DISCLAIMER

The information contained in Victoria University’s 2012 Faculty of Arts, Education and Human Development was current at 31 August 2011.

In today’s university environment, changes to courses occur far more frequently than in the past. For current information on Victoria University’s courses, readers are advised to access the University’s online courses database at www.vu.edu.au/courses.

If you have difficulty in accessing this material electronically, please phone (03) 9919 6100 for assistance.

IMPORTANT INFORMATION

The course details in this handbook (Plus details of all other Victoria University courses) can also be searched on the University’s online courses database at www.vu.edu.au/courses.

This handbook can be downloaded as a pdf file from the Victoria University website at www.vu.edu.au/courses/course-handbooks-and-guides.
HOW TO USE THIS HANDBOOK

Victoria University’s 2012 Faculty of Arts, Education and Human Development Handbook is designed to provide students with detailed information on course structures and subject details for undergraduate and postgraduate courses offered by the faculty in 2012.

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

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

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

PLEASE NOTE

This handbook provides a guide to courses available within Victoria University’s Faculty of Arts, Education and Human Development in 2012. Although all attempts have been made to make the information as accurate as possible, students should check with the faculty that the information is accurate when planning their courses.

NOTE: Prospective students are strongly advised to search the University’s online courses database at www.vu.edu.au/courses for the most up-to-date list of courses.

This handbook includes descriptions of courses that may later be altered or include courses that may not be offered due to 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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228 MASTER OF TEACHING (I)  AMTE
229 MASTER OF TESOL (I)  AMTL
230 MASTER OF EDUCATION (VET)  AMVE
231 MASTER OF EDUCATION (VET) (I)  AMVT
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339 DOCTOR OF PHILOSOPHY (IV) APFS
340 DOCTOR OF PHILOSOPHY (V) APFS
341 DOCTOR OF PHILOSOPHY (VI) APFS
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343 DOCTOR OF PHILOSOPHY (VIII) APFS
344 DOCTOR OF PHILOSOPHY (IX) APFS
345 DOCTOR OF PHILOSOPHY (X) APFS
346 DOCTOR OF PHILOSOPHY (XI) APFS
347 DOCTOR OF PHILOSOPHY (XII) APFS
348 DOCTOR OF PHILOSOPHY (XIII) APFS
349 DOCTOR OF PHILOSOPHY (XIV) APFS
350 DOCTOR OF PHILOSOPHY (XV) APFS
351 DOCTOR OF PHILOSOPHY (XVI) APFS
352 DOCTOR OF PHILOSOPHY (XVII) APFS
353 DOCTOR OF PHILOSOPHY (XVIII) APFS
354 DOCTOR OF PHILOSOPHY (XIX) APFS
355 DOCTOR OF PHILOSOPHY (XX) APFS
356 DOCTOR OF PHILOSOPHY (XXI) APFS
357 DOCTOR OF PHILOSOPHY (XXII) APFS
358 DOCTOR OF PHILOSOPHY (XXIII) APFS
359 DOCTOR OF PHILOSOPHY (XXIV) APFS
360 DOCTOR OF PHILOSOPHY (XXV) APFS
361 DOCTOR OF PHILOSOPHY (XXVI) APFS
362 DOCTOR OF PHILOSOPHY (XXVII) APFS
363 DOCTOR OF PHILOSOPHY (XXVIII) APFS
364 DOCTOR OF PHILOSOPHY (XXIX) APFS
365 DOCTOR OF PHILOSOPHY (XXX) APFS
366 DOCTOR OF PHILOSOPHY (XXXI) APFS
367 DOCTOR OF PHILOSOPHY (XXXII) APFS
368 DOCTOR OF PHILOSOPHY (XXXIII) APFS
369 DOCTOR OF PHILOSOPHY (XXXIV) APFS
370 DOCTOR OF PHILOSOPHY (XXXV) APFS
371 DOCTOR OF PHILOSOPHY (XXXVI) APFS
372 DOCTOR OF PHILOSOPHY (XXXVII) APFS
373 DOCTOR OF PHILOSOPHY (XXXVIII) APFS
374 DOCTOR OF PHILOSOPHY (XXXIX) APFS
375 DOCTOR OF PHILOSOPHY (XL) APFS
376 DOCTOR OF PHILOSOPHY (XLI) APFS
377 DOCTOR OF PHILOSOPHY (XLII) APFS
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379 DOCTOR OF PHILOSOPHY (XLIV) APFS
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387 DOCTOR OF PHILOSOPHY (LII) APFS
388 DOCTOR OF PHILOSOPHY (LIII) APFS
389 DOCTOR OF PHILOSOPHY (LIV) APFS
390 DOCTOR OF PHILOSOPHY (LV) APFS
391 DOCTOR OF PHILOSOPHY (LVI) APFS
392 DOCTOR OF PHILOSOPHY (LVII) APFS
393 DOCTOR OF PHILOSOPHY (LVIII) APFS
394 DOCTOR OF PHILOSOPHY (LIX) APFS
395 DOCTOR OF PHILOSOPHY (LX) APFS
396 DOCTOR OF PHILOSOPHY (LXI) APFS
397 DOCTOR OF PHILOSOPHY (LXII) APFS
398 DOCTOR OF PHILOSOPHY (LXIII) APFS
399 DOCTOR OF PHILOSOPHY APXF

FACULTY DELIVERED - AEHD

399 DOCTOR OF PHILOSOPHY APXF
SCHOOL OF COMMUNICATION AND THE ARTS

Below are details of courses offered by the School of Communication and the Arts in 2012.

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

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

BACHELOR OF COMMUNICATION (PUBLIC RELATIONS)
Course Code: ABAC
Campus: St Albans.

This course is for Continuing students only.

About this course: This course is a three-year Bachelor of Communication degree, focusing on Public Relations. It provides an opportunity for students with an interest in communication studies to undertake theoretical and applied studies, which can lead to a career in the broad and expanding field of public relations.

Course Objectives: Students will acquire knowledge and skills in public relations, different forms of communication in varied formats and settings, professional and communication ethics, professional writing and research skills, management skills as well as developing their skills and knowledge in other relevant areas. Whilst Australian-oriented, this course is suitable for students interested in pursuing a career internationally. It is an up-to-date course taught by expert academics with current industry knowledge.

Careers: Graduates may gain employment in a broad range of positions in the public relations and communication field, including: Public relations consultant, Public relations officer, Publicist, Reputation manager, Publicity officer, Community relations officer, Corporate affairs manager, Information officer, Events coordinator, Fundraising and marketing manager, Political adviser.

Course Duration: 3 years.

Admission Requirements Year 12: Satisfactory completion of Year 12 or equivalent with a grade average of D in English. Applicants may also apply on an Alternative Category Entry basis.

COURSE STRUCTURE
To be awarded the degree of Bachelor of Communication (Public Relations), students must have successfully completed a total of 288 credit points. All units are valued at 12 credit points. Full-time students will normally complete an average of 48 credit points each semester. In addition, students must satisfy the following requirements:

- complete 24 semester-length units;
- complete the Public Relations major or eight units Plus eight core Communications units;
- complete the two compulsory Contextual Studies units;
- complete six other units which may be sequenced or unsequenced;
- a degree cannot contain more than 10 first-year units;
- no more than six units may be taken from outside the Faculty of Arts, Education and Human Development.

Year 1, Semester 1
For a normal full-time load:

<table>
<thead>
<tr>
<th>Year 1, Semester 1</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACY1001</td>
<td>PRINCIPLES AND PRACTICE OF PUBLIC RELATIONS</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>ACC1047</td>
<td>CULTURE AND COMMUNICATION</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>ACM1008</td>
<td>INTRODUCTION TO WEB PRODUCTION</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Contextual Studies Unit 1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Year 1, Semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACP1054</td>
<td>INTRODUCTION TO MEDIA WRITING</td>
<td>12</td>
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<tr>
<td>ACC1048</td>
<td>MEDIA, CULTURE AND SOCIETY</td>
<td>12</td>
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</tr>
<tr>
<td>Contextual Studies Unit 2</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Elective 1</td>
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<td></td>
<td></td>
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<tr>
<td>Year 2, Semester 1</td>
<td></td>
<td></td>
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<tr>
<td>ACY2003</td>
<td>MEDIA MANAGEMENT IN PUBLIC RELATIONS</td>
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<tr>
<td>ACP3051</td>
<td>WRITING FOR PUBLIC RELATIONS AND ADVERTISING</td>
<td>12</td>
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<tr>
<td>Elective 2</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Plus one of the following three units:</td>
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<tr>
<td>ACC3045</td>
<td>VIDEO PRODUCTION</td>
<td>12</td>
<td></td>
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<tr>
<td>ACC3046</td>
<td>COMMUNICATING WITH RADIO</td>
<td>12</td>
<td></td>
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<tr>
<td>ACP2070</td>
<td>EDITING PRINCIPLES AND PRACTICE</td>
<td>12</td>
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<tr>
<td>Year 2, Semester 2</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>ACY2005</td>
<td>COMMUNICATION RESEARCH</td>
<td>12</td>
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<tr>
<td>ACC3003</td>
<td>ETHICAL AND LEGAL ISSUES IN COMMUNICATION</td>
<td>12</td>
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<tr>
<td>Elective 3</td>
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<td></td>
<td></td>
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<tr>
<td>Plus one of the following two units:</td>
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<tr>
<td>ACP2079</td>
<td>PUBLISHING PRINCIPLES AND PRACTICE</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>ACM2003</td>
<td>INTERACTIVE PROGRAMMING</td>
<td>12</td>
<td></td>
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<tr>
<td>Year 3, Semester 1</td>
<td></td>
<td></td>
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<tr>
<td>ACY3001</td>
<td>PUBLIC RELATIONS CAMPAIGNS AND MANAGEMENT</td>
<td>12</td>
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<tr>
<td>ACC3047</td>
<td>COMMUNICATING IN ORGANISATIONS</td>
<td>12</td>
<td></td>
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<tr>
<td>ACY3004</td>
<td>CAREER DEVELOPMENT FOR COMMUNICATION PROFESSIONALS</td>
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<td>Elective 4</td>
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<tr>
<td>Year 3, Semester 2</td>
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<tr>
<td>ACY3005</td>
<td>COMMUNICATION PROFESSIONAL PRACTICE</td>
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<tr>
<td>ACY3006</td>
<td>MARKETING COMMUNICATION</td>
<td>12</td>
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<tr>
<td>Elective 5</td>
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<td></td>
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<tr>
<td>Elective 6</td>
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</table>
Performance Studies and Visual Arts. Students also choose four electives, to construct a course which meets their individual artistic interests and career aspirations. Students are able to apply their specialisations through Learning in the Workplace and Community assessment tasks, culminating in two third-year units in Professional Engagement. Students also acquire skills in business management and digital technology, required for participation in the contemporary Creative Arts Industries. The course allows advanced standing for students who have undertaken Diploma or Advanced Diploma level study in a creative arts field, or who have experience as a creative arts practitioner.

