comprising either:

Two majors (2 x 6 units);

- One major (6 units) and one sub-major (4 units) and 2 additional units of Specialisation Studies or Education and Pedagogy Elective units;
- One major (6 units) and 6 units of Specialisation Studies and/or Education and Pedagogy electives;
- Two sub-majors (2 x 4 units) and 4 units of Specialisation Studies and/or Education and Pedagogy electives;
- One sub-major (4 units) and 8 units of Specialisation Studies and/or Education and Pedagogy electives (not advised except in exceptional circumstances as approved by coordinator).

### Additional Notes

- Students also complete a minimum of 80 days supervised teaching practice (Project Partnerships & Learning in the Workplace);
- As part of the course all students complete a major in primary teacher education;
- Students undertaking PE Primary as a specialisation area must also complete an additional sub-major (4 units) and the related PCK unit in a different area of study;
- To be eligible to graduate students must complete a minimum of 4 units in a secondary specialisation area and the related secondary PCK unit;
- Students should aim to complete studies in 2 specialisation areas together with the PCK units offered for those specialisations.

Year 1, Semester 1			Specialisation B
AEB1101	LEARNING IN A CHANGED WORLD	12	Elective: Choose from Year 3 Primary PCK units, Education and Pedagogy Electives and Discipline Specialisations
AEB1102	INQUIRY FOR UNDERSTANDING	12	
or			Discipline Specialisation B 6 or Discipline Specialisation C 2
AEB1307	MATHEMATICAL KNOWLEDGE FOR TEACHING 2	12	Year 4, Semester 1
Elective General Studies Unit 1			AEB4110 CHANGE AND SOCIAL JUSTICE 12
Elective General Studies Unit 2			AEB4301 CURRICULUM AND PEDAGOGY FOR THE 21ST CENTURY 12
Year 1, Semester 2			Primary PCK Unit: Choose from Year 4 Primary PCK units
AEB1210	UNDERSTANDING LEARNING	12	Elective: Choose from Year 4 Primary PCK units and Education and Pedagogy Electives
AEB1250	COMMUNICATION AND SOCIAL ACTION	12	Year 4, Semester 2
Elective General Studies Unit 3			AEB4210 PRACTICE IN PARTNERSHIP 24
Elective General Studies Unit 4			AEB4250 PROFESSIONAL ORIENTATION 12
Year 2, Semester 1			AEB4211 JOINING THE PROFESSION 12
AEB2110	TEACHERS KNOWING STUDENTS	12	PRIMARY PCK UNITS
AEB2150	REASONING FOR PROBLEM SOLVING	12	AEB2250 HEALTHY ACTIVITY, COMMUNITY AND WELLBEING 12
Discipline Specialisation A 3			AEB2251 IMAGINATION, CREATIVITY AND DESIGN 12
Discipline Specialisation B 3			AEB2302 SCIENCE, ENVIRONMENT AND SUSTAINABILITY 12
Year 2, Semester 2			SECONDARY PCK UNITS
AEB2210	MAKING THE CONDITIONS FOR LEARNING	12	This set of secondary PCK units match the discipline specialisations for secondary teaching offered in the course. Students select two units for study to be prepared for teaching these curriculum domains for the middle years and secondary years. These two units will be counted as part of the set of PCK units taken by students in the course that must cover the seven curriculum disciplines required by VIT for graduates.
Year 2 Primary PCK Unit			AEB3303 ART PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS 12
Discipline Specialisation A 4			AEB3304 DRAMA AND DANCE PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS 12
Discipline Specialisation B 4			AEB3305 ENGLISH PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS 12
Year 3, Semester 1			AEB3306 TESL PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS 12
AEB3301	INQUIRY INTO ADOLESCENT TEACHING AND LEARNING	12	AEB3307 HEALTH PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS 12
Secondary PCK A: Choose from Secondary PCK units to match Discipline Specialisation A			AEB3308 HUMANITIES PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS 12
Elective: Choose from Education and Pedagogy Electives or Discipline Specialisation units			AEB3309 INFORMATION AND COMMUNICATION TECHNOLOGIES PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS 12
Discipline Specialisation B 5 or Discipline Specialisation C 1			
Year 3, Semester 2			
AEB3302	CRITICAL PRACTICES FOR TEACHERS IN SECONDARY SCHOOLS	12	
Secondary PCK B: Choose from Secondary PCK units to match Discipline			

AEB3310	LOTE PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS	12
AEB3311	MATHEMATICS PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS	12
AEB3312	MEDIA PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS	12
AEB3313	MUSIC PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS	12
AEB3314	OUTDOOR EDUCATION PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS	12
AEB3315	PHYSICAL EDUCATION PEDAGOGY AND PRACTICE FOR PRIMARY STUDENTS	12
AEB3316	PSYCHOLOGY PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS	12
AEB3318	LEARNER WELFARE AND WELLBEING	12
AEB3319	TECHNOLOGY AND VET PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS	12
AEB3332	SCIENCE PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS	12

EDUCATION AND PEDAGOGY ELECTIVE UNITS These units provide additional opportunities for students to deepen their discipline content knowledge for teaching in primary settings or to enrich their pedagogical knowledge for teaching diverse students in complex learning settings. Students may elect these units in Year 3 and in semester one of Year 4. Students may also take these units in Semester 3 and 4 from Year 2 when they are offered in these semesters.

AEB1100	LITERACY AND LANGUAGE	12
AEB2303	INTERNATIONAL TEACHING AND LEARNING CONTEXT	12
AEB2304	PEDAGOGICAL APPROACHES FOR DEVELOPING WELLBEING IN SCHOOLS	12
AEB3150	ENGAGEMENT AND PATHWAYS	12
AEB3320	TEACHING STUDENTS WITH SPECIAL LEARNING NEEDS	12
AEB3321	LEARNING IN A GLOBALISED WORLD	12
AEB4301	CURRICULUM AND PEDAGOGY FOR THE 21ST CENTURY	12
AEK3101	KNOWING INDIGENOUS AUSTRALIAN COMMUNITIES	12
AEX1099	STUDENT LEADERSHIP AND MENTORING	12

The following elective provides extra support for students who are identified as needing additional mathematical grounding:

AEB1103	LEARNING, TEACHING AND PRAXIS INQUIRY	12
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ESPART	EDUCATION - ART
ESPBUS	EDUCATION - BUSINESS STUDIES
ESPENG	EDUCATION - ENGLISH
ESPHEA	EDUCATION - HEALTH
ESPHTE	EDUCATION - HOME ECONOMICS AND FOOD TECHNOLOGY
ESPHUS	EDUCATION - HUMANITIES / SOSE
ESPINF	EDUCATION - INFORMATION TECHNOLOGY
ESPLOT	EDUCATION - LOTE (VIETNAMESE)
ESPMAT	EDUCATION - MATHEMATICS
ESPMED	EDUCATION - MEDIA STUDIES
ESPMUS	EDUCATION - MUSIC
ESPOUT	EDUCATION - OUTDOOR EDUCATION
ESPPEP	EDUCATION - PHYSICAL EDUCATION FOR PRIMARY TEACHING
ESPPER	EDUCATION - PERFORMANCE STUDES (DANCE AND DRAMA)
ESPPSY	EDUCATION - PSYCHOLOGY
ESPSCI	EDUCATION - SCIENCE
ESPSTW	EDUCATION - STUDENT WELFARE
ESPTES	EDUCATION - TESOL

## BACHELOR OF ARTS (KYINANDOO)

Course Code:HBHK

Campus:St Albans.

**About this course:**The BA Kyinandoo is primarily directed at Indigenous Australians, but also has appeal to non-Indigenous students with an interest in working with and for Indigenous people. The course aims to provide students with an understanding of the historical, spiritual, social, economic, and political contexts of Indigenous Australia through a program that is inclusive of and responsive to Indigenous Australians, their communities, and their ways of knowing. This course will enable students to work in leadership positions in Indigenous communities, businesses, advisory positions, government and so on. The content and modes of delivery in the course will encompass, reflect, and critique Indigenous knowledges and ways of learning; the course will be delivered by Indigenous Australian staff, or staff with significant experience in working with Indigenous Australians.

**Course Objectives:**The objectives of the Kyinandoo course are to provide: A culturally appropriate learning environment for Indigenous Australians Indigenous Australians with the knowledge and skills to undertake leadership positions within their communities Indigenous Australians with the opportunity and/or ability to articulate and contextualise their individual experiences of their Indigeneity Non-Indigenous

Australians with an understanding of the historical, spiritual, social, economic and political contexts of Indigenous Australia so as to allow them the context and skills to be able to work for and with Indigenous Australians Students with knowledge about global Indigenous peoples, and their similarity to, and differences with Indigenous Australia Students with a base from which they can access further programs in both TAFE and Higher Education Students with the opportunity to undertake electives in their areas of interest and future careers.

**Careers:**Leadership and service positions with Indigenous communities or business and/or dealing with Indigenous issues in government education, health, social sciences, sports and tourism.

**Course Duration:**3 years

**Admission Requirements Year 12:**Units 3 and 4 - a study score of at least 25 in English (ESL) or 20 in any other English.