Course Objectives: The course aims to: Provide students with the knowledge and skills to operate as professionals in the contemporary Creative Arts Industries; Enable students to develop skills across multiple creative arts disciplines, and to engage in the diversity of fields required for creative arts practitioners; Provide opportunities for students to participate in industry placements and community engagement and partnership projects; Enhance student career outcomes, by connecting specific knowledge and skills in creative arts with the cultural, technological and entrepreneurial acumen required for successful participation and employment in the Creative Arts Industries.

Careers: The course equips students to pursue diverse career paths in the Creative Arts Industries, utilising their specialised areas of study. Careers include: Community Arts Director, Digital Art Director, Advertising Copywriter, Creative Writer, Festival Director, Editor, Event Manager, Flash Developer, Freelance Designer, Interactive Art Director, Musician, Online Designer, Performance Artist, Project Manager, Publications Officer, Publisher, Scriptwriter, Sound Artist, Visual Artist, Web Designer.

Course Duration: 3 years.

Admission Requirements Year 12: VCE with minimum study score of 20 in English units 3 and 4 (any).

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).

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 also be considered.

COURSE STRUCTURE

To qualify for the award of Bachelor of Creative Arts Industries, students must complete a total of 288 credit points, by completing 24 units of study. All units are valued at 12 credit points. Full-time students study 4 units (48 credit points) each semester. Students must satisfy the following requirements to be awarded the degree:

• complete 24 units of study;
• complete eight core units;
• complete two specialisations in either Creative Writing, Digital Media, Music, Performance Studies or Visual Arts, comprising six units in each specialisation;
• complete four elective units;
• complete no more than ten first-year units.

Year 1, Semester 1

ACI1007 CREATIVITY AND INNOVATION 12
ACX1001 KNOWING AND KNOWLEDGE A 12
Specialisation 1, unit 1
Specialisation 2, unit 1

Year 1, Semester 2

ACI2100 ARTS INDUSTRIES: THE INSIDE STORY 12
ACM1010 INTRODUCTION TO WEB TECHNOLOGIES 12
Specialisation 1, unit 2
Specialisation 2, unit 2

Year 2, Semester 1

ACI1008 CREATIVE ARTS IN CONTEXT 12
Specialisation 1, unit 3
Specialisation 2, unit 3
One elective unit (12 credit points)

Year 2, Semester 2

BMO2100 INTRODUCTION TO SMALL ENTERPRISE 12
Specialisation 1, unit 4
Specialisation 2, unit 4
One elective unit (12 credit points)

Year 3, Semester 1

ACI3100 PROFESSIONAL ENGAGEMENT 12
Specialisation 1, unit 5
Specialisation 2, unit 5
One elective unit (12 credit points)

Year 3, Semester 2

ACI3101 ADVANCED PROFESSIONAL ENGAGEMENT 12
Specialisation 1, unit 6
Specialisation 2, unit 6
One elective unit (12 credit points)

SPECIALISATIONS OFFERED

ASPCRE CREATIVE WRITING
ASPDIG DIGITAL MEDIA
ASPPES PERFORMANCE STUDIES
ASPVIS VISUAL ARTS
ASPAUS MUSIC

BACHELOR OF ARTS (I)

Course Code: ABBA

Campus: St Albans, Footscray Park.

About this course: The Bachelor of Arts is a three-year degree, which provides a general education in the humanities and social sciences. Students choose to specialise in two or more major areas of study (specialisations) and also choose from a range of electives or options to construct a course, which meets their individual interests and career aspirations. Students are able to apply their specialisations through Learning in the Workplace and Community assessment tasks culminating in a third year graduating project. The course is designed with recognition that graduates live and work in internationalised and multicultural communities in Australia and overseas. Specialisations include Advanced English for Speakers of Other Languages (AESOL), Asian Studies, Communication Studies, Gender Studies, History, Literary Studies, Media Studies, Performance Studies, Political Science, Professional Writing, Psychology, Social Research Methods, Sociology, Visual Arts and Vietnamese.
**Course Objectives:** The course enables students to experience a range of educational processes and curricula to equip them for entry into a constantly changing workforce in which they will need effective intellectual, analytical and social skills to operate as effective citizens of the Australian and global communities. The course provides students with the opportunity to: develop critical awareness and understanding of theory and research in chosen areas of study; gain insights into their own lives and the patterns of social, cultural and political experience of society in general; develop the capacity to generate, organise and undertake research into the life of their community; develop academic skills in reading, note-taking and collection and organisation of resource materials including the presentation of oral and written material; develop skill and confidence in group discussion and activity; and develop interpersonal skills consistent with professional practice.

**Careers:** A VU general Arts degree provides students with a broad range of skills and experiences, which will open the door to a wide range of careers. The skills developed as an Arts student are a foundation that will enable graduates to move into and across quite different careers and further studies, over a lifetime. The BA degree also provides a platform for students entering into postgraduate programs either by coursework or research. Graduates often move straight into positions in the public service, corporate, community and non-government organisations utilising their generalist skills and applying their specialist knowledge of their specialisations. Others move onto graduate studies to become teachers, social workers and the many other courses and careers that require a generalist first degree.

**Course Duration:** 3 years.

**Admission Requirements Year 12:** VCE with minimum study score of 20 in English units 3 and 4 (any) or equivalent.

**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).

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

**Admission Requirements VET:** VET applicants will be considered and pathways are available from a range of VET courses.

### COURSE STRUCTURE

To be awarded the degree of Bachelor of Arts students must have successfully completed a total of 288 credit points. Students are also encouraged to undertake a semester overseas taking advantage of the University’s Study Abroad program, where students undertake an approved study plan, which still enables them to satisfy the requirements of the degree. Students must satisfy the following requirements:

- 24 semester-length units;
- A minimum of 25% of assessment in Learning in the Workplace and Community (LiWC);
- No more than ten first-year units;
- No more than eight units from outside the course. i.e. at least 16 units must be Bachelor of Arts units. Units from other courses in and outside the Faculty can also be chosen with permission from the Coordinator. Students may also undertake units at other Universities with the permission of the Coordinator. Students may also undertake ACX3002 Special Project in a specialisation of their choice, with the approval of the specialisation Coordinator. Students should undertake ACX3002 only once in their degree.

### COURSE STRUCTURE FOR STUDENTS NOT UNDERTAKING PSYCHOLOGY AS A SPECIALISATION

**CORE UNITS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACX1001</td>
<td>KNOWING AND KNOWLEDGE A</td>
<td>12</td>
</tr>
<tr>
<td>ACX3003</td>
<td>PROFESSIONAL AND CAREER DEVELOPMENT</td>
<td>12</td>
</tr>
</tbody>
</table>

### SPECIALISATIONS OFFERED

<table>
<thead>
<tr>
<th>Specialisation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASPAES</td>
<td>ADVANCED ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (AESOL)</td>
</tr>
<tr>
<td>ASPASI</td>
<td>ASIAN STUDIES</td>
</tr>
<tr>
<td>ASPCOM</td>
<td>COMMUNICATION STUDIES</td>
</tr>
<tr>
<td>ASPGEN</td>
<td>GENDER STUDIES</td>
</tr>
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<td>ASPHIS</td>
<td>HISTORY</td>
</tr>
<tr>
<td>ASPPLIT</td>
<td>LITERARY STUDIES</td>
</tr>
<tr>
<td>ASPMAED</td>
<td>MEDIA STUDIES</td>
</tr>
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<td>ASPPPES</td>
<td>PERFORMANCE STUDIES</td>
</tr>
<tr>
<td>ASPPOL</td>
<td>POLITICAL SCIENCE</td>
</tr>
<tr>
<td>ASPPRW</td>
<td>PROFESSIONAL WRITING</td>
</tr>
<tr>
<td>ASPPSY</td>
<td>PSYCHOLOGY</td>
</tr>
<tr>
<td>ASPSRM</td>
<td>SOCIAL RESEARCH METHODS</td>
</tr>
<tr>
<td>ASPSOC</td>
<td>SOCIOLOGY</td>
</tr>
<tr>
<td>ASPVIS</td>
<td>VISUAL ARTS</td>
</tr>
<tr>
<td>ASPVIE</td>
<td>VIETNAMESE</td>
</tr>
</tbody>
</table>

**ACX3005** GRADUATING PROJECT 1 12

**ACX3006** GRADUATING PROJECT 2 12

Plus Specialisation One - six units
Plus Specialisation Two - six units
Plus eight electives

It is recommended that students take the following unit as a first-year, second-semester elective:

- **ACX1002** KNOWING AND KNOWLEDGE B 12

**COURSE STRUCTURE FOR STUDENTS UNDERTAKING PSYCHOLOGY AS A SPECIALISATION**

**CORE UNITS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACX1001</td>
<td>KNOWING AND KNOWLEDGE A</td>
<td>12</td>
</tr>
<tr>
<td>ACX3003</td>
<td>PROFESSIONAL AND CAREER DEVELOPMENT</td>
<td>12</td>
</tr>
</tbody>
</table>

**Additional Requirements**

- Plus Specialisation One - ten units
- Plus Specialisation Two - six units
- Plus six electives

It is recommended that students take the following unit as a first-year, second-semester elective:

- **APP1016** FOUNDATIONS OF PSYCHOLOGICAL RESEARCH 12

It is recommended that students take the following unit as a third-year, first-semester elective:

- **APP3028** FIELDWORK 12

**SPECIALISATIONS**

Students choose two specialisations from the list below and complete six units in each of these (or ten in Psychology for APAC accreditation). Specialisations offered:
ADVANCED DIPLOMA/BACHELOR OF ARTS (INTERACTIVE MEDIA)
Course Code: ABCG
Campus: St Albans.
This course is for Continuing students only.

About this course: This course builds on existing rationales of the Advanced Diploma in Electronic Design and Multimedia and the Bachelor of Arts (Multimedia). It complements current offerings in these areas by providing a specialist focus on games development. This course will provide professional training tailored to meet the specific needs of the computer games industry and will deliver both games-specific technical skills and relevant generic skills through its project-based approach to delivery.

Course Objectives: This course gives students the skills necessary to utilise new technologies in new and ‘cutting edge’ ways. The course will utilise project-based learning where they will learn specialist skills by developing actual products, thereby gaining detailed exposure to project development cycles similar to ones they will encounter in industry.

Careers: Whilst the course is designed to address the needs of the games development industry, the technical skills developed in areas such as 3D modelling and animation, interactivity design, scriptwriting and computer programming are transferable to a wider range of emerging employment contexts, including simulation design and development, virtual environments, and instructional design and e-learning.

Course Duration: 3 years.

COURSE STRUCTURE
Year 1 is conducted at TAFE only. It includes 11 units of study from the Advanced Diploma in Multimedia. Year 2 is conducted at TAFE and Higher Education. Semester 1 has 7 units of study from TAFE, Plus one Professional Writing or Communications Major, Unit 1.

Semester 2 has 4 TAFE units of study. At this stage students can exit with the Advanced Diploma of Multimedia, only if no higher education units of study have been undertaken.

Year 1, Semester 1
TAFE Units
CUSRAD02A CONDUCT RESEARCH 35
CUFIMA05A CREATE 3D DIGITAL MODELS AND IMAGES 75
CUFMEM11A DESIGN THE NAVIGATION FOR A MULTIMEDIA PRODUCT 70
CUFMEM06A DESIGN A MULTIMEDIA PRODUCT 50
CUFRAD02A DEVELOP AND IMPLEMENT DESIGNS

Year 1, Semester 2
TAFE Units
CUFMEM02A AUTHOR A MULTIMEDIA PRODUCT 50
CUFMEM10A DESIGN AND CREATE A MULTIMEDIA INTERFACE 70
ICPMMA10A PREPARE MULTIMEDIA FOR DIFFERENT PLATFORMS 50
CUFWRT07A WRITE AN INTERACTIVE SEQUENCE FOR MULTIMEDIA 50
CUFMEM09A APPLY PRINCIPLES OF GAME DESIGN TO A MULTIMEDIA PRODUCT 30
THHGLE12A DEVELOP AND MANAGE MARKETING STRATEGIES

Year 2, Semester 1
TAFE and Higher Education units
CUFGEN01A DEVELOP AND APPLY INDUSTRY KNOWLEDGE 15
CUEOHS1A IMPLEMENT WORKPLACE HEALTH, SAFETY AND SECURITY PROCEDURES 10
ICAIATAD058A APPLY SKILLS IN OBJECT ORIENTED DESIGN 40
CUSADM08A ADDRESS COPYRIGHT REQUIREMENTS 20
CUFADM01A PREPARE A PROPOSAL 50
CUFMEM07A APPLY PRINCIPLES OF VISUAL DESIGN AND COMMUNICATION TO THE DEVELOPMENT OF A MULTIMEDIA PRODUCT 40

Arts Major - Unit 1**
Year 2, Semester 2
TAFE and Higher Education units
CUSADM04A MANAGE A MAJOR PROJECT 35

Exit point for Advanced Diploma of Multimedia - No higher education units of study undertaken by these students
ACM2007 INNOVATION TECHNOLOGIES, RESEARCH AND APPLICATION 12

Arts Major - Unit 2**
Arts Elective
Year 3, Semester 1
Higher Education units only
ACY3004 CAREER DEVELOPMENT FOR COMMUNICATION PROFESSIONALS 12

Arts Major - Unit 3**
Arts Major - Unit 4**
Arts Major - Unit 5**
Year 3, Semester 2
Arts Major - Unit 6**
Arts Major - Unit 7**
Arts Major - Unit 8**
Arts Elective
**NOTE: Arts Major MUST be a Communication or Professional Writing major

BACHELOR OF ARTS (MULTIMEDIA)
Course Code: ABCM
Campus: St Albans.
This course is for Continuing students only.

About this course: This course is a three year Bachelor of Arts, with a special emphasis on multimedia and other new media. The course combines a major in multimedia with a minor in either Professional Writing or Communication Studies and/or Media Studies, together with a number of elective units of study.

Course Objectives: This course aims to equip students with a theoretical understanding of multimedia and other new media, practical skills in the production of multimedia materials and studies to an advanced level in either communication and/or professional writing which will complement their multimedia specialisation. The course is designed to equip students for a range of possible employment
opportunities, especially in media services, promotions, education and training, industry development, business and marketing. 

**Careers:** At the completion of the course, graduates will have formed a marketable folio that displays their ability to work in the fields of multimedia production and development, instructional design, professional writing, editing and desktop publishing, public relations and event management, advertising, media liaison, radio and television production.

**Course Duration:** 3 years.

**Admission Requirements Year 12:** Satisfactory completion of Year 12 or equivalent with a grade average of D in English. Applicants may also apply on an Alternative Category Entry basis. Please refer to the Admissions, Enrolment and Academic Procedures and Regulations section in the back of this handbook, and the VTAC Guide for details.

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**COURSE STRUCTURE**

To be awarded the Bachelor of Arts (Multimedia), students must have successfully completed a total of 288 credit points. Each unit of study carries 12 credit points. Full-time students will normally complete an average of 48 credit points of four units each semester. In addition, students must satisfy the following requirements:

- completion of 24 semester-length units;
- completion of two majors (Multimedia Plus Professional Writing or Communication Studies);
- no more than eight units may be taken from outside the Faculty of Arts, Education and Human Development ie. at least 16 units must be arts units;
- a degree cannot contain more than 10 first-year units

**Year 1, Semester 1**

For a normal full-time load:

- **ACM1008**  INTRODUCTION TO WEB PRODUCTION  \( 12 \)
- **ACM1009**  VISUAL DESIGN FOR DIGITAL MEDIA  \( 12 \)
- **Second Major Unit - Professional Writing or Communication Studies**
- Elective (a list is available from the website)

**Year 1, Semester 2**

- **ACM1006**  DIGITAL SOUND AND VIDEO  \( 12 \)
- **ACM1007**  ANIMATION  \( 12 \)
- **Second Major Unit - Professional Writing or Communication Studies**
- Elective

**Year 2, Semester 1**

- **ACM2003**  INTERACTIVE PROGRAMMING  \( 12 \)
- **Second Major Unit - Professional Writing or Communication Studies**
- **Second Major Unit - Professional Writing or Communication Studies**
- Elective

**Year 2, Semester 2**

- **ACM2008**  DYNAMIC WEB DEVELOPMENT  \( 12 \)
- **ACM2007**  INNOVATION TECHNOLOGIES, RESEARCH AND APPLICATION  \( 12 \)
- **Second Major Unit - Professional Writing or Communication Studies**
- Elective

**Year 3, Semester 1**

- **ACM3003**  DVD AND SCRIPT DEVELOPMENT  \( 12 \)
- **ACY3004**  CAREER DEVELOPMENT FOR COMMUNICATION PROFESSIONALS  \( 12 \)
- **Second Major Unit - Professional Writing or Communication Studies**
- Elective

**Year 3, Semester 2**

- **ACY3001**  COMMUNICATION GRADUATING PROJECT 1  \( 12 \)
- **Second Major Unit - Professional Writing or Communication Studies**
- **Second Major Unit - Professional Writing or Communication Studies**
- Elective

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**BACHELOR OF COMMUNICATION (I)**

**Course Code:** ABCO

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

**About this course:** The course is a three-year Bachelor of Communication degree, providing core studies in contemporary communication theories and applications. Students choose to specialise in Professional Writing, Public Relations or Digital Media. The focus is necessarily global, providing education in professional communication for graduates seeking to pursue careers in Australia and internationally. The Professional Writing specialisation is for students with a particular interest in the principles and practice of writing to develop their knowledge and skills in writing practice, analysis of written texts and elements of professional practice in writing, including creative and media applications, editing, publication, design and publishing. The Public Relations specialisation provides an opportunity for students interested in a career in the broad and expanding field of public relations. Students acquire knowledge and skills in principles and practices of public relations, including professional presentation, media management, research, campaigns and management skills. The Digital Media specialisation is for students seeking to combine theoretical understandings of digital and other new media with advanced practical skills in the design and production of digital media materials. All students undertake studies in career development for communication professionals and have an opportunity for professional practice. In the final year all students undertake a major graduating project. This up-to-date course is taught by expert academics with current industry knowledge.

**Course Objectives:** This course provides high quality and up-to-date theoretical and applied learning in Communication Studies that is responsive to industry demand and trends and will enable students to work in an international environment. Graduates are qualified to practise in an area of communication specialisation in digital media, professional writing or public relations. Learning is provided in up-to-date facilities with access to people, equipment and software that provide for student entry and success in the graduate employment market. Partnerships with companies, governments and the third sector, locally and internationally, facilitate effective opportunities for learning and career development and progression.

**Careers:** Graduates from this degree have a variety of career options. Employment in all facets of the Communication and Media Industries can be as diverse as policy writing, content development, human resource training and development, publications, or research and development. Communications graduates are employed in government, commercial and not-for-profit organisations, making this degree one of the most applicable and flexible across a range of industries. Specific specialisations allow graduates to target particular career options. Graduates with the Public Relations specialisation may gain employment in a broad range of positions in the public relations and communication fields, including public relations consultant, communications manager, media relations officer, publicist, reputation manager, publicity officer, community relations officer, corporate affairs manager, information officer, events coordinator, fundraising and marketing manager and political adviser. The course is seeking accreditation with the Public Relations Institute of Australia (PRIA). Graduates with Professional Writing may gain employment in diverse fields.
involving the knowledge and practice of professional writing, including journalism, media and communications, editing and publishing, media liaison, scriptwriting, fiction writing and English or communication teaching. Graduates will be able to apply for membership in writing-related associations such as the Australian Society of Editors, the Australian Society of Technical Communicators and the Fellowship of Australian Writers, depending upon their areas of specialisation and ongoing professional practice. Graduates with the Digital Media specialisation will have collated a marketable folio that displays their ability to work in the fields of digital media production and development, instructional design, interactive design, usability design, professional writing, editing and desktop publishing, public relations and event management, advertising, media liaison, radio and television production.

Course Duration: 3 years.

Admission Requirements Year 12: VCE with minimum study score of 20 in English units 3 and 4 (any).

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).

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 also be considered.

**Course Structure**

To be awarded the degree of Bachelor of Communication (with a specialisation in Professional Writing, Public Relations or Digital Media) students must have successfully completed a total of 288 credit points (24 units with no more than ten at first year level). All units are valued at 12 credit points. Full-time students will normally complete an average of 48 credit points each semester. Students must complete the following requirements:

- Nine core units
- One communication elective selected from a prescribed list;
- Four elective units;
- A specialisation in either Professional Writing, Public Relations or Digital Media;
- Professional Writing students must complete six Professional Writing units and four units from the Public Relations specialisation or four units from the Digital Media specialisation;
- Digital Media students must complete seven Digital Media units and three units from the Public Relations specialisation or the Professional Writing specialisation;
- Public Relations students must complete ten units from the Public Relations specialisation to meet industry accreditation requirements, and are not required to complete units from another specialisation.