**Admission Requirements Other:**Applicants who do not meet the normal admission requirements but who possess appropriate educational qualifications, work or life experiences which would enable them to successfully undertake the course, will be considered for admission. Persons of Aboriginal or Torres Strait Islander descent are encouraged to apply for admission. Applicants will be assessed on an individual basis to determine their suitability and potential for success in the course. Applicants who consider their capacity to qualify under normal entry provisions have been limited by some disadvantage, for example, illness, disability, economic hardship or isolation may apply to be considered as a disadvantaged person. Applicants will be assessed on an individual basis to determine their suitability and potential for success in the course.

#### COURSE STRUCTURE

Students must complete fourteen core units and ten approved electives. For the electives students may choose to complete Units from: 1. The College of Arts, in particular specialisations that are contained in the Bachelor of Arts, or the following courses; Bachelor of Creative Arts Industries, Bachelor of Communication, Bachelor of Interactive Media, Bachelor of Community Development, Bachelor of International Studies, or Bachelor of Social Work. 2. The College of Education, the Bachelor of Education. Students should seek comprehensive advice from the Course Coordinator on the range of study areas available to them from across the University and the year level of electives pertinent to their year level of enrolment. All elective unit choices are dependent on students meeting the prerequisites. In their first year of study, students should seek to enrol in electives at a first year level or those units with the first number in the code being 1. In subsequent years, students are encouraged to enrol in electives coded as second year or third year units.

#### CORE UNITS OF STUDY

AEK1 101	INDIGENOUS AUSTRALIAN ISSUES AND UNDERSTANDINGS	12
AEK1 102	GLOBAL INDIGENOUS CULTURES	12
AEK1 103	INDIGENOUS CAREERS DEVELOPMENT	12
AEK1 104	MANAGING LEARNING AND INQUIRY	12
AEK1 201	INDIGENOUS AUSTRALIAN KNOWING	12

AEK1 202	GLOBAL INDIGENOUS COMMUNITIES	12
AEK2101	WORKING IN INDIGENOUS AUSTRALIAN COMMUNITIES	12
AEK2102	ORAL TRADITIONS IN INDIGENOUS COMMUNITIES	12
AEK2201	LEARNING IN INDIGENOUS AUSTRALIAN COMMUNITIES	12
AEK2202	GLOBAL INDIGENOUS ISSUES	12
AEK3101	KNOWING INDIGENOUS AUSTRALIAN COMMUNITIES	12
AEK3102	INDIGENOUS LITERACIES	12
AEK3201	LEADERSHIP IN INDIGENOUS AUSTRALIAN COMMUNITIES	12
AEK3202	GLOBAL INDIGENOUS LEADERSHIP	12

#### ELECTIVE UNITS OF STUDY

AEK2203	INDIGENOUS PERSPECTIVES ON SUSTAINABILITY	12
AEK2204	INDIGENOUS ART	12
AEK3000	INDIGENEITY IN A CHANGING GLOBAL WORLD	12

Ten approved electives

#### GRADUATE DIPLOMA IN SECONDARY EDUCATION

**Course Code:**HGES

**Campus:**Footscray Park, St Albans.

This course is for Continuing students only.

**About this course:**The Graduate Diploma in Secondary Education is a one year full time postgraduate program designed to prepare students for registration as secondary teachers. The course involves significant learning in the workplace through Project Partnerships. The course prepares teachers in a wide range of discipline areas.

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

- Critically examine historical and contemporary issues in post primary education at a local, national and international level;
- Review different pedagogical theories and practices that support the diversity of learners found in post primary educational settings;
- Plan, implement and evaluate a range of educational practices;
- Use critical analytical and communication skills to evaluate, discuss and debate key theories and academic concepts of teaching and learning;
- Produce written reports and essays which demonstrate evidence of independent thought and wider research;
- Apply knowledge and skills within classrooms and the school community to develop inclusive cultures of learning where all school students are supported to achieve;
- Communicate clearly and effectively through presentations and interactive activities, key concepts that related to the graduate's specialist teaching area.

**Careers:**Graduates of the Graduate Diploma in Secondary Education are eligible for registration as teachers.

**Course Duration:** 1 year

**Admission Requirements Other:** Applicants must hold an approved Bachelor degree or equivalent Diploma from a recognised tertiary institution and have completed the pre-requisite studies for their chosen teaching methods which generally involved completion of at least one sub-major in that subject area, except in the case of LOTE which requires completion of a major. Further information on teaching method requirements is available from the Victorian Institute of Teaching website [www.vit.vic.edu.au](http://www.vit.vic.edu.au) (follow the Teacher Education Program link for information about the 'Standards for initial teacher education'.) Applicants who do not meet the English language requirement may fulfil this requirement via the IELTS (Academic) test, with an average score of 7.5 across all four bands, with no score below 7.0 in any band and no score less than 7.5 in speaking and listening. Alternatively, applicants may meet the English language requirement with an internet-based TOEFL result of 104 with no individual score less than 26. **PRACTICAL PLACEMENT:** Students should note that they will be subject to safety screenings (police checks) before practice placements, in accordance with Department of Education and Early Childhood Development policy.

#### COURSE STRUCTURE

Students in the Graduate Diploma in Secondary Education must complete four core units of study (48 credit points), consisting of two teaching and learning units and two praxis inquiry units, and four discipline studies units (48 credit points). All units are subject to availability.

Year 1, Semester 1

AEG5109	APPROACHES TO TEACHING AND LEARNING 1	12
AEG5137	INCLUSION AND DIVERSITY: SCHOOLS, COMMUNITY AND SOCIETY	12

Plus 2 (two) Part 1 Discipline Studies units (24 credit points) chosen from list below

Year 1, Semester 2

AEG5110	APPROACHES TO TEACHING AND LEARNING 2	12
AEG5138	INCLUSION AND DIVERSITY: CURRICULUM DESIGN FOR MULTI-MODAL LEARNING	12

Plus 2 (two) corresponding Part 2 Discipline Studies units (24 credit points) chosen from list below

Discipline Studies units

AEG5201	TEACHING BUSINESS 1	12
AEG5202	TEACHING BUSINESS 2	12
AEG5203	TEACHING COMPUTING 1	12
AEG5204	TEACHING COMPUTING 2	12
AEG5205	TEACHING CREATIVITY AND THE ARTS 1	12
AEG5206	TEACHING CREATIVITY AND THE ARTS 2	12

AEG5207	TEACHING ENGLISH 1	12
AEG5208	TEACHING ENGLISH 2	12
AEG5209	TEACHING ENGLISH AS A SECOND LANGUAGE 1	12
AEG5210	TEACHING ENGLISH AS A SECOND LANGUAGE 2	12
AEG5211	TEACHING HUMANITIES 1	12
AEG5212	TEACHING HUMANITIES 2	12
AEG5213	TEACHING LANGUAGES OTHER THAN ENGLISH 1	12
AEG5214	TEACHING LANGUAGES OTHER THAN ENGLISH 2	12
AEG5215	TEACHING MATHEMATICS 1	12
AEG5216	TEACHING MATHEMATICS 2	12
AEG5217	TEACHING MUSIC 1	12
AEG5218	TEACHING MUSIC 2	12
AEG5219	TEACHING OUTDOOR EDUCATION 1	12
AEG5220	TEACHING OUTDOOR EDUCATION 2	12
AEG5221	TEACHING PHYSICAL EDUCATION 1	12
AEG5222	TEACHING PHYSICAL EDUCATION 2	12
AEG5223	TEACHING PSYCHOLOGY 1	12
AEG5224	TEACHING PSYCHOLOGY 2	12
AEG5225	TEACHING SCIENCE 1	12
AEG5226	TEACHING SCIENCE 2	12
AEG5227	TEACHING STUDENT WELFARE 1	12
AEG5228	TEACHING STUDENT WELFARE 2	12
AEG5229	TEACHING TECHNOLOGY 1	12
AEG5230	TEACHING TECHNOLOGY 2	12
AEG5231	TEACHING VOCATIONAL EDUCATION AND TRAINING 1	12
AEG5232	TEACHING VOCATIONAL EDUCATION AND TRAINING 2	12
AEG5233	EXTENDED DISCIPLINE STUDY 1	12
AEG5234	EXTENDED DISCIPLINE STUDY 2	12
AEG5235	TEACHING HEALTH 1	12
AEG5236	TEACHING HEALTH 2	12
AEG5237	TEACHING MIDDLE YEARS - 1	12

## DOCTOR OF PHILOSOPHY

**Course Code:**HPED

**Campus:**Footscray Park.

This course is for Continuing students only.

**Course Objectives:**The College of Education offers PhD research supervision in the following areas: teaching, learning and evaluation in education and training; effect of family and school relationships on learning; social basis of schooling; school change and reform; practitioner research/action research; young people at risk; language and literacy; school-based curriculum development; school, family and community links; early childhood education; inter-professional collaboration; recruitment, selection and appraisal in education and training; student learning in higher education; multimedia, online learning and computer-enhanced learning; vocational education and training; equity and inclusive teaching; teacher development assessment numeracy and mathematics education; science education; learning in the workplace; adult and community education; recognition of prior learning; outdoor education; computer-mediated art; experiential learning. Students who have areas of interest in education other than those listed above are nevertheless encouraged to discuss enrolment possibilities with the College, which can facilitate co-supervisory links with other colleges or institutions.