**CORE UNITS**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC1047</td>
<td>CULTURE AND COMMUNICATION</td>
<td>12</td>
</tr>
<tr>
<td>ACC1048</td>
<td>MEDIA, CULTURE AND SOCIETY</td>
<td>12</td>
</tr>
<tr>
<td>ACC3001</td>
<td>COMMUNICATION GRADUATING PROJECT 1</td>
<td>12</td>
</tr>
<tr>
<td>ACC3002</td>
<td>COMMUNICATION GRADUATING PROJECT 2</td>
<td>12</td>
</tr>
<tr>
<td>ACC3003</td>
<td>ETHICAL AND LEGAL ISSUES IN COMMUNICATION</td>
<td>12</td>
</tr>
<tr>
<td>ACC3004</td>
<td>SOCIAL MEDIA</td>
<td>12</td>
</tr>
<tr>
<td>ACC3047</td>
<td>COMMUNICATING IN ORGANISATIONS</td>
<td>12</td>
</tr>
<tr>
<td>ACY3004</td>
<td>CAREER DEVELOPMENT FOR COMMUNICATION PROFESSIONALS</td>
<td>12</td>
</tr>
</tbody>
</table>

**ACP3005** COMMUNICATION PROFESSIONAL PRACTICE 12
Plus ONE Communication Elective chosen from the following list:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC2010</td>
<td>TELEVISION PRODUCTION</td>
<td>12</td>
</tr>
<tr>
<td>ACC2011</td>
<td>RADIO PRODUCTION</td>
<td>12</td>
</tr>
<tr>
<td>ACC2013</td>
<td>NEW MEDIA</td>
<td>12</td>
</tr>
<tr>
<td>ACC2014</td>
<td>INTERNATIONAL COMMUNICATION INDUSTRIES</td>
<td>12</td>
</tr>
<tr>
<td>ACC3006</td>
<td>MEDIA AUDIENCES</td>
<td>12</td>
</tr>
<tr>
<td>ACC3041</td>
<td>LANGUAGE AND SOCIETY</td>
<td>12</td>
</tr>
<tr>
<td>ACC3052</td>
<td>COMMUNICATION AND CULTURAL DIVERSITY</td>
<td>12</td>
</tr>
<tr>
<td>ACP3049</td>
<td>WRITING AND PRODUCING THE DOCUMENTARY</td>
<td>12</td>
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</tbody>
</table>

Students not undertaking the Professional Writing specialisation may study the following unit:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP2078</td>
<td>PERFORMANCE WRITING</td>
<td>12</td>
</tr>
</tbody>
</table>

Plus FOUR electives

Plus ONE of the following three specialisations:

**PROFESSIONAL WRITING**

Six units professional writing
Four additional units selected from either the public relations or digital media specialisations

**PUBLIC RELATIONS**

Ten units public relations

**DIGITAL MEDIA**

Seven units digital media
Three additional units selected from either the public relations or professional writing specialisations

**PROFESSIONAL WRITING SPECIALISATION**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP1053</td>
<td>INTRODUCTION TO CREATIVE WRITING</td>
<td>12</td>
</tr>
<tr>
<td>ACP1054</td>
<td>INTRODUCTION TO MEDIA WRITING</td>
<td>12</td>
</tr>
<tr>
<td>ACP2070</td>
<td>EDITING PRINCIPLES AND PRACTICE</td>
<td>12</td>
</tr>
<tr>
<td>ACP2079</td>
<td>PUBLISHING PRINCIPLES AND PRACTICE</td>
<td>12</td>
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</table>

Plus one of the following two:

<table>
<thead>
<tr>
<th>Code</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ACP2085</td>
<td>FICTION WRITING</td>
<td>12</td>
</tr>
<tr>
<td>ACP2020</td>
<td>WRITING FOR ONLINE MEDIA</td>
<td>12</td>
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</table>

Plus one of the following three:

<table>
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<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>ACP2067</td>
<td>GENDER AND GENRE IN SHORT FICTION</td>
<td>12</td>
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<tr>
<td>ACP2078</td>
<td>PERFORMANCE WRITING</td>
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<tr>
<td>ACP2080</td>
<td>WRITING AND READING PLACE</td>
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**PUBLIC RELATIONS SPECIALISATION**

<table>
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<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACY1001</td>
<td>PRINCIPLES AND PRACTICE OF PUBLIC RELATIONS</td>
<td>12</td>
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<tr>
<td>ACM1010</td>
<td>INTRODUCTION TO WEB TECHNOLOGIES</td>
<td>12</td>
</tr>
<tr>
<td>ACY1002</td>
<td>PUBLIC SPEAKING AND COMMUNICATION</td>
<td>12</td>
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<tr>
<td>ACP1054</td>
<td>INTRODUCTION TO MEDIA WRITING</td>
<td>12</td>
</tr>
<tr>
<td>ACY2003</td>
<td>MEDIA MANAGEMENT IN PUBLIC RELATIONS</td>
<td>12</td>
</tr>
<tr>
<td>ACP3051</td>
<td>WRITING FOR PUBLIC RELATIONS AND ADVERTISING</td>
<td>12</td>
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</tbody>
</table>
BACHELOR OF ARTS (PROFESSIONAL WRITING)

Course Code: ABCP

Campus: St Albans.

This course is for Continuing students only.

About this course: This course is a three-year Bachelor of Arts course with a special emphasis on Professional Writing. The course provides an opportunity for students with a particular interest in the principles and practice of writing to develop their knowledge and skills in writing practice, analysis of written texts and elements of professional practice in writing, such as editing, copyright and media law, publication design and publishing. The course also furthers students’ general education through other Arts studies. Graduates will be able to apply for membership in writing-related associations such as the Australian Society of Editors, the Australian Society of Technical Communicators and the Fellowship of Australian Writers, depending upon their areas of specialisation and ongoing professional practice.

Course Objectives: The course is designed specifically to prepare students for future employment involving expertise in professional writing, but it is also an excellent preparation for students wishing to enter the English teaching profession, for which a one-year postgraduate level teacher preparation course is also required. Students will acquire skills in creative and media writing for the web, performance writing, and in editing and publishing principles and practice, as well as developing skills and knowledge in other relevant areas.

Careers: Graduates may gain employment in diverse fields involving the knowledge and practice of professional writing, including: Journalism Media and Communications Publishing Editing Media liaison Scriptwriting Fiction writing English or communication teaching.

Course Duration: 3 years.

Admission Requirements Year 12: Satisfactory completion of Year 12 or equivalent, normally with a minimum score of 25 in one VCE English study for Year 12 applicants.

Course Structure

Students in this course will be required to complete 10 semester length writing units, including foundation units in creative writing and media writing, and compulsory studies in editing and a compulsory professional project (including an industry orientation and a placement option). To be awarded a degree of Bachelor of Arts (Professional Writing) students must successfully complete a total of 288 credit points. No more than four electives units may be taken from outside the Arts units of study.

<table>
<thead>
<tr>
<th>Year 1, Semester 1</th>
<th>Year 2/3 Professional Writing Unit</th>
<th>Year 2/3 General Elective</th>
<th>Professional Writing Year 2 Options</th>
<th>Year 3, Semester 1</th>
<th>Professional Writing Year 3 Options</th>
<th>Semester 1</th>
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<td>ACY3005</td>
<td>COMMUNICATION PROFESSIONAL PRACTICE</td>
<td>ACY3005</td>
<td>COMMUNICATION PROFESSIONAL PRACTICE</td>
<td>Year 2, Semester 2</td>
<td>Major 2 - Unit 7</td>
<td>ACL3014</td>
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<tr>
<td>ACP2070</td>
<td>EDITING PRINCIPLES AND PRACTICE</td>
<td>ACP2070</td>
<td>EDITING PRINCIPLES AND PRACTICE</td>
<td>ACP3051</td>
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<td>PUBLISHING PRINCIPLES AND PRACTICE</td>
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BACHELOR OF ARTS

Course Code: ABBA

Campus: Footscray Park.

This course is for Continuing students only.

About this course: Prospective students please look at the new course ABBA (Bachelor of Arts). The Bachelor of Arts is a three-year degree, which provides a general education in the humanities and social sciences. Students choose to specialise in two or more major areas of study and also choose from a range of electives or options and construct a course, which meets their individual interests and career aspirations.

Course Objectives: Graduates of this Bachelor of Arts course will have: a grounding in one or more academic disciplines, which in addition to their interdisciplinary training, provides a basis for further studies towards professional qualifications in such fields as teaching, librarianship, community or social work, or further academic studies towards a higher degree; a critical understanding of the concept of culture and the insights it provides into the similarities and differences amongst human beings, their behaviour and communication with each other, and the meanings they attach to their collective lives; knowledge and understanding of Australian society and culture, both historical and contemporary; an appreciation of the structure of Australian society, the differences amongst the various groups of which it is constituted, and the issues of equity which it presents; experience with first-hand research, a familiarity with research resources and methods, and a range of adaptable analytical and research skills, particularly as can be applied to issues of culture and communication in Australia.

Careers: The Bachelor of Arts degree offered on the Footscray Park campus is of particular value to intending students seeking careers in teaching, the public service, librarianship, social work and community affairs and positions which bring them into contact with people from a range of cultural groups. In combination with History or Literary Studies, it is a suitable preparation for teaching English as well as social sciences. In combination with Sociology, it provides a suitable preparation for students intending to work in community organisations or with migrant groups and workers. A LOTE, which may be taken up to a major level within the degree, will further enhance its usefulness in these areas of employment. Graduates of an advanced language stream will be eligible, after completing a Diploma of Education, to enter secondary teaching as a teacher of the language they have studied. In addition, Cultural Studies will enable them to teach social studies while a carefully selected third study area in the Bachelor of Arts will give them a third teaching unit. Graduates will also be qualified to enter the public service. Some graduates may wish to proceed to postgraduate studies in translating and interpreting, librarianship, or public relations, where language skills will be invaluable. Graduates with a major or sub-major in beginners’ language units will be eligible, after completing a Diploma of Education, to enter secondary teaching as teachers of social studies and the third subject area which they studied in their degree. They will not be sufficiently fluent to become teachers of the language, but they will have skills that will be of general use in schools with a multicultural population. These graduates will also be qualified to enter careers in the public service or community affairs.

UNITs OF STUDY OFFERED

Students undertaking the Bachelor of Arts at Footscray Park campus have a wide choice of units to choose from. Subject areas include Advanced English for Speakers of other Languages, Asian Studies, Chinese, Communication Studies, Cultural Studies, History, Histories of the Present, Japanese, Literary Studies, Performance Studies, Political Science, Sociology of the Global South, Sociology, Spanish and Spanish Studies and also Vietnamese. Students may also undertake units offered at the St Albans campus including from the areas of Communication Studies, Gender Studies, Literary Studies, Media Studies, Organisational Studies, Professional Writing, Psychology, Psychosocial Studies, Social Research Methods, Sociology (of the Global South or Policy Studies) and Visual Art. Students may also undertake units at other Universities with the permission of their study advisor.

For a normal full-time load:

An example of Bachelor of Arts Specialisation 1 and Psychology

<table>
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<tr>
<th>Year 1, Semester 1</th>
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<td>APP1012 PSYCHOLOGY 1A 12</td>
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<td>APP1013 PSYCHOLOGY 1B 12</td>
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<tr>
<td>Arts First Specialisation - Unit 3</td>
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<tr>
<td>Arts First Specialisation - Unit 4</td>
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</table>
BACHELOR OF INTERACTIVE MEDIA (I)

Course Code: ABIM

Campus: Footscray Park, Off-shore.