**Course Duration:**3 years

**Admission Requirements Mature Age:**To qualify for admission to the course applicants must have: a Master of Education degree by research; or a Master of Education by coursework with a minor thesis completed to a high standard; or an equivalent qualification with demonstrated achievement in research. Students with a Masters degree but without recent and relevant research background will be required to undertake and complete an appropriate research methods unit of study at a high standard in the first semester of study.

### COURSE STRUCTURE

The research thesis must be original work conducted under the supervision of the student advisor/s and with the approval of the Postgraduate Studies Committee of the University. The thesis of the candidate will be examined externally by examiners of high academic standing in the area of the candidate's thesis topic.

## MASTER OF EDUCATION

**Course Code:**HRED

**Campus:**Footscray Park.

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

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

**Course Objectives:**The course objectives are to produce graduates who have the following knowledge and skills:  $\hat{z}$  a body of knowledge that includes the understanding of recent developments in one or more discipline  $\hat{z}$  advanced knowledge of research principles and methods applicable to the field of work or learning  $\hat{z}$  cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and its application  $\hat{z}$  cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and to apply established theories to different bodies of knowledge or practice  $\hat{z}$  cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level  $\hat{z}$  cognitive and technical skills to design, use and evaluate research and research method  $\hat{z}$  communication and technical skills to present a coherent and sustained argument and to disseminate research results to specialist and non-specialist audience  $\hat{z}$  technical and communication skills to design, evaluate, implement, analyse, theorise and disseminate research that makes a contribution to knowledge This knowledge and these skills will be demonstrated through the planning and execution of a substantial piece of research  $\hat{z}$  with creativity and initiative  $\hat{z}$  with a high level of personal autonomy and accountability, demonstrating expert judgement, adaptability and responsibility as a learner

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

**Course Duration:**2 years

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

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

### COURSE STRUCTURE

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

AER8000	RESEARCH THESIS (FULL-TIME)	48
AER8001	RESEARCH THESIS (PART-TIME)	24

## DOCTOR OF EDUCATION

**Course Code:**HZED

**Campus:**Footscray Park, Burapha University, Thailand and other locations as negotiated..

**About this course:**The Doctor of Education is a professional doctorate providing experienced professionals with an opportunity to combine high level course work studies with research into an aspect of professional practice relevant to the workplace.

**Course Objectives:**The course aims to provide experienced professionals with opportunities to extend understandings about research and theory, as it relates to practice, to expert levels of scholarship; and enhance performance in roles in education and training to standards expected of leaders in the field.

**Careers:**Graduates from the Doctor of Education have demonstrated career enhancement and advancement, through promotion, career change, and transition to new fields of endeavour.

**Course Duration:**3 years

**Admission Requirements Mature Age:**To qualify for admission to the course, applicants must normally have successfully completed: a Bachelor of Education with honours of first (H1) or upper second class (H2A); or a Master of Education by coursework degree where the thesis has been completed to a level of second class honours (H2) or higher, or equivalent; or an acceptable alternative Masters qualification; and significant professional experience of at least three years. All applicants will be required to attend an interview. International applicants must have an IELTS of a minimum of 7.0. **COURSE REGULATIONS** The following should be read in conjunction with the College Regulations and the University Statutes and Regulations: Unsatisfactory Progress: the following regulations apply: a student must successfully complete the coursework in four years; and failure to satisfactorily complete all coursework units of study precludes the candidate from continuing.

### COURSE STRUCTURE

All coursework is completed in the first year of the program via a 12-week trimester system (part-time equivalent applies). The course will be delivered primarily as a set of small group lecture/seminar sessions. Intensive workshop sessions and distance learning methods may also be employed. After successful completion of all coursework units, students will continue on to complete a Doctor of Education (HZED) or complete the Workplace Project (Masters) and exit with a Master of Education - Professional Practice (HMEP). Note: to proceed to the projects, students must pass all coursework units with an average of at least H2A.

### COURSEWORK UNITS (ONE YEAR FULL-TIME OR TWO YEARS PART-TIME)

AER8510	POLICY CONTEXT OF PROFESSIONAL PRACTICE	24
AER8514	THE PRACTICE OF PROFESSIONAL DEVELOPMENT	24
AER8517	INVESTIGATING PROFESSIONAL PRACTICE	24
AER8518	RESEARCHING PROFESSIONAL PRACTICE	24

### DOCTORAL (FULL-TIME)

Students have the option of choosing a thesis or a workplace project

### WORKPLACE PROJECT OPTION

Second Year

Students enrol in the following unit for two semesters:

AER8520	WORKPLACE PROJECT A (DOCTORAL)	48
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Third Year

Students enrol in the following unit for two semesters:

AER8521	WORKPLACE PROJECT B (DOCTORAL)	48
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### THESIS OPTION

Second and Third Years

Students enrol in the following unit for four semesters:

AER8507	RESEARCH THESIS (FULL-TIME)	48
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### DOCTORAL (PART-TIME)

### WORKPLACE PROJECT OPTION

Students have the option of choosing a thesis or a workplace project

Third and Fourth Years

Students enrol in the following unit for four semesters:

AER8532	WORKPLACE PROJECT A (DOCTORAL) PART-TIME	24
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Fifth and Sixth Years

Students enrol in the following unit for four semesters:

AER8533	WORKPLACE PROJECT B (DOCTORAL) PART-TIME	24
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### THESIS OPTION

Third, Fourth, Fifth and Sixth Years

Students enrol in the following unit for eight semesters:

AER8509	RESEARCH THESIS (PART-TIME)	24
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### EXIT POINT: MASTER OF EDUCATION - PROFESSIONAL PRACTICE (FULL-TIME)



## Second Year

Students enrol in the following unit for one semester:

AER8519 WORKPLACE PROJECT (MASTERS) 48

EXIT POINT: MASTER OF EDUCATION - PROFESSIONAL PRACTICE (PART-TIME)

## Third Year

Students enrol in the following unit for two semesters:

AER8531 WORKPLACE PROJECT (MASTERS) PART-TIME 24

## CERTIFICATE IV IN TRAINING AND ASSESSMENT

**Course Code:**TAE40110

**Campus:**Industry, City King St, Footscray Park.

**About this course:**Become a fully qualified TAFE teacher as you gain the vocational expertise to move into a career delivering and assessing qualifications and accredited courses in their relevant industry fields. This course is designed for people who are currently working in or wish to work in the area of training/teaching development, delivery and assessment. When you graduate, you will meet the compliance standards for teachers/trainers to deliver training and assessment services in a Registered Training Organisation.

**Course Objectives:**The Certificate IV in Training and Assessment is a nationally recognised training and assessment qualification, which replaces the previous TAA40104 Training Package for Assessment and Training. The new TAE10 Training Package is designed to meet the current and future competency development and qualification needs of new and existing personnel working across a broad range of work functions and activities within Vocational Education and Training (VET). This qualification is offered to:

- People seeking to undertake training and assessment
- Individuals undertaking professional development or staff development
- Individuals seeking to extend or enhance and compliment their existing qualifications
- Registered Training Organisations and staff intending to deliver and or assess Training Package qualifications to internal or external clients.

**Careers:**Possible job titles and roles include: Enterprise trainer and/or assessor RTO Trainer/assessor Training Advisor/Training Needs Analyst Vocational Education Teacher

**Course Duration:**0.5 years

**Admission Requirements Mature Age:**A combination of relevant vocational industry experience/qualifications and educational experience/qualifications

**Admission Requirements Other:**Direct Entry A combination of relevant vocational industry experience/qualifications and educational experience/qualifications

**Selection Processes:**Direct Entry

## COURSE STRUCTURE

For students to be eligible to for the TAE40110 Certificate IV in Training and Assessment, students must complete seven (7) core units plus three (3) elective units. At least two (2) elective units must be selected from the elective units listed below. One (1) elective may be selected from any currently endorsed Training

Package or accredited course. Elective units must be relevant to the work outcome, local industry requirements and the qualification level. Where a unit is chosen from another currently endorsed Training Package or accredited course, it must be from a qualification or course at Certificate III level or above, and must contribute towards the vocational outcome of the program.

### Core Units:

TAEDEL401A PLAN, ORGANISE AND DELIVER GROUP BASED LEARNING 30

TAEDEL402A PLAN, ORGANISE AND FACILITATE LEARNING IN THE WORKPLACE 25

TAEDES401A DESIGN AND DEVELOP LEARNING PROGRAMS 50

TAEDES402A USE TRAINING PACKAGES AND ACCREDITED COURSES TO MEET CLIENTS NEEDS 25

TAEASS401B PLAN ASSESSMENT ACTIVITIES AND PROCESSES 20

TAEASS402B ASSESS COMPETENCE 15

TAEASS403B PARTICIPATE IN ASSESSMENT VALIDATION 20

### Electives:

BSBCMM401A MAKE A PRESENTATION 30

TAEDEL301A PROVIDE WORK SKILL INSTRUCTION 40

TAELLN401A ADDRESS ADULT LANGUAGE, LITERACY AND NUMERACY SKILLS 30

TAELLN411 ADDRESS ADULT LANGUAGE, LITERACY AND NUMERACY SKILLS 30

### Industry Electives:

BSBLED401A DEVELOP TEAMS AND INDIVIDUALS 40

TAEASS301B CONTRIBUTE TO ASSESSMENT 10

TAEDEL404A MENTOR IN THE WORKPLACE 30

TAEASS502B DESIGN AND DEVELOP ASSESSMENT TOOLS 30

Units applicable for RPL Only:

## DIPLOMA OF VOCATIONAL EDUCATION AND TRAINING

**Course Code:**TAE50111

**Campus:**Footscray Nicholson, Industry, Footscray Park, Sunshine, St Albans.

**About this course:**This course is designed for teachers and trainers primarily in Registered Training Organisations who organise and carry out a range of learning and assessment functions and who are keen to enhance their capabilities in designing, facilitating and assessing learning in both traditional and non-traditional learning environments.