About this course: The Bachelor of Interactive Media is a three-year degree, which provides students with a pathway to participate in a variety of fields within the digital technology industries. The convergence of traditional disciplines, including communication and information technology, requires new knowledge and skills for effective participation in the growing digital technology industries. Students undertaking this degree are able to specialise in interactive media and to develop the advanced skills necessary for careers in the digital technology industries.

Course Objectives: The course enables students to experience a range of educational processes and curricula to equip them for entry into a constantly changing workforce in which they will need effective intellectual, analytical, technical and social skills to operate as effective citizens of the Australian and global communities. The course provides students with the opportunity to: develop critical awareness and understanding of theory and research in the fields of interactive multimedia and multimedia systems, developed skills to plan and implement multimedia products and systems, develop capacity to research and implement new emerging technologies develop skills and ability to participate effectively in production processes and teams. Develop advanced level communication skills and develop interpersonal skills consistent with professional practice.


Course Duration: 3 years.

Admission Requirements Year 12: Prerequisites: Units 3 and 4 - a study score of at least 20 in English (any).

Selection mode: CY12: ENTER and two-stage process with a middle-band of approximately 20%. NONY12: Academic record form, possible interview. See Extra Requirements for specifics.

Middle-band: Completing any of design and technology, English language, information technology (any), literature, media, or visual communication and design = an aggregate two points higher per study, to a maximum 10 points.

Extra Requirements: NONY12: Interview (some applicants only): Details will be provided by telephone or mail to the applicants required to attend. Or Successful completion of Diploma/Advanced Diploma in related field or as outlined in Pathway Documents.

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).

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

Admission Requirements Vet: VET applicants will be considered and pathways are available from a range of VET courses.

Admission Requirements Other: Applicants may also apply on an Alternative Category Entry basis.

Course Structure

To be awarded the degree of Bachelor of Interactive Media students must successfully complete a total of 288 credit points. Students are required to complete a specialisation in interactive media (14 units). In addition, students will also be required to complete 3 x communication study units, 2 x Information technology units and 5 general elective units. To complete the course, students will be required to complete 24 units of study in all.

CORE UNITS

- ACC1047  CULTURE AND COMMUNICATION 12
- ACC1048  MEDIA, CULTURE AND SOCIETY 12
- ACM1006  DIGITAL SOUND AND VIDEO 12
- ACM1009  VISUAL DESIGN FOR DIGITAL MEDIA 12
- ACM1010  INTRODUCTION TO WEB TECHNOLOGIES 12
- ACM2006  ANIMATION 12
- ACM2003  INTERACTIVE PROGRAMMING 12
- ACM2008  DYNAMIC WEB DEVELOPMENT 12
- ACM2009  INTERNATIONAL DESIGN 12
- ACM2010  INTERACTION STUDIO 12
- ACM2011  COMPUTER SUPPORTED LEARNING 12
- BCO2148  SYSTEMS ANALYSIS 12
- BCO2149  DATABASE SYSTEMS 12
- ACC3004  SOCIAL MEDIA 12
- ACM3010  DIGITAL MEDIA PROJECT DEVELOPMENT 12
- ACM3011  MANAGING DIGITAL MEDIA PROJECTS 12
- ACM2007  INNOVATION TECHNOLOGIES, RESEARCH AND APPLICATION 12
- ACM3008  CAREER INTEGRATION 12
- ACM3012  MOBILE TECHNOLOGY DEVELOPMENT 12

Plus Five Electives
BACHELOR OF ARTS/DIPLOMA OF LIBERAL ARTS (I)

Course Code: ABXL

Campus: Footscray Park.

About this course: This course is a four-year combined dual award, comprising of the existing Bachelor of Arts (higher education) and the Diploma of Liberal Arts (vocational education) programs currently offered at Victoria University. In this course students will have the opportunity to undertake a wide range of humanities and social science disciplines.

Course Objectives: The course aims to provide students with: a grounding in one or more academic disciplines, which in addition to their interdisciplinary training, provides a basis for further studies towards professional qualifications in such fields as teaching, librarianship, community or social work, or further academic studies towards a higher degree; a critical understanding of the concept of culture and the insights it provides into the similarities and differences amongst human beings, their behaviour and communication with each Other, and the meanings they attach to their collective lives; knowledge and understanding of Australian society and culture, both historical and contemporary; an appreciation of the structure of Australian society, the differences among the various groups of which it is constituted, and the issues of equity which it presents; experience with first-hand research, a familiarity with research resources and methods, and a range of adaptable analytic and research skills, particularly as can be applied to issues of culture and communication in Australia.

Careers: This course provides students with a broad range of skills and experiences, which will open the door to a wide range of careers. The skills developed as an Arts student are a foundation that will enable graduates to move into and across quite different careers and further studies, over a lifetime. The course also provides a platform for students entering into postgraduate programs either by coursework or research. Graduates often move straight into positions in the public service, corporate, community and non-government organisations utilising their generalist skills and applying their specialist knowledge of their specialisations. Others move onto graduate studies to become teachers, social workers and the many other courses and careers that require a generalist first degree.

Course Duration: 4 years.

Admission Requirements Year 12: Prerequisites: Units 3 and 4, a study score of at least 20 in English (any). Selection mode: CY12: ENTER and two-stage process with a middle-band of approximately 20%. NONY12: Academic record form. Interview. See Extra Requirements for specifics. Middle-band: Completing any of design and technology, English language, information technology (any), literature, media, or visual communication and design = an aggregate two points higher per study, to a maximum of 10 points. Extra Requirements: NONY12: Interview (some applicants only): Details will be provided by telephone or mail to the applicants required to attend.

COURSE STRUCTURE

Students must satisfy the following requirements:

• Successful completion of the Diploma of Liberal Arts (including 4 higher education units);

• Sixteen higher education units completed in years 3 and 4 of the course;

• A minimum of 25% of assessment in Learning in the Workplace and Community (LiWC). Students are also encouraged to undertake a semester overseas taking advantage of the University’s Study Abroad program. In this program students undertake on approved study plan, which still enables them to satisfy the requirements of the degree. Units from other courses inside and outside the Faculty can also be chosen with permission from the Coordinator. Students may also undertake units at other Universities with the permission of the Coordinator. Students may also undertake ACX3002 Special Project in a specialisation of their choice, with the approval of the specialisation Coordinator. Students should undertake ACX3002 only once in their degree.

Students may exit the course with 21793VIC Certificate IV in Liberal Arts after successfully completing one year. Students may exit the course with 21794VIC Diploma of Liberal Arts after successfully completing two years. The specialisation units selected in year two of the course (diploma year) must be Psychology if students select Psychology as one of their specialisations.

DIPLOMA OF LIBERAL ARTS

Vocational Education Units:

VBUQ226 APPLY ESSENTIAL FURTHER STUDY SKILLS 90
VBUQ227 RESEARCH FIELDS OF STUDY AND ENQUIRY 40
VBUQ228 CRITIQUE APPROACHES TO CITIZENSHIP AND THE PUBLIC SPHERE 90
VBUQ230 ANALYSE THE HUMAN TRANSFORMATIONS OF NATURE 90
VBUQ231 RESEARCH APPROACHES TO ECONOMY AND SOCIETY 90
VBUQ232 ANALYSE A RANGE OF TEXTS 70
VBUQ233 ANALYSE TRADITION AND MODERNITY 180
VBUQ234 UNDERTAKE ACADEMIC RESEARCH 80

Plus one of the following:

VBUQ235 ANALYSE SOCIOLOGICAL UNDERSTANDINGS OF HUMAN RELATIONSHIPS 90
VBUQ238 ANALYSE LITERARY TEXTS AND GENRES 70

Plus one of the following:

VBUQ236 ANALYSE URBAN FORM OF CULTURE 90
VBUQ237 ANALYSE THEORIES OF SELF 90

Plus Higher Education Units:

ACKX1001 KNOWING AND KNOWLEDGE A 12

Plus one elective*

*It is recommended that students undertaking a psychology specialisation take
VBUQ2016 FOUNDATIONS OF PSYCHOLOGICAL RESEARCH 12

*It is recommended that students not undertaking a psychology specialisation take
ACKX1002 KNOWING AND KNOWLEDGE B 12

Plus Specialisation One - unit 1 (students undertaking psychology as one of their specialisations must study VBUQ2016)

Plus Specialisation One - unit 2 (students undertaking psychology as one of their specialisations must study VBUQ2016)

REMAINING COURSE STRUCTURE FOR BACHELOR OF ARTS STUDENTS

Course structure for students NOT undertaking Psychology as a specialisation

CORE UNITS

ACKX3003 PROFESSIONAL AND CAREER DEVELOPMENT 12
ACKX3005 GRADUATING PROJECT 1 12
ACKX3006 GRADUATING PROJECT 2 12

Plus Specialisation One - four units (specialisation contains six units but two units have already been completed in year 2 of Diploma of Liberal Arts)

Plus Specialisation Two - six units

Plus three electives

Course structure for students undertaking Psychology as a specialisation

CORE UNIT
UNITS OF STUDY OFFERED

Students undertaking the Bachelor of Arts at the St Albans campus have a wide choice of units to choose from. Unit areas include: Communication Studies, Gender Studies, Literary Studies, Media Studies, Organisational Studies, Professional Writing, Psychology, Psychosocial Studies, Social Research Methods, Sociology, Policy Studies and also Visual Art. Students may also undertake units offered at the Footscray Park campus including from the areas of Advanced English for Speakers of other Languages, Asian Studies, Chinese, Communication Studies, Cultural Studies, History, Histories of the Present, Japanese, Literary Studies, Performance Studies, Political Science, Sociology of the Global South, Sociology, Spanish and Vietnamese. Students may also undertake units at other Universities with the permission of the relevant study advisor.

Year 1, Semester 1

ACX1001 KNOWING AND KNOWLEDGE A 12
First Specialisation - Unit 1
Second Specialisation - Unit 1
Elective Unit 1

Year 1, Semester 2

ACX1002 KNOWING AND KNOWLEDGE B 12
First Specialisation - Unit 2
Second Specialisation - Unit 2
Elective Unit 2

Year 2, Semester 1

First Specialisation - Unit 3
First Specialisation - Unit 4
Second Specialisation - Unit 3
Elective Unit 3

Year 2, Semester 2

First Specialisation - Unit 5
Second Specialisation - Unit 4
Second Specialisation - Unit 5
Elective Unit 4

Year 3, Semester 1

First Specialisation - Unit 6
First Specialisation - Unit 7
Second Specialisation - Unit 6
Elective Unit 5

Year 3, Semester 2

ACX3003 PROFESSIONAL AND CAREER DEVELOPMENT 12
First Specialisation - Unit 8
Second Specialisation - Unit 7
Second Specialisation - Unit 8
GRADUATE DIPLOMA IN COMMUNICATION (PUBLIC RELATIONS) (I)
Course Code: AGCA

Campus: City Flinders.

About this course: This course has been developed in response to a growing demand for a strong practical, skills oriented program in public relations, which is grounded in contemporary theoretical contexts. The core units cover critical elements of public relations and communication theory, research methods, campaign development and management, as well as ethical and legal frameworks. Writing skills and practices for different purposes and markets are emphasised. The electives enable students to strengthen their range of media and communication skills and knowledge. This up to date postgraduate program has been specifically designed for: People working in public relations and communications roles who are seeking further study and qualifications; Other professionals who are finding that they are increasingly expected to have the knowledge and skills of public relations experts; and Graduates seeking to add a public relations professional diploma or certificate to their undergraduate degree in any area. The course can be tailored to fit with students interests and needs. There is also the opportunity for successful students to articulate from the Graduate Diploma to the Master of Communication (AMCO) for a third semester of study. The Graduate Diploma and the Master of Communication (specialising in Public Relations) are accredited with the Public Relations Institute of Australia (PRIA) and graduates will be eligible for membership of the PRIA.

Course Objectives: The postgraduate program in Public Relations provides the knowledge and skills for professionals to successfully undertake and complete a range of public relations business requirements in all types of organisations. Graduates will be confident of their capacity to enter or progress careers requiring Public Relations expertise.

Careers: A graduate of the Diploma in Communication (Public Relations) is qualified to perform as a Communications and Public Relations Officer, Adviser and/or Manager across a breadth of organisations. This is of benefit to those seeking to advance a communication/public relations career to the next level, as well as for those with another professional background seeking to move up or sideways in their existing profession to take on communication/public relations positions and/or as an avenue into promotion and managerial positions. Public Relations graduates work across a broad and always expanding range of positions including PR/communication coordinator or manager; media officer; integrated marketing officer, education and information officer, political adviser; and communication consultant. A Master of Communication with specialist studies in Public Relations is a high level qualification with recognition in the Communication and Public Relations industry, both in Australia and internationally. Public Relations Institute of Australia (PRIA) accredited.

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.

Admission Requirements Mature Age: 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.

COURSE STRUCTURE
To qualify for the award of Graduate Diploma in Communication (Public Relations), students must complete six core units and two electives (a total of 96 credit points). Core units are normally available in two-hour blocks in the evening.

PROGRESSION
Progression to the Master of Communication program from Graduate Diploma requires successful completion of eight units of study (96 credit points) with Distinction or above in at least four units of study.

Students complete eight units comprising six core units Plus two electives
Core Units
AG5097  PROFESSIONAL PUBLIC RELATIONS FOR THE 21ST CENTURY 12
AG5099  PUBLIC RELATIONS WRITING 12
AG5098  MANAGING PUBLIC RELATIONS CAMPAIGNS 12
AG5100  ETHICS AND REGULATIONS IN COMMUNICATIONS PRACTICE 12
AG5200  APPROACHES TO RESEARCH 12
AG5212  ORGANISATIONAL COMMUNICATION 12

Possible Communication Electives
AG5010  INTERNATIONAL COMMUNICATION 12
AG5050  COMMUNICATION ACROSS CULTURES 12
AG5201  CYBERCULTURES, CYBERSELVES 12
AG5203  PRINT AND WEB JOURNALISM 12
AG5204  VIDEO AND DOCUMENTARY 12
AG5205  RADIO FOR THE DIGITAL AGE 12
AG5208  CRISIS AND RISK COMMUNICATION 12
AG5209  PUBLIC HEALTH COMMUNICATION 12
AG5211  COMMUNICATING FOR THE ENVIRONMENT 12
AG5212  ORGANISATIONAL COMMUNICATION 12
AG5213  MEDIA AND AUDIANCES 12
AG5215  PROFESSIONAL DEVELOPMENTS 12

Only a selection of these units are offered each year
Other electives are also available subject to timetable availability

GRADUATE DIPLOMA IN COMMUNICATION (I)
Course Code: AGCO

Campus: City Flinders, Other.

About this course: This fully articulated program has been developed to provide a comprehensive postgraduate education in communication for communication practitioners, educators, trainers, managers, advocacy specialists and others wishing to pursue postgraduate level study, research and practice in communication. The course is designed for Australian based and international students seeking careers in local and international markets. An important feature of the program is its flexible structure, allowing exit from the program at different levels, and, if desired, later re-admission to undertake further study. Students are able to design their own pathways through the course to correspond with their interests and needs. The program provides a comprehensive foundation of communication theory, research methodology and relevant practice enabling the application of study to a range of interrelated vocational areas. Depending on their particular orientation to communication, students have the opportunity to combine a range of elective units of study to make up the coursework component of the program. Some units of study focus more on communication in organisational contexts and the management of communication, while others deal with forms of media communication, reception and production with a particular emphasis on issues of construction, textuality and interpretation. Throughout the program there is a foregrounding of the social, cultural and personal impacts of new communication technologies as well as an exploration and assessment of the logics of globalisation on communication processes. Priority is given to communication skills development and analytical applications with units designed around writing for specific purposes, discussion and presentation of timely topics and audio-visual and web based production. Students may choose (with course coordinator’s approval) a maximum of two units of study from relevant courses other than the Graduate Diploma in Communication.
Course Objectives: The Graduate Diploma in Communication provides up to date higher degree education in contemporary communication theory, analysis and practice in the context of a rapidly changing global communication environment. Designed for a broad range of students seeking to further their knowledge and analysis of communication, the program will equip them for positions with greater responsibility in research, policy development, advocacy and management.

Careers: Access to senior Communication Officer, Advisor and Manager positions in all types of organisations across the corporate, government, non-government and not-for-profit sectors. Depending upon the area of interest and focus of the Communication studies, specialist positions in media writing and production or in public relations could be pursued. Graduates would also be able to seek roles requiring sector or genre specific communication expertise such that in public health, risk, cross cultural or organisational communication. With a focus on writing in these studies, graduates could also be well prepared for pursuing professional and creative writing career opportunities.

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.

Admission Requirements Mature Age: 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.

COURSE STRUCTURE
To qualify for the award of Graduate Diploma in Communication, students must complete 8 units (96 credit points).

CORE UNIT - all students must complete this unit:
ACG5010 INTERNATIONAL COMMUNICATION 12

Select units from the following lists:
ACG5050 COMMUNICATION ACROSS CULTURES 12
ACG5200 APPROACHES TO RESEARCH 12
(ACG5200 is required for admission to MComm by minor thesis Option B)
ACG5201 CYBERCULTURES, CYBERSELVES 12
ACG5203 PRINT AND WEB JOURNALISM 12
ACG5204 VIDEO AND DOCUMENTARY 12
ACG5205 RADIO FOR THE DIGITAL AGE 12
ACG5206 CREATIVE WRITING 12
ACG5208 CRISIS AND RISK COMMUNICATION 12
ACG5209 PUBLIC HEALTH COMMUNICATION 12
ACG5211 COMMUNICATING FOR THE ENVIRONMENT 12
ACG5212 ORGANISATIONAL COMMUNICATION 12
ACG5213 MEDIA AND AUDIENCES 12
ACG5215 PROFESSIONAL INTERNSHIP 12

Students may also choose from the following Public Relations and Multimedia units:
ACG5097 PROFESSIONAL PUBLIC RELATIONS FOR THE 21ST CENTURY 12
ACG5098 MANAGING PUBLIC RELATIONS CAMPAIGNS 12
ACG5099 PUBLIC RELATIONS WRITING 12
ACG5100 ETHICS AND REGULATIONS IN COMMUNICATIONS PRACTICE 12

ACM5000 WEB TECHNOLOGIES 12
ACM5001 INTERACTIVE DESIGN FOR A GLOBAL WORLD 12
ACM5002 DIGITAL AUDIO AND VIDEO PRODUCTION 12

The following Advanced English for Speakers of Other Languages (AESOL) units are only available to eligible students:
ACSA5007 COMMUNICATION FOR ACADEMIC PURPOSES A 12
ACSA5008 COMMUNICATION FOR ACADEMIC PURPOSES B 12
ACSA5016 ENGLISH AS AN INTERNATIONAL LANGUAGE 12
ACSA5018 ENGLISH IN Spoken INTERACTION 12

Only a selection of these units are offered each year.
**Course Objectives:** At the conclusion of the course students should: have enhanced bilingual skills and cognitive abilities, and be able to derive both personal satisfaction and improved employment opportunities; have an improved understanding of the culture and society of the language chosen for particular study, enabling them to find work within, or related to, the community represented by the particular language they have studied; be able to undertake further study in specialised areas connected with their chosen language, such as interpreting and translating, editing, subtitling, and associated activities; be able to undertake specific research in a broad range of subjects connected with the language area studied, as it relates to other disciplines of vocational relevance, such as psychology, community development and social work, education, business, the arts, interpreting and translating, marketing and tourism; and have developed further insights into issues involving an awareness of cross-cultural communication and put these into practice in a personal, employment or voluntary capacity within the broader community.

**Careers:** It is increasingly common for employers to seek graduates who are skilled in more than one area. In a work environment where multi-skilling is increasingly a requirement for many positions, a postgraduate qualification in a modern language is a positive advantage. For those who have already completed undergraduate studies, this Graduate Diploma can enhance their first degree and make it more marketable by opening up new career paths and employment opportunities.

**Course Duration:** 3 years.

**Admission Requirements Mature Age:** Normally applicants will have completed an undergraduate degree. However, applicants who do not possess an undergraduate degree, but who demonstrate ability and motivation to take up study at this level, may be considered.

**COURSE STRUCTURE**

Students undertaking the Graduate Diploma are required to complete eight sequential units of study over three years, in their chosen language major. Students must complete a total of 96 credit points.

**ASIAN LANGUAGES** A range of Asian languages are offered at varying levels. All students entering one of these language programs will be assessed by staff to determine the appropriate level in which they should enrol. Students who have completed an Asian language at Year 12 level or who are native speakers will commence their program at the next appropriate level.

**Chinese/Mandarin**

The units of study offered in the Chinese Language Studies course are:

**Year 1**
- ACZ1001 CHINESE 1A 12
- ACZ1002 CHINESE 1B 12

**Year 2**
- ACZ2001 CHINESE 2A 12
- ACZ3011 CHINESE PEOPLE AND BELIEFS 12
- ACZ2002 CHINESE 2B 12

**Year 3**
- ACZ3001 CHINESE 3A 12
- ACZ3002 CHINESE 3B 12
- ACZ3032 CHINESE CALLIGRAPHY 12

**Additional Units Offered:**
- ACZ3012 CHINESE FILM AND STORIES 12
- ACZ3021 CHINESE LANGUAGE AND SOCIETY 12
- ACZ3031 BUSINESS CHINESE 12
- ACK2001 INTERNATIONAL STUDY 12
- ACK3002 SPECIAL PROJECT 12

**Japanese:**

The units of study offered in the Japanese Language Studies course are:
### Year 1
- ACJ1001  INTRODUCTION TO JAPANESE  
- ACJ1002  JAPANESE 2  

### Year 2
- ACJ2001  JAPANESE 3  
- ACJ2002  JAPANESE 4  

### Year 3, Semester 1
- ACJ3001  JAPANESE 5  
- ACJ3002  JAPANESE 6  

### Additional Units Offered:
- ACJ3003  ADVANCED JAPANESE 1  
- ACJ3004  ADVANCED JAPANESE 2  
- ACX2001  INTERNATIONAL STUDY  
- ACX3002  SPECIAL PROJECT  

### Vietnamese:
The units of study offered in the Vietnamese Language Studies course are:

#### Year 1
- ACV1001  BASIC VIETNAMESE A  
- ACV1002  BASIC VIETNAMESE B  

#### Years 2 and 3
- ACV2001  INTERMEDIATE VIETNAMESE A  
- ACV2002  INTERMEDIATE VIETNAMESE B  
- ACV3001  VIETNAMESE CULTURE AND SOCIETY  
- ACV3002  VIETNAM: GLOBALISATION, DIASPORA AND IDENTITY  
- ACV3011  VIETNAMESE FOR BUSINESS  
- ACV3022  VIETNAMESE FILM AND MEDIA  
- ACV3032  SPECIAL TOPICS IN VIETNAMESE LITERATURE  

#### Students with no previous knowledge of Vietnamese should commence with ACV1001 Basic Vietnamese A.

Vietnamese native speakers should commence with ACV2001 Intermediate Vietnamese A or any other unit of study appropriate to their interests and level of proficiency.