**Course Objectives:**This qualification reflects the roles of experienced practitioners delivering training and assessment services usually within Registered Training

Organisations (RTOs) within the vocational education and training (VET) sector. They may have a role in leading other trainers and assessors and in providing mentoring or advice to new trainers or assessors as well as designing approaches to learning and assessment strategies across a significant area within the RTO. The course will provide skill and knowledge necessary to:

- Teach and assess effectively across a range of VET-related contexts
- Facilitate new insights and problem solving when working with learners
- Manage the learning process to facilitate change and action in learners
- Undertake effective self-assessment in the role as teacher/trainer in a VET environment
- Research teaching methodologies and relevant theoretical knowledge to build teaching capabilities.
- Training manager
- Lead trainer
- Lead assessor
- Enterprise trainer

**Careers:**

**Course Duration:** 1 year

**Admission Requirements Mature Age:** You must have skills in training and assessing in a vocational education context which can be demonstrated by having a TAE40110 Certificate IV in Training and Assessment or equivalent; and experience in training and assessment within an RTO or similar organisation. You will also need to have access to a vocational teaching environment to carry out the supervised teaching practicum required of the qualification.

**Selection Processes:** Direct Entry, Interview

**COURSE STRUCTURE**

The Diploma of Vocational Education and Training is made up of 6 core units plus 4 elective units. At least 2 elective units must be selected from the elective units listed. The remaining 2 elective units may be selected from any currently endorsed Training Package or accredited course. Where a unit is chosen from another currently endorsed Training Package or accredited course, it must be from a qualification or course at Diploma level or above. Elective units must be relevant to the work outcome, local industry requirements and the qualification level.

TAEASS501A	PROVIDE ADVANCED ASSESSMENT PRACTICE	50
TAEASS502B	DESIGN AND DEVELOP ASSESSMENT TOOLS	30
TAEDEL502A	PROVIDE ADVANCED FACILITATION PRACTICE	50
TAEDES501A	DESIGN AND DEVELOP LEARNING STRATEGIES	40
TAELLN401A	ADDRESS ADULT LANGUAGE, LITERACY AND NUMERACY SKILLS	30
TAEPDD501A	MAINTAIN AND ENHANCE PROFESSIONAL PRACTICE	45
TAEDEL501A	FACILITATE E-LEARNING	30

TAEDES502A	DESIGN AND DEVELOP LEARNING RESOURCES	50
TAEDES503A	DESIGN AND DEVELOP E-LEARNING RESOURCES	50
TAEDES505A	EVALUATE A TRAINING PROGRAM	50
TAEICR501A	WORK IN PARTNERSHIP WITH INDUSTRY, ENTERPRISES AND COMMUNITY GROUPS	50
TAESUS501A	ANALYSE AND APPLY SUSTAINABILITY SKILLS TO LEARNING PROGRAMS	30
TAESUS502A	IDENTIFY AND APPLY CURRENT SUSTAINABILITY EDUCATION PRINCIPLE (TRUNC)	40
TAETAS501B	UNDERTAKE ORGANISATIONAL TRAINING NEEDS ANALYSIS	40
TAELLN501B	SUPPORT THE DEVELOPMENT OF ADULT LANGUAGE, LITERACY AND NUMERACY SKILLS	50

# SPECIALISATIONS

## AEPEU EDUCATION AND PEDAGOGY ELECTIVE UNITS

**Locations:**Footscray Park, St Albans

These units provide additional opportunities for students to deepen their discipline content knowledge for teaching in primary settings or to enrich their pedagogical knowledge for teaching diverse students in complex learning settings. Students may elect these units in Year 3 and in semester one of Year 4. Students may also take these units in Semester 3 and 4 from Year 2 when they are offered in these semesters.

AEB1100	LITERACY AND LANGUAGE	12
AEB2303	INTERNATIONAL TEACHING AND LEARNING CONTEXT	12
AEB2304	PEDAGOGICAL APPROACHES FOR DEVELOPING WELLBEING IN SCHOOLS	12
AEB3150	ENGAGEMENT AND PATHWAYS	12
AEB3320	TEACHING STUDENTS WITH SPECIAL LEARNING NEEDS	12
AEB3321	LEARNING IN A GLOBALISED WORLD	12
AEB4301	CURRICULUM AND PEDAGOGY FOR THE 21ST CENTURY	12
AEK3101	KNOWING INDIGENOUS AUSTRALIAN COMMUNITIES	12
AEX1099	STUDENT LEADERSHIP AND MENTORING	12

## AEPCS YEAR 3 SECONDARY PCK UNITS

**Locations:**Footscray Park, St Albans

In Year 3 students select the two Secondary PCK Units to match their two Discipline Specialisations: A and B.

AEB3303	ART PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS	12
AEB3304	DRAMA AND DANCE PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS	12
AEB3305	ENGLISH PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS	12
AEB3306	TESL PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS	12
AEB3307	HEALTH PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS	12
AEB3308	HUMANITIES PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS	12
AEB3309	INFORMATION AND COMMUNICATION TECHNOLOGIES PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS	12
AEB3310	LOTE PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS	12
AEB3311	MATHEMATICS PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS	12
AEB3312	MEDIA PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS	12

AEB3313	MUSIC PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS	12
AEB3314	OUTDOOR EDUCATION PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS	12
AEB3315	PHYSICAL EDUCATION PEDAGOGY AND PRACTICE FOR PRIMARY STUDENTS	12
AEB3316	PSYCHOLOGY PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS	12
AEB3318	LEARNER WELFARE AND WELLBEING	12
AEB3319	TECHNOLOGY AND VET PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS	12
AEB3332	SCIENCE PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS	12

## ESPART EDUCATION - ART

**Locations:**Footscray Nicholson

Specialisation completion rules: Students undertaking an Art specialisation must complete a total of: Three core and three elective units (72 credit points) for a major in Art; # Students may elect to enrol in ACF2001 Introduction to Digital Art as an alternative to ACF1003 if required for cultural reasons.

Year 1

Core units:

ACF1003	LIFE DRAWING	12
ACF1004	DRAWING AND PAINTING	12

Years 2 / 3

Core unit:

ACF2002	AESTHETICS AND ART CRITICISM	12
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Elective units:

ACF2001	INTRODUCTION TO DIGITAL ART	12
ACF2003	STILL LIFE PROJECTS	12
ACF2005	EXPERIMENTAL ART	12
ACF3002	INSTALLATION ART	12
ACF3003	DIGITAL FINE ART PHOTOGRAPHY	12

## ESPBUS EDUCATION - BUSINESS STUDIES

**Locations:**Footscray Park

Specialisation completion rules: Students can study either: Accounting; Economics; or Business. Students undertaking an Accounting specialisation must complete a total of: Four core units (48 credit points) for a sub-major in Accounting. Students undertaking an Economics specialisation must complete a total of: Four core units (48 credit points) for a sub-major in Economics. Students undertaking a Business specialisation must complete a total of: Two sub-majors (2 x 4 units - 96 credit points) for a major in Business selected from the following: Four core units (48 credit

points) for a sub-major in Accounting; Four core units (48 credit points) for a sub-major in Economics; Four core units (48 credit points) for a sub-major in Information Technologies (Data Processing); Two core and two elective units (48 credit points) for a sub-major in Business Management.

## ACCOUNTING

Core Units:

Year 1

BAO1101	ACCOUNTING FOR DECISION MAKING	12
BAO1107	ACCOUNTING INFORMATION SYSTEMS	12

Year 2

BAO2202	FINANCIAL ACCOUNTING	12
BAO2204	MANAGEMENT ACCOUNTING	12

## ECONOMICS

Core units:

Year 1

BEO1105	ECONOMIC PRINCIPLES	12
BEO3446	FINANCIAL INSTITUTIONS AND MONETARY THEORY	12

Year 2

BEO3378	INTERNATIONAL ECONOMICS AND FINANCE	12
BEO2264	MICROECONOMIC ANALYSIS	12

Electives (only available to students undertaking Humanities specialisation):

BEO3430	INTERNATIONAL ECONOMIC ANALYSIS	12
BMO2100	INTRODUCTION TO SMALL ENTERPRISE	12

## INFORMATION TECHNOLOGIES (DATA PROCESSING)

Core units:

Year 1

BCO1148	PROGRAMMING BUSINESS APPLICATIONS	12
BCO1102	INFORMATION SYSTEMS FOR BUSINESS	12

Year 2

BCO2041	SYSTEMS ANALYSIS AND DESIGN	12
BCO2149	DATABASE SYSTEMS	12

## BUSINESS MANAGEMENT

Year 1

Core units:

BMO1110	MANAGING KNOWLEDGE	12
BMO1102	MANAGEMENT AND ORGANISATION BEHAVIOUR	12

Year 2

Elective units:

BMO3292	BUSINESS ETHICS	12
BMO3327	ORGANISATIONAL CHANGE AND DEVELOPMENT	12
BMO3352	INTERNATIONAL MANAGEMENT	12

## ESPENG EDUCATION - ENGLISH

**Locations:** Footscray Park, St Albans

Specialisation completion rules: Students can study either Literature Studies, Writing or a combination of both. Students undertaking a Literary Studies/Literature specialisation must complete a total of: Two core and four elective units (72 credit points) for a major in Literature/Literary Studies OR Two core and two elective units (48 credit points) for a sub-major in Literary Studies/Literature. Students undertaking a Writing specialisation must complete a total of: Two core and two elective Writing units AND two additional units (72 credit points) selected from the list of common units # (ACP2067, ACP2080, ACL2050 and ACL3014), for a major in Writing. Students undertaking a double major must complete a total of: Two core Literary Studies/Literature units, two core Writing units and the four common electives of Literary Studies/Literature and Writing (ACP2067, ACP2080, ACL2050 and ACL3014) (96 credit points) for a double major in Literary Studies/Literature and Writing.

## LITERARY STUDIES / LITERATURE

Year 1

Core units:

ACL1001	READING CONTEMPORARY FICTION	12
ACL1002	STUDYING POETRY AND POETICS	12

Year 2/3

Elective units:

ACL2007	ROMANCE AND REALISM	12
ACL2009	AUSTRALIAN LITERATURE	12
ACL2050	CHILDREN'S TEXTS	12
ACL3007	RE-PRESENTING EMPIRE: LITERATURE AND POSTCOLONIALISM	12
ACL3014	WRITING SELVES	12
ACL3016	WORKING CLASS WRITING	12

ACP2067	GENDER AND GENRE IN SHORT FICTION	12
ACP2080	WRITING AND READING PLACE	12
AEK3102	INDIGENOUS LITERACIES	12
<b>WRITING</b>		
Year 1		
Core units:		
ACP1053	INTRODUCTION TO CREATIVE WRITING	12
ACP1054	INTRODUCTION TO MEDIA WRITING	12
Year 2/3		
Elective units:		
ACP2002	PROFESSIONAL WRITING FOR SPORT	12
ACP2020	WRITING FOR ONLINE MEDIA	12
ACP2067	GENDER AND GENRE IN SHORT FICTION	12
ACP2070	EDITING PRINCIPLES AND PRACTICE	12
ACP2078	PERFORMANCE WRITING	12
ACP2080	WRITING AND READING PLACE	12
ACP2085	FICTION WRITING	12
ACP3049	WRITING AND PRODUCING THE DOCUMENTARY	12
ACP3051	WRITING FOR PUBLIC RELATIONS AND ADVERTISING	12
ACL2050	CHILDREN'S TEXTS	12
ACL3014	WRITING SELVES	12
ACC2011	RADIO PRODUCTION	12

### ESGPLP GLOBAL LEADERSHIP

**Locations:**Footscray Park, St Albans

The unit set explores leadership at local, national and global levels. The stream is an opportunity for students to understand and experience how elements of knowledge, change and citizenship intersect, as people, nations and international organisations grapple with the implications of finite resources, distinct identities and conflicting ideologies. Students undertaking the Global Leadership elective unit set have the opportunity to explore issues and challenges, deeply and as active learners. The stream maps and leads student interdisciplinary learning over four units by purposefully and explicitly linking topics and issues across discipline areas. The first three units, which include opportunities for work integrated learning, will cover leadership principles, leadership in global contexts, discipline-aligned leadership approaches, and interdisciplinary leadership in the context of global challenges. Having developed significant student capabilities, the unit set will culminate in a capstone unit where students integrate the knowledge, skills and understanding that

they have developed, and apply these in an authentic 'live' context at an international forum-style event.

EDC2001	GLOBAL LEADERSHIP 1: THE CHALLENGE OF 21C INTERDEPENDENCE	12
ADC2002	GLOBAL LEADERSHIP 2: INTERNATIONAL SECURITY CONTEXTS AND CHALLENGES	12
EDC3001	GLOBAL LEADERSHIP 3: ORGANISATIONAL RESPONSES TO GLOBAL CHALLENGES	12
EDC3002	GLOBAL LEADERSHIP 4 CAPSTONE : LEADING GLOBAL CHANGE	12

### ESPHEA EDUCATION - HEALTH

**Locations:**Footscray Park

Specialisation completion rules: Students undertaking a Health specialisation must complete a total of: Four core units (48 credit points) for a sub-major in Health; Four core and two elective units (72 credit points) for a major in Health.

Core units:

Year 1:

AHE2012	ADOLESCENT HUMAN DEVELOPMENT	12
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Students completing both a primary physical education and also a health specialisation enrol in:

SPE1001	GROWTH AND MOTOR DEVELOPMENT	12
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Students who are not completing a primary physical education specialisation enrol in:

AHE2103	GROWTH DEVELOPMENT AND AGEING	12
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Year 2:

AHE2151	HUMAN SEXUALITY AND SOCIETY	12
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AHE2005	NUTRITION AND DIET FOR EXERCISE AND PHYSICAL EDUCATION	12
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Elective units:

AHE0002	SOCIAL BASES OF HEALTH	12
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AHE2053	HEALTH PROMOTION	12
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### ESPHEA EDUCATION - HOME ECONOMICS AND FOOD TECHNOLOGY

**Locations:**Footscray Nicholson

Specialisation completion rules: Students undertaking the Home Economics and Food Technology specialisation must complete a total of: Eight core units (96 credit points) for a sub-major in Home Economics and a major in Food Technology.

Core units:

AEB1501	FOOD AND NUTRITION EDUCATION	12
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AEB1502	LEARNING THE SERVICE OF FOOD AND BEVERAGE	12
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AEB1503	FOOD SCIENCE AND TECHNOLOGY EDUCATION	12	Gender Studies	
AEB2307	DESIGN AND TECHNOLOGY EDUCATION	12	ACW1020	SEX AND GENDER 12
AEB2501	CULINARY ARTS EDUCATION	12	ACW1021	FASHIONING GENDER 12
AEB2502	APPROACHES TO FOOD AND BEVERAGE TECHNOLOGIES AND SERVICE	12	ACW2022	RESEARCHING GENDERED LIVES 12
ACW3022	RETHINKING THE FAMILY	12	ACW3022	RETHINKING THE FAMILY 12
BBB3100	BUSINESS INTEGRATED LEARNING	12	ACW3023	GENDER CROSS-CULTURALLY 12
			ACW3024	VARIETIES OF FEMINIST THOUGHT 12
			ACW3030	UNPACKING SEXUALITIES 12
			ACP2067	GENDER AND GENRE IN SHORT FICTION 12

## ESPNUM EDUCATION - HUMANITIES / SOSE

**Locations:**Footscray Park, St Albans

Specialisation completion rules: Students undertaking a Humanities specialisation must complete a total of: 48 credit points (sub-major) selected from either History or Economics and 24 credit points selected from a different area of study - Cultural Studies (Asian Studies or Gender Studies), History, Indigenous Studies, Politics or Sociology (total 72 credit points) for a major in Humanities. Students undertaking a SOSE (Studies of Society and Environment) specialisation must complete a total of: 48 credit points (sub-major) selected from any one of the following together with 24 credit points from another one of the following: Cultural Studies (Asian Studies or Gender Studies); History; Indigenous Studies; Politics or Sociology (total 72 credit points) for a major in SOSE. 48 credit points selected from any one of the following: Cultural Studies (Asian Studies or Gender Studies); Indigenous Studies or Sociology for a sub-major in SOSE. Students undertaking a History specialisation must complete a total of: 72 credit points (two core and four elective units) for a major in History 48 credit points (two core and two elective units) for a sub-major in History.

Students undertaking a Politics specialisation must complete a total of: 72 credit points (two core and four elective units) for a major in Politics. 48 credit points (two core and two elective units) for a sub-major in Politics.