### Spanish:

#### Students with no previous knowledge of Spanish will undertake two of the units of study below each year, totalling six single semester units of study over the three years of the course.

#### The units of study in the Spanish Language Studies course are:

#### Year 1
- ACS1081  BEGINNERS SPANISH A  
- ACS1082  BEGINNERS SPANISH B  

#### Year 2
- ACS2083  INTERMEDIATE SPANISH A  
- ACS2084  INTERMEDIATE SPANISH B  

#### Year 3
- ACS2085  CONSTRUCTION OF NATIONHOOD IN SPAIN AND LATIN AMERICA  
- ACS3085  INTRODUCTION TO INTERPRETING AND TRANSLATION  
- ACS3086  ADVANCED SPANISH TEXT AND CONTEXT  
- ACS3087  LANDSCAPE, MEMORY AND IDENTITY IN LATIN AMERICAN LITERATURE  

Students may commence at a higher level (normally Spanish C) if they have completed VCE Spanish or equivalent and take additional units of study from the list of units offered at third year level.

The student’s initial level of linguistic competence will be assessed by the Course Coordinator before enrolment.

### Bachelor of Creative Arts (Honours) (I)

**Course Code:** AHCA  
**Campus:** St Albans, Footscray Park.

#### About this course:
The Bachelor of Creative Arts (Honours) is a one-year program, which allows students to specialise in their chosen Creative Arts discipline. This degree provides the opportunity for students to acquire and demonstrate the knowledge and skills required to independently conceptualise, design, complete and evaluate a research-based creative work in creative writing, digital media, music, performance studies, and visual art. The Bachelor of Creative Arts (Honours) extends the undergraduate program in Creative Arts Industries at VU, and provides a pathway for outstanding undergraduate students into higher degrees by research in Creative Arts. The program provides students with the knowledge and understanding necessary for the transition from undergraduate to postgraduate level study, developing their analytical and critical thinking, their understanding of practice-based and industry-applied research methodology and processes, and their potential to undertake prolonged independent research.

#### Course Objectives:
The course aims to: Provide high quality and contemporary theoretical and applied learning in industry and practice-based research in Creative Arts, that responds to professional and industry trends and demands, and that enables students to work in an internationalised environment; Promote student development in Creative Arts-based research and professional expertise beyond the undergraduate degree level, and prepare students for entry into higher degrees by research; Prepare students to practice as honours graduates, with interdisciplinary expertise, in one or more Creative Arts specialisations in creative writing, digital media, performance and visual art; Provide effective learning in up-to-date facilities with industry-standard equipment and digital technology resources, to facilitate student entry and success in the graduate employment market and in higher degrees by research in Creative Arts; Develop independent and innovative Creative Arts professionals, with an understanding of socially inclusive and environmentally sustainable practices, for local and global professional careers.

#### Careers:
Recent research by the Australian Learning and Teaching Council (Kiley et. al, 2009) indicates that an Honours degree offers graduates various pathways as researchers, professionals and as academically enriched graduates. The Honours degree is traditionally regarded as a feeder to doctoral education. The degree provides eligibility for postgraduate study entry, and is utilised in ranking for the awarding of postgraduate scholarships. For professionally oriented students, in the context of the competitive Creative Arts sector, an Honours degree enhances employment prospects via entry into graduate placements at prestigious organisations and/or within the government or public sector with higher
The postgraduate program in Communication offers students the opportunity to obtain advanced knowledge within their discipline area, in more depth and with more of an individual focus than available in an undergraduate program. The completion of a substantial individual Creative Arts project at Honours level provides a foundation for entry into a career as an independent artistic practitioner.

Course Duration: 1 year.

Admission Requirements Mature Age: Students who have completed the Bachelor of Creative Arts Industries or an equivalent degree must normally have obtained credit or higher results at second and third year levels and an average of distinction in their chosen specialisation or equivalent. All external applicants will be assessed on presentation of folio and/or formal interview.

Admission Requirements Other: Applicants will be required to submit a supervisor-endorsed Honours proposal prior to admission.

**Course Structure**

There are two core units of coursework and two units comprising an individual creative arts research project. Each student will be allocated an academic supervisor to mentor, oversee and consolidate their independent practice.

**Core Units**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Points</th>
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<tbody>
<tr>
<td>ACI4001</td>
<td>Practice-Led Research Methodology</td>
<td>24</td>
</tr>
<tr>
<td>ACI4002</td>
<td>Honours Individual Creative Project A</td>
<td>24</td>
</tr>
<tr>
<td>ACI4003</td>
<td>Honours Individual Creative Project B</td>
<td>24</td>
</tr>
<tr>
<td>ACI4004</td>
<td>Honours Special Study Research Project</td>
<td>24</td>
</tr>
</tbody>
</table>

**Course Objectives:** The Master of Communication provides up to date higher degree education in contemporary communication theory, analysis and practice in the context of a rapidly changing global communication environment. Designed for a broad range of students seeking to further their knowledge and analysis of communication, the program will equip them for positions with greater responsibility in research, policy development, advocacy and management.

**Careers:** Access to senior Communication Officer, Advisor and Manager positions in all types of organisations across the corporate, government, non-government and not-for-profit sectors. Depending upon the area of interest and focus of the Communication studies, specialist positions in media writing and production or in public relations could be pursued. Public Relations graduates are eligible for membership of the Public Relations Institute of Australia (PRIA). Graduates will be able to seek roles requiring sector or genre specific communication expertise such as that in public health, risk, cross-cultural or organisational communication. With a focus on writing in these studies, graduates could also be well prepared for pursuing professional and creative writing career opportunities.

**Course Duration:** 1.5 years.

Admission Requirements International: The admission requirement for the Graduate Diploma and Graduate Certificate courses is a three-year first degree. Students who have completed the requirements of a relevant graduate certificate or graduate diploma with at least four distinction grades are eligible to apply to progress to the Master of Communication. At the discretion of the selection officer, students who satisfy entry requirements may be immediately offered a place in the Master of Communication program. IELTS minimum 6.5.

**Admission Requirements Mature Age:** The admission requirement for the Graduate Diploma and Graduate Certificate courses is a three-year first degree. Students who have completed the requirements of a relevant graduate certificate or graduate diploma with at least four distinction grades are eligible to apply to progress to the Master of Communication. At the discretion of the selection officer, students who satisfy entry requirements may be immediately offered a place in the Master of Communication program.

**Course Structure**

To qualify for the award of Master of Communication, students must complete a total of 144 credit points. Master of Communication - Option A Eight units of study (students who have met the requirements of the graduate diploma will have completed these units) plus ACG6015 Minor Thesis (full-time for one semester) = 48 credit points or ACG6020 Minor Thesis (part-time for two semesters) = 2x24 credit points OR Master of Communication - Option B Eight units of study (students who have met the requirements of the graduate diploma will have completed these units) plus Four additional standard units of study = 4x12 credit points. (Students may complete these units of study within one semester if full-time or two units of study per semester if part-time). OR Master of Communication, Option C (specialising in Public Relations) Completion of the requirements of Graduate Diploma in Communication (Public Relations) (AGCA) plus ACG6015 Minor Thesis (full-time for one semester) = 48 credit points; or ACG6020 Minor Thesis (part-time for two semesters) = 2x24 credit points. The Minor Thesis must be on a Public Relations topic. This option is accredited with the Public Relations Institute of Australia (PRIA) and graduates will be eligible for membership of the PRIA.

**Core Unit - All students must complete this unit:**

ACG5010 International Communication 12

Select units from the following lists:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACG5050</td>
<td>Communication Across Cultures</td>
<td>12</td>
</tr>
<tr>
<td>ACG5200</td>
<td>Approaches to Research</td>
<td>12</td>
</tr>
<tr>
<td>(ACG5200 is required for admission to MComm by minor thesis Options A and C)</td>
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<td></td>
</tr>
<tr>
<td>ACG5201</td>
<td>Cybercultures, Cyberelves</td>
<td>12</td>
</tr>
<tr>
<td>ACG5203</td>
<td>Print and Web Journalism</td>
<td>12</td>
</tr>
</tbody>
</table>
the development and application of written, oral and digital communication skills in communication processes and organisational environments. Priority is given to technologies as well as an exploration and assessment of the logics of globalisation foregrounding of the social, cultural and personal contexts of new communication designed for non-native speakers of English. Throughout the program there is a organisations where English is the language of Communication. It is particularly managers, advisors and others wishing to pursue postgraduate level study, management. It is designed for graduates in any field, communication practitioners, in communication with a specific focus on organisational communication and about this course:

Campus: City Flinders.
Course Code: AMCP

About this course: This program provides a comprehensive postgraduate education in communication with a specific focus on organisational communication and management. It is designed for graduates in any field, communication practitioners, managers, advisors and others wishing to pursue postgraduate level study, research and practice in communication. The course is designed for Australian-based and international students seeking careers in local and international markets in organisations where English is the language of Communication. It is particularly designed for non-native speakers of English. Throughout the program there is a foregrounding of the social, cultural and personal contexts of new communication technologies as well as an exploration and assessment of the logics of globalisation on communication processes and organisational environments. Priority is given to the development and application of written, oral and digital communication skills in

MASTER OF PROFESSIONAL AND ORGANISATIONAL COMMUNICATION (I)
Course Code: AMCP

SCHOOL OF COMMUNICATION AND THE ARTS

The Master of Professional and Organisational Communication aims to provide up to date higher degree education in contemporary communication theory, analysis and practice in the context of a rapidly changing global communication environment. cater for a range of students seeking to further their knowledge and analysis of communication to equip them for management positions with an organisational communication focus enhance students’ opportunities to gain professional employment utilising their professional qualifications in a work environment that uses English as the language of communication; facilitate application of postgraduate studies in using English for communication in professional settings through an internship; provide the opportunity to gain confidence and competence in working in a professional environment where English is the language of communication.