### CULTURAL STUDIES

Students select units from one of the following topics - Asian Studies or Gender Studies

#### Asian Studies

ASI1001	SOURCES OF ASIAN TRADITIONS	12		
ASI1002	SOURCES OF ASIAN MODERNITIES	12		
ASI2001	COLONIALISM, NATIONALISM AND REVOLUTION IN SOUTH EAST ASIA	12		
ASI2002	CULTURAL HISTORY OF TIBET	12		
ASI2003	MANY VIETNAMS: WAR, CULTURE AND MEMORY	12		
ASI2004	RESEARCHING GENDER AND SEXUALITY IN ASIA	12		
ASP2006	CULTURE AND POLITICS IN INDONESIA	12		
ASP2009	SOUTHEAST ASIAN POLITICS	12		

\* Core for students undertaking a sub-major in Asian Studies as part of a SOSE major

\* Core for students undertaking a sub-major in Gender Studies as part of a SOSE major

### ECONOMICS

Core Units:

#### Year 1

BEO1105	ECONOMIC PRINCIPLES	12	
BEO3446	FINANCIAL INSTITUTIONS AND MONETARY THEORY	12	

#### Year 2

BEO2264	MICROECONOMIC ANALYSIS	12	
BEO3378	INTERNATIONAL ECONOMICS AND FINANCE	12	

### HISTORY

Year 1 - only core for students undertaking 4 units History

ASH1001	WORLD HISTORY 1	12	
ASH1002	WORLD HISTORY 2	12	

or

ADE1004	TRADITION AND MODERNITY A	12	
ADE1005	TRADITION AND MODERNITY B	12	

\* Units coded with ADE are only offered at St Albans campus to students who are in the Enhanced Learning Program

Elective units:

AAH2011	EUROPEAN HISTORY 1	12	
AAH2012	EUROPEAN HISTORY 2	12	
AAH2014	THE MAKING OF THE MODERN MIDDLE EAST	12	

AAH3011	AMERICAN HISTORY 1	12	SOCIOLOGY	
AAH3012	AMERICAN HISTORY 2	12	Year 1 - only core for students undertaking 4 units Sociology:	
ASH2001	HISTORY AND MEMORY	12	ASS1051	SOCIOLOGY 1A 12
ASH2002	HISTORIES OF IMMIGRANT AUSTRALIA	12	ASS1052	SOCIOLOGY 1B 12
ASH2004	IRISH HISTORY	12	or two of the following three units:	
INDIGENOUS STUDIES			ADE1006	ANALYSE SOCIOLOGICAL UNDERSTANDINGS OF HUMAN RELATIONSHIPS 12
Core Units - year 1:			ADE1007	ANALYSE URBAN FORM AND CULTURE 12
AEK1101	INDIGENOUS AUSTRALIAN ISSUES AND UNDERSTANDINGS	12	ADE1008	ANALYSE THEORIES OF SELF 12
AEK1201	INDIGENOUS AUSTRALIAN KNOWING	12	* Units coded with ADE are only offered at St Albans campus to students who are in the Enhanced Learning Program	
Elective units:			Elective units:	
AEK2101	WORKING IN INDIGENOUS AUSTRALIAN COMMUNITIES	12	ASS1005	SOCIAL AND CULTURAL CHANGE IN SOUTH PACIFIC ISLANDS 12
AEK2102	ORAL TRADITIONS IN INDIGENOUS COMMUNITIES	12	ASS2009	MAKING MODERN IDENTITIES 12
AEK2201	LEARNING IN INDIGENOUS AUSTRALIAN COMMUNITIES	12	ASS2013	SOCIOLOGY OF THE BODY 12
AEK2202	GLOBAL INDIGENOUS ISSUES	12	ASS2025	TRANSNATIONAL SOCIAL MOVEMENTS 12
AEK3101	KNOWING INDIGENOUS AUSTRALIAN COMMUNITIES	12	ASS2027	TIMOR LESTE: HISTORY, POLITICS AND SOCIETY 12
AEK3102	INDIGENOUS LITERACIES	12	ASS2028	CONTEMPORARY AFRICA AND SOCIAL CHANGE 12
AEK3201	LEADERSHIP IN INDIGENOUS AUSTRALIAN COMMUNITIES	12	ASS2051	CHILD AND SOCIETY 12
AEK3202	GLOBAL INDIGENOUS LEADERSHIP	12	ASS2052	MEANING AND SOCIAL CONTEXT 12
POLITICS			ASS2053	SOCIOLOGY OF SEX 12
Core units - year 1:			ASS3007	SPACE, KNOWLEDGE AND POWER 12
ASP1001	FOUNDATIONS OF POLITICAL SCIENCE	12	ASS3009	SOCIOLOGY OF LAW 12
ASP1002	ORIGINS OF INTERNATIONAL POLITICS	12	ASS3013	SOCIOLOGY 3B: INTERNATIONAL SOCIAL POLICY 12
Elective units:			ASS3032	SOCIOLOGY 3D: FORMATIONS OF POWER: GOVERNING CULTURAL IDENTITY IN A 'POSTCOLONIAL' WORLD 12
ASP2001	POLITICAL ECONOMY OF COLONIALISM AND NEOCOLONIALISM	12	ASS3037	INQUIRING INTO THE SOCIAL 12
ASP2003	INTERNATIONAL SECURITY	12	ASS3042	SOCIOLOGY OF CITY LIVES 12
ASP2004	THEORY AND RESEARCH IN INTERNATIONAL POLITICS	12	ASS3050	MIGRATION, MOBILITY AND GLOBALISATION 12
ASP2005	POLICY AND PRACTICE IN INTERNATIONAL POLITICS	12	ASS3052	GOVERNING CIVIC LIFE: CITIZEN, NATION, SELF 12
ASP2006	CULTURE AND POLITICS IN INDONESIA	12	ASL3002	LAW AND GOVERNANCE 12
ASP2007	DICTATORSHIP AND DEMOCRACY	12		
ASP2008	NORTH AMERICAN POLITICS	12		
ASP2009	SOUTHEAST ASIAN POLITICS	12		

### ESPHUS EDUCATION - HUMANITIES / SOSE

**Locations:**Footscray Park, St Albans

Specialisation completion rules: Students undertaking a Humanities specialisation

must complete a total of: 48 credit points (sub-major) selected from either History or Economics and 24 credit points selected from a different area of study - Cultural Studies (Asian Studies or Gender Studies), History, Indigenous Studies, Politics or Sociology (total 72 credit points) for a major in Humanities. Students undertaking a SOSE (Studies of Society and Environment) specialisation must complete a total of: 48 credit points (sub-major) selected from any one of the following together with 24 credit points from another one of the following: Cultural Studies (Asian Studies or Gender Studies); History; Indigenous Studies; Politics or Sociology (total 72 credit points) for a major in SOSE; 48 credit points selected from any one of the following: Cultural Studies (Asian Studies or Gender Studies); Indigenous Studies or Sociology for a sub-major in SOSE. Students undertaking a History specialisation must complete a total of: 72 credit points (two core and four elective units) for a major in History; 48 credit points (two core and two elective units) for a sub-major in History. Students undertaking a Politics specialisation must complete a total of: 72 credit points (two core and four elective units) for a major in Politics. 48 credit points (two core and two elective units) for a sub-major in Politics.

#### CULTURAL STUDIES

Students select units from one of the following topics - Asian Studies or Gender Studies

##### Asian Studies

ASI1001	SOURCES OF ASIAN TRADITIONS	12
ASI1002	SOURCES OF ASIAN MODERNITIES	12
ASI2001	COLONIALISM, NATIONALISM AND REVOLUTION IN SOUTH EAST ASIA	12
ASI2002	CULTURAL HISTORY OF TIBET	12
ASI2003	MANY VIETNAMS: WAR, CULTURE AND MEMORY	12
ASI2004	RESEARCHING GENDER AND SEXUALITY IN ASIA	12
ASP2006	CULTURE AND POLITICS IN INDONESIA	12
ASP2009	SOUTHEAST ASIAN POLITICS	12

\* Core for students undertaking a sub-major in Asian Studies as part of a SOSE major

##### Gender Studies

ACW1020	SEX AND GENDER	12
ACW1021	FASHIONING GENDER	12
ACW2022	RESEARCHING GENDERED LIVES	12
ACW3022	RETHINKING THE FAMILY	12
ACW3023	GENDER CROSS-CULTURALLY	12
ACW3024	VARIETIES OF FEMINIST THOUGHT	12
ACW3030	UNPACKING SEXUALITIES	12

ACP2067	GENDER AND GENRE IN SHORT FICTION	12
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\* Core for students undertaking a sub-major in Gender Studies as part of a SOSE major

#### ECONOMICS

Core Units:

Year 1

BEO1105	ECONOMIC PRINCIPLES	12
BEO3446	FINANCIAL INSTITUTIONS AND MONETARY THEORY	12

Year 2

BEO2264	MICROECONOMIC ANALYSIS	12
BEO3378	INTERNATIONAL ECONOMICS AND FINANCE	12

#### HISTORY

Year 1 - only core for students undertaking 4 units History

ASH1001	WORLD HISTORY 1	12
ASH1002	WORLD HISTORY 2	12

Elective units:

AAH2011	EUROPEAN HISTORY 1	12
AAH2012	EUROPEAN HISTORY 2	12
AAH2014	THE MAKING OF THE MODERN MIDDLE EAST	12
AAH3011	AMERICAN HISTORY 1	12
AAH3012	AMERICAN HISTORY 2	12
ASH2001	HISTORY AND MEMORY	12
ASH2002	HISTORIES OF IMMIGRANT AUSTRALIA	12
ASH2004	IRISH HISTORY	12

#### POLITICS

Core units - year 1:

ASP1001	FOUNDATIONS OF POLITICAL SCIENCE	12
ASP1002	ORIGINS OF INTERNATIONAL POLITICS	12

Elective units

ASP2001	POLITICAL ECONOMY OF COLONIALISM AND NEOCOLONIALISM	12
ASP2003	INTERNATIONAL SECURITY	12



ASP2004	THEORY AND RESEARCH IN INTERNATIONAL POLITICS	12
ASP2005	POLICY AND PRACTICE IN INTERNATIONAL POLITICS	12
ASP2006	CULTURE AND POLITICS IN INDONESIA	12
ASP2007	DICTATORSHIP AND DEMOCRACY	12
ASP2008	NORTH AMERICAN POLITICS	12
ASP2009	SOUTHEAST ASIAN POLITICS	12
SOCIOLOGY		
Year 1 - only core for students undertaking 4 units Sociology:		
ASS1051	SOCIOLOGY 1A	12
ASS1052	SOCIOLOGY 1B	12
Elective units:		
ASS1005	SOCIAL AND CULTURAL CHANGE IN SOUTH PACIFIC ISLANDS	12
ASS2009	MAKING MODERN IDENTITIES	12
ASS2013	SOCIOLOGY OF THE BODY	12
ASS2025	TRANSNATIONAL SOCIAL MOVEMENTS	12
ASS2027	TIMOR LESTE: HISTORY, POLITICS AND SOCIETY	12
ASS2028	CONTEMPORARY AFRICA AND SOCIAL CHANGE	12
ASS2051	CHILD AND SOCIETY	12
ASS2052	MEANING AND SOCIAL CONTEXT	12
ASS2053	SOCIOLOGY OF SEX	12
ASS3007	SPACE, KNOWLEDGE AND POWER	12
ASS3009	SOCIOLOGY OF LAW	12
ASS3013	SOCIOLOGY 3B: INTERNATIONAL SOCIAL POLICY	12
ASS3032	SOCIOLOGY 3D: FORMATIONS OF POWER: GOVERNING CULTURAL IDENTITY IN A 'POSTCOLONIAL' WORLD	12
ASS3036	SOCIOLOGY 2/3E: THE ECO-SOCIAL: PLACE, POLICY AND POLITICS	12
ASS3037	INQUIRING INTO THE SOCIAL	12
ASS3042	SOCIOLOGY OF CITY LIVES	12
ASS3050	MIGRATION, MOBILITY AND GLOBALISATION	12
ASS3052	GOVERNING CIVIC LIFE: CITIZEN, NATION, SELF	12
ASL3002	LAW AND GOVERNANCE	12

## ESPIDG GLOBAL INDIGENOUS CHALLENGE

**Locations:**Footscray Park

The Global Indigenous Challenge Stream will be available for students enrolled in VU undergraduate programs and it will use current units in de-colonial and postmodern theories to consider a range of complex topics concerning personal and national identity in a changing global world. In this stream, students will explore, analyse and deconstruct disciplinary and lived perspectives as well as the subsequent impacts and outcomes for individuals and communities in the 21st Century. Topics to be explored include history, human rights, traditional owners, sovereignty, governance and societal structures, and colonial and systems of power. With UNESCO's acknowledgement that Indigenous groups globally are challenged from 'development', global warming and globalisation and the Australian government's celebration of an Asian century, how might Indigeneity assert itself legally, culturally, socially and technologically to secure/ensure an equitable and respected place in a multicultural globalised context? How might key issues underpinned by land and country, mining, economic development, urban and regional planning, cultural heritage, human rights be considered and applied in a global economy and changing world?

AEK1201	INDIGENOUS AUSTRALIAN KNOWING	12
AEK2202	GLOBAL INDIGENOUS ISSUES	12
AEK3202	GLOBAL INDIGENOUS LEADERSHIP	12
AEK3000	INDIGENEITY IN A CHANGING GLOBAL WORLD	12

## ESPINF EDUCATION - INFORMATION TECHNOLOGY

**Locations:**Footscray Park, St Albans

Specialisation completion rules: Students undertaking an Information Technology specialisation must complete a total of: Three core and one elective units (48 credit points) for a sub-major in Information Technology; Three core and three elective units (72 credit points) for a major in Information Technology.

Core Units

Year 1

ACM1010	INTRODUCTION TO WEB TECHNOLOGIES	12
ACM1006	DIGITAL SOUND AND VIDEO	12

Years 2 / 3

ACM2003	INTERACTIVE PROGRAMMING	12
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Elective units:

ACM2006	ANIMATION	12
ACM2008	DYNAMIC WEB DEVELOPMENT	12
ACM2010	INTERACTION STUDIO	12
ACM2011	COMPUTER SUPPORTED LEARNING	12
ACM2012	EMERGING TECHNOLOGY DESIGN	12

ACM3012 MOBILE TECHNOLOGY DEVELOPMENT 12

### ESPLIT EDUCATION - LOTE (VIETNAMESE)

**Locations:**Footscray Park

Specialisation completion rules: Students undertaking a LOTE (Vietnamese) specialisation who have completed Year 12 Vietnamese must complete a total of: Four core and two elective units (72 credit points) for a major in LOTE (Vietnamese). Students undertaking a LOTE (Vietnamese) specialisation who have NOT completed Year 12 Vietnamese must complete a total of: Six core and two elective units (96 credit points) for a major in LOTE (Vietnamese). Students who are native speakers of the language may seek a statement of equivalence from an Australian university to verify that their knowledge and competence in the language meets the standard of a post Year 12 advanced level major study in the language.

LOTE (Vietnamese)

First year core units - only for students who have NOT completed Year 12 Vietnamese:

ACV1001 BASIC VIETNAMESE A 12

ACV1002 BASIC VIETNAMESE B 12

Core units (all students):

ACV2001 INTERMEDIATE VIETNAMESE A 12

ACV2002 INTERMEDIATE VIETNAMESE B 12

ACV3023 VARIATION AND CHANGE IN THE VIETNAMESE LANGUAGE 12

ACV3024 A COMPARATIVE STUDY OF VIETNAMESE AND ENGLISH 12

Elective units:

ACV3001 VIETNAMESE CULTURE AND SOCIETY 12

ACV3002 VIETNAM: GLOBALISATION, DIASPORA AND IDENTITY 12

ACV3025 VIETNAMESE-ENGLISH TRANSLATION 12

### ESPMAT EDUCATION - MATHEMATICS

**Locations:**Footscray Park

Specialisation completion rules: Students undertaking a Mathematics specialisation who have completed VCE Maths Methods 3 & 4 must complete a total of: Four core units (48 credit points) for a sub-major in Mathematics; Four core and two elective units (72 credit points) for a major in Mathematics. Students undertaking a Mathematics specialisation who have completed only VCE Further Maths must complete a total of: Six core units (72 credit points) for a sub-major in Mathematics; Six core and two elective units (96 credit points) for a major in Mathematics.

First year core units - only for students who have only completed VCE Further Maths

RCM1711 MATHEMATICAL FOUNDATIONS 1 12

RCM1613 APPLIED STATISTICS 1 12

Core units (all students):

RCM1712 MATHEMATICAL FOUNDATIONS 2 12

RCM1614 APPLIED STATISTICS 2 12

RCM2713 MODELLING FOR DECISION MAKING 12

RCM2611 LINEAR STATISTICAL MODELS 12

Elective units:

RCM2911 LINEAR OPTIMISATION MODELLING 12

RCM3711 COMPUTATIONAL METHODS 12

### ESPMED EDUCATION - MEDIA STUDIES

**Locations:**Footscray Park, St Albans

Specialisation completion rules: Students undertaking a Media specialisation must complete a total of: Two core and two elective units (48 credit points) for a sub-major in Media Studies.

Core Units:

Year 1

ACC1047 CULTURE AND COMMUNICATION 12

ACC1048 MEDIA, CULTURE AND SOCIETY 12

Elective units:

ACC2010 TELEVISION PRODUCTION 12

ACC2011 RADIO PRODUCTION 12

ACC2012 MEDIA STORYTELLING 12

ACC2013 NEW MEDIA 12

ACC2014 INTERNATIONAL COMMUNICATION INDUSTRIES 12

ACC3004 SOCIAL MEDIA 12

ACC3056 ADVANCED MEDIA PRODUCTION 12

ACC3061 WORLD CINEMAS 12

ACP2020 WRITING FOR ONLINE MEDIA 12

ACP2078 PERFORMANCE WRITING 12

ACP3049 WRITING AND PRODUCING THE DOCUMENTARY 12

### ESPMUS EDUCATION - MUSIC

**Locations:**Footscray Park, St Albans

Specialisation completion rules: Students undertaking a Music specialisation who have completed VCE music units 3 and 4 or AMEB grade VI must complete a total of: Two first year core, two second year and two third year elective units (72 credit points) for a major in Music. Students undertaking a Music specialisation who have NOT completed VCE music units 3 and 4 or AMEB grade VI must complete a total of:

Two first year core, two second year and two third year elective units (72 credit points) for a major in Music.

MUSIC for Students who have NOT completed VCE music units 3 and 4 OR AMEB grade VI

Core first year units:

ACO1010 TECHNOLOGY OF MUSIC AND AUDIO 12

and one of the following two units:

ACO1008 MUSIC TECHNIQUES 1 12

ACO1015 POPULAR MUSIC HISTORY 12

Second year elective units:

ACO2005 MUSIC TECHNIQUES 2 12

ACO2007 SONGWRITING 12

ACO2008 ELECTRONIC MUSIC PRODUCTION AND COMPOSITION 12

ACO2013 MUSICS OF THE WORLD 12

Third year elective units:

ACO3001 CULTURAL PERSPECTIVES ON MUSIC 12

ACO3002 DIGITAL AUDIO ARTS 12

ACO3003 MUSIC AND THE MIND 12

MUSIC for Students who have completed VCE music units 3 and 4 OR AMEB grade VI

Core first year units:

ACO1011 PRACTICAL MUSIC 1A 12

ACO1014 MUSIC THEORY 1 12

Second year elective units:

ACO2007 SONGWRITING 12

ACO2008 ELECTRONIC MUSIC PRODUCTION AND COMPOSITION 12

ACO2009 MUSIC THEORY 2 12

ACO2010 MUSIC THEORY 3 12

ACO2011 PRACTICAL MUSIC 2A 12

ACO2012 PRACTICAL MUSIC 2B 12

Third year elective units:

ACO3001 CULTURAL PERSPECTIVES ON MUSIC 12

ACO3002 DIGITAL AUDIO ARTS 12

ACO3003 MUSIC AND THE MIND 12

ACO3009 MUSIC THEORY 4 12

ACO3010 ARRANGING FOR POPULAR MUSIC 12

ACO3011 PRACTICAL MUSIC 3A 12

ACO3012 PRACTICAL MUSIC 3B 12

### ESPOUT EDUCATION - OUTDOOR EDUCATION

**Locations:**Footscray Park

Specialisation completion rules: Students undertaking an Outdoor Recreation specialisation must complete a total of: Six core units (72 credit points) for a major in Outdoor Education. Note: Students are required by the completion of their first year of study to have a current Leaders Wilderness First Aid qualification (or equivalent). An opportunity to complete this qualification will be offered in the first year.

Year 1

SSM2102 FOUNDATIONS OF OUTDOOR EDUCATION AND ADVENTURE SPORTS 12

SSM2201 BUSHWALKING LEADERSHIP 12

Year 2

SSM3101 ENVIRONMENTAL INQUIRY, SUSTAINABILITY AND COMMUNITIES 12

SSM2202 SAFETY IN THE OUTDOORS 12

Year 3

SSM3202 LEADERSHIP IN THE OUTDOORS 12

AHS1019 OUTDOOR AND ENVIRONMENTAL PHILOSOPHY 12

### ESPPEP EDUCATION - PHYSICAL EDUCATION FOR PRIMARY TEACHING

**Locations:**Footscray Park

Specialisation completion rules: Students undertaking a Physical Education Primary specialisation must complete a total of: Six core units (72 credit points) for a major in Physical Education Additional requirements for registration (opportunity to complete during the course) Current first aid certificate (Emergency First Aid Level 2) Current AustSwim Teacher of Swimming and Water Safety (or a current Australian Swimming Coaches & Teachers Association (ASCTA) - Swim Australia Teacher certificate)

Core units:

Year 1

SPE1000 MOVEMENT SKILL ACQUISITION 12

SPE1001 GROWTH AND MOTOR DEVELOPMENT 12

Year 2		
SPE2000	RHYTHMIC AND EXPRESSIVE MOVEMENT	12
SPE2001	MAJOR AND MINOR GAMES	12
Year 3		
SPE3000	ANATOMICAL AND PHYSIOLOGICAL BASES OF MOVEMENT	12
SPE3001	PHYSICAL ACTIVITY FOR LIFELONG PARTICIPATION	12

## ESPPSY EDUCATION - PSYCHOLOGY

**Locations:**Footscray Park, St Albans

Specialisation completion rules: Students undertaking a Psychology specialisation must complete a total of: Three core and one elective unit (48 credit points) for a sub-major in Psychology.

Core units

Year 1		
APP1012	PSYCHOLOGY 1A	12
APP1013	PSYCHOLOGY 1B	12
Years 2		
APP2013	PSYCHOLOGY 2A	12

Elective units:

APP2014	PSYCHOLOGY 2B	12
APP2101	INTERCULTURAL AND DEVELOPMENTAL ISSUES IN PSYCHOLOGY	12
APP3015	COUNSELLING THEORY AND PRACTICE	12
APP3016	GROUP BEHAVIOUR	12
APP3018	ORGANISATIONS AND WORK	12
APP3019	PSYCHOBIOLOGY	12
APP3020	PSYCHOANALYSIS	12
APP3021	PSYCHOLOGY OF ADJUSTMENT	12
APP3026	COGNITIVE PSYCHOLOGY	12

## ESPSCI EDUCATION - SCIENCE

**Locations:**Werribee, Footscray Park, St Albans

Specialisation completion rules: Students undertaking a Biology specialisation must complete a total of: Four core units (48 credit points) for a sub-major in Biology; Six core units (72 credit points) for a major in Biology; Four core Biology units and two elective units selected from either: Chemistry; Physics; or Environmental Science; (total - 72 credit points) for a major in General Science (enables students to teach Science to year 10). Students undertaking a Chemistry specialisation must complete a total of: Four core units (48 credit points) for a sub-major in Chemistry; Six core units (72 credit points) for a major in Chemistry; Four core Chemistry units and two

elective units selected from either: Biology; Physics; or Environmental Science; (total - 72 credit points) for a major in General Science (enables students to teach Science to year 10). Students undertaking a Community Based General Science specialisation must complete a total of: Four core units (48 credit points) for a sub-major in Community Based General Science (enables students to teach Science to year 10 only). Students undertaking an Environmental Science specialisation must complete a total of: Four core units (48 credit points) for a sub-major in Environmental Science; Six core units (72 credit points) for a major in Environmental Science; Four core Environmental Science units and two elective units selected from either: Biology; Chemistry; or Physics; (72 credit points) for a major in General Science (enables students to teach Science to year 10). Students undertaking a Physics specialisation must complete a total of: Four core units (48 credit points) for a sub-major in Physics; Four core Physics units and two elective units selected from either: Biology; Chemistry; or Environmental Science; (total - 72 credit points) for a major in General Science (enables students to teach Science to year 10).

## BIOLOGY

Core units:

Year 1		
RBF1310	BIOLOGY 1	12
RBF1320	BIOLOGY 2	12

Year 2

Two of the following units:

RBF2300	MICROBIOLOGY 1	12
RBF2330	CELL BIOLOGY	12
RBF2520	BIOCHEMISTRY 1	12
RBF2390	MOLECULAR GENETICS	12

Elective units:

Year 3		
RMS3113	COMPARATIVE IMMUNOBIOLOGY	12
RMS3010	BIOPROCESSING APPLICATIONS	12
RMS3030	GENETIC ENGINEERING	12
RMS3020	GENOMICS, PROTEOMICS AND BIOINFORMATICS	12

## CHEMISTRY

Core units:

Year 1		
RCS1601	CHEMISTRY 1A	12
RCS1602	CHEMISTRY 1B	12

Year 2		
RCS2601	ANALYTICAL CHEMISTRY 2A	12
RCS2100	ORGANIC CHEMISTRY 2A	12

Elective units:

Year 3		
RCS3601	ANALYTICAL CHEMISTRY 3A	12
RCS3602	ANALYTICAL CHEMISTRY 3B	12

#### COMMUNITY BASED GENERAL SCIENCE

Core Units

Year 1		
SED1101	COMMUNITY BASED GENERAL SCIENCE 1	12
SED1202	COMMUNITY BASED GENERAL SCIENCE 2	12

Year 2

SED2103	COMMUNITY BASED GENERAL SCIENCE 3	12
SED2204	COMMUNITY BASED GENERAL SCIENCE 4	12

#### ENVIRONMENTAL SCIENCE

Core units

Year 1		
RBF1150	GLOBAL ENVIRONMENTAL ISSUES	12
RBF1320	BIOLOGY 2	12

Year 2

RBF2610	FUNDAMENTALS OF ECOLOGY	12
RBF2620	AUSTRALIAN PLANTS	12

Elective units:

RBF2640	AUSTRALIAN ANIMALS	12
RBF3110	MARINE & FRESHWATER ECOLOGY	12
RBF3620	CONSERVATION AND SUSTAINABILITY	12
RBM2201	CONSERVATION GENETICS	12
RBF3210	ENVIRONMENTAL REHABILITATION	12

#### PHYSICS

Core units

Year 1		
ENF1102	ENGINEERING PHYSICS 1	12
ENF1202	ENGINEERING PHYSICS 2	12

Students will need to arrange to cross-institutional studies to complete additional units in Physics

#### ESPSTW EDUCATION - STUDENT WELFARE

**Locations:**Footscray Park, St Albans

Specialisation completion rules: Students undertaking a Student Welfare specialisation must complete a total of: Four core units (48 credit points) for a sub-major in Student Welfare; Four core and two elective units (72 credit points) for a major in Student Welfare.

Core units:

AEB1800	YOUTH WORK PRACTICE	12
AEB1801	YOUTH WORK PRACTICE 2	12

Select 12 credit points (1 unit) from:

AEB2800	WORKING WITH DIVERSE YOUNG PEOPLE	12
AEB2803	HOLISTIC PRACTICE WITH YOUNG PEOPLE	12

Select 12 credit points (1 unit) from:

AEB2801	GANGS AND GROUPS: THE CULTURE OF YOUNG PEOPLE	12
AEB2802	ETHICS AND YOUTH WORK PRACTICE	12
AEB2805	YOUNG PEOPLE, DIVERSION AND RESTORATIVE PRACTICES	12

Elective units:

AEB1802	YOUTH WORK PROGRAMS	12
AEB2806	PRINCIPLES OF YOUTH PARTICIPATION	12
AEB3802	PROFESSIONAL CULTURE AND COLLABORATION	12
AEB3806	SOCIAL INQUIRY THEORY AND RESEARCH	12
EDI3001	RIGHTS, ADVOCACY AND DISCRIMINATION	12