Careers: Access to senior Communication Officer, Advisor and Manager positions in all types of organisations across the corporate, government, non-government and not-for-profit sectors. Depending upon the area of interest and focus of studies, specialist positions in digital media production or in media or public relations could be pursued.

Course Duration: 2 years.

Admission Requirements International: The admission requirement for this course is an 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).

Admission Requirements Mature Age: The admission requirement for this course is a three year first degree. Applicants with relevant work, education and/or community experience may be considered on the basis of equivalence.

COURSE STRUCTURE

To qualify for the award of Master of Professional and Organisational Communication, students must complete 192 credit points comprising: five core coursework units - ACG5010, ACG5212, ACG5001, ACG5002 and ACG5003 (24 point internship unit) - 72 credit points, four units from the Recommended Units list - 48 credit points, two electives - 24 credit points. Minor thesis - ACG6015, 6020 (full-time, part-time) OR a further four units from the Recommended units list - 48 credit points.

YEAR 1 SEMESTER 1
ACG5010 INTERNATIONAL COMMUNICATION 12
ACG5212 ORGANISATIONAL COMMUNICATION 12

Plus two additional 12 credit point units - see Recommended Units list below. Note electives may be chosen from level 5 or 6 units from across the university.)

YEAR 1 SEMESTER 2
Four 12 credit point units - see Recommended Units list below.

YEAR 2 SEMESTER 1
Students undertaking the minor thesis option would enrol in the following units:

Full-time students enrol in:
ACG6015 MINOR THESIS (FULL-TIME) 48

OR

Part-time students enrol in the following unit for two semesters:
ACG6020 MINOR THESIS (PART-TIME) 24

The following Advanced English for Speakers of Other Languages (AESOL) units are only available to eligible students.
ACA5007 COMMUNICATION FOR ACADEMIC PURPOSES A 12
ACA5016 ENGLISH AS AN INTERNATIONAL LANGUAGE 12
ACA5008 COMMUNICATION FOR ACADEMIC PURPOSES B 12

Students taking Option A or C must also enrol in either:
If full-time students must enrol in the following unit for one semester:
ACG6015 MINOR THESIS (FULL-TIME) 48

If part-time students must enrol in the following unit for two semesters:
ACG6020 MINOR THESIS (PART-TIME) 24

Only a selection of these units are offered each year.
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

Students NOT undertaking the minor thesis would enrol in:

Four 12 credit point units from the Recommended Units list below.

YEAR 2 SEMESTER 2

All students must complete these units:

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

LIST OF RECOMMENDED UNITS

Students undertaking a minor thesis must choose at least four of these units over the duration of the course.

Students NOT undertaking a minor thesis must choose at least eight of these units over the duration of the course.

ACG5200 APPROACHES TO RESEARCH 12ACG5200 is recommended for students undertaking the minor thesis
ACG5050 COMMUNICATION ACROSS CULTURES 12
ACG5100 ETHICS AND REGULATIONS IN COMMUNICATIONS PRACTICE 12
ACG5208 CRISIS AND RISK COMMUNICATION 12
ACG5211 COMMUNICATING FOR THE ENVIRONMENT 12
ACG5097 PROFESSIONAL PUBLIC RELATIONS FOR THE 21ST CENTURY 12
ACG5098 MANAGING PUBLIC RELATIONS CAMPAIGNS 12
ACG5099 PUBLIC RELATIONS WRITING 12
ACG5203 PRINT AND WEB JOURNALISM 12
ACG5209 PUBLIC HEALTH COMMUNICATION 12
ACM5000 WEB TECHNOLOGIES 12
ACM5001 INTERACTIVE DESIGN FOR A GLOBAL WORLD 12

MASTER OF ARTS (MULTIMEDIA) (I)

Course Code: AMMM
Campus: City Flinders.

About this course: This fully articulated program has been developed to provide a comprehensive postgraduate education in multimedia for multimedia practitioners, developers and managers, and others wishing to pursue postgraduate level study, research and practice in multimedia. The course structure caters for students with prior experience in multimedia and also for those with limited prior experience. An important feature of the program is its flexible structure, allowing exit from the program at different levels of articulation, and, if desired, later re-admission to undertake further study. Students are able to design their own pathways through the course to correspond with their interests and needs. The program provides a comprehensive foundation of multimedia and communication theory, research methodology and relevant practice enabling the application of study to a range of interrelated vocational areas. Depending on their particular orientation to and experience with multimedia, students have the opportunity to combine a range of elective units of study to make up the coursework component of the program.

Students have the opportunity to undertake a number of professional practice based in the workplace therefore the ability to develop industry networks or to relate learnings directly back to places of employment.

Course Objectives: Students undertaking the graduate program will develop strong practical skills which will be enhanced through the study of the critical elements of multimedia and communication theory, research and project development and professional practice. The teaching and coursework will aim to heighten experiential learning, team and group work, understanding of the relevant communication and multimedia theories and applications, as well as critical approaches to research and design and project management.

Careers: Students will be well prepared to work in both practical and theoretical areas of Information Communication Technologies. Employment opportunities include multimedia developer, design manager, content creator, digital media producer and multimedia researcher.

Course Duration: 1.5 years.

Admission Requirements International: The admission requirement for the Master 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).

Admission Requirements Mature Age: The admission requirement for the Master course is a three year first degree. Applicants with relevant work, education and/or community experience may be considered on the basis of equivalence.

COURSE STRUCTURE

Students must successfully complete 144 credit points to graduate with the Master of Arts in Multimedia.

ACM5000 WEB TECHNOLOGIES 12
ACM5001 INTERACTIVE DESIGN FOR A GLOBAL WORLD 12
ACM5002 DIGITAL AUDIO AND VIDEO PRODUCTION 12
ACM5010 DESIGN MANAGEMENT 12

Plus

Two Communication units selected from Communication list below
One Information Technology unit selected from list below
and One additional elective (selected from either of the lists below)

Plus

OPTION A**

Students enrolling full-time would enrol in the following unit for one semester:
ACG6015 MINOR THESIS (FULL-TIME) 48

OR

Students enrolling part-time would enrol in the following unit for two semesters:
ACG6020 MINOR THESIS (PART-TIME) 24

OR

OPTION B

ACG5003 PROFESSIONAL PRACTICE IN THE WORKPLACE 24

Plus two additional electives from either of the recommended lists

RECOMMENDED COMMUNICATION UNITS

ACG5001 PROFESSIONAL ENGLISH FOR NON-NATIVE SPEAKERS OF ENGLISH 12
ACG5002 INTERACTING IN THE PROFESSIONAL WORKPLACE 12
ACG5003 PROFESSIONAL PRACTICE IN THE WORKPLACE 24
ACG5010 INTERNATIONAL COMMUNICATION 12
ACG5100 ETHICS AND REGULATIONS IN COMMUNICATIONS PRACTICE 12
ACG5202 MEDIA AND MEANING 12
ACG5203 PRINT AND WEB JOURNALISM 12

24
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**DOCTOR OF PHILOSOPHY (I)**

**Course Code:** APSD

**Campus:** Other, Dependent upon supervision.

**About this course:** The School of Communication and the Arts (CATA) offers supervision for research leading to the degree of Doctor of Philosophy in any of the areas offered for Master of Arts studies. Candidates for this degree may be enrolled in the first place in the Master of Arts program, and given the opportunity to convert when they have completed sufficient work to demonstrate their own ability in research and to satisfy the Faculty that the topic is suitable in scope and level for a doctoral study. Students are normally required to spend the equivalent of four years full-time study on doctoral research.

**Course Objectives:** The School of Communication and the Arts (CATA) offers supervision for Doctorate programs in many areas, some examples are: Applied Linguistics and Sociolinguistics; Asian Studies; Australian Literature and Literary Theory; Clinical/Counselling research; Communication Studies; Creative and Professional Writing; Cultural Studies; History; Literary Studies; Media and Cultural Studies; Multimedia; Multicultural Studies; Performance Studies; Post-colonial Studies; Gender Studies.

**Careers:** The PhD is a prerequisite qualification for most academic employment, including many entry-level positions. It is also instrumental as a career-building qualification, improving the competitiveness of candidates for senior-level positions in other professional environments.

**Course Duration:** 4 years.

**Admission Requirements Mature Age:** To qualify for the degree of Doctor of Philosophy applicants must have a Masters degree or four-year undergraduate degree with Honours at first class (H1) level. Applicants who do not meet the normal admission requirements may be admitted upon demonstration of exceptional background and experience. Initial contact should be made with the CATA Higher Degrees Research Coordinator to clarify their proposed area of research. Applicants will need to discuss availability of suitable supervision for their program and any facilities or support they will require.

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**MASTER OF ARTS (RESEARCH) (I)**

**Course Code:** ARXF

**Campus:** Other, Dependent upon supervision.

**About this course:** The School of Communication and the Arts (CATA) offers supervision for research leading to the degree of Master of Arts (Research).

**Course Objectives:** The School of Communications and the Arts (CATA), offers supervision for Masters programs in many areas. Some examples are: Asian Studies; Australian Literature and Literary Theory; Poetry; Communication Studies; Visual Art; Creative and Professional Writing; Performance Studies; Cultural Studies; Music; History; Literary Studies; Media and Cultural Studies; Multimedia; Gender Studies; Digital Media; Music and Musicoology; Spanish and Latin American Studies.

**Careers:** The Master of Arts (Research) provides enhanced opportunities for professional and career advancement, and a pathway to study at PhD level. On successful completion of the degree, students normally are able to commence or continue employment at a higher level than undergraduate or Honours degree graduates, or to commence independent professional practice. MA (Research) graduates are qualified to teach and research as academics in their chosen fields, and are eligible to undertake further research leading to the degree of Doctor of Philosophy.

**Course Duration:** 2 years.

**Admission Requirements Mature Age:** To be eligible for admission to the Master of Arts (Research), applicants should have completed a four-year undergraduate degree with Honours, or have attained results at Distinction level or higher in a three-year undergraduate degree, and have other relevant experience. Potential students should make initial contact with the Postgraduate Coordinator in the School of Communication and the Arts, to discuss their proposed area of research, the availability of suitable supervision, facilities and/or support required, and the application process. Students are required to complete a detailed candidature proposal, outlining their proposed research project, during the first six months of full-time enrolment (12 months for part-time students), and present their proposal to the candidature panel. Students are fully admitted to candidature for the degree once their proposal is approved.

**Admission Requirements Other:** As above.

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**GRADUATE CERTIFICATE IN COMMUNICATION (PUBLIC RELATIONS) (I)**

**Course Code:** ATCA

**Campus:** City Flinders.

**About this course:** This course has been developed in response to a growing demand for a strong practical, skills oriented program in public relations, which is grounded in contemporary theoretical contexts. The core units cover critical elements of public relations and communication theory, research methods, campaign development and management, as well as ethical and legal frameworks. Writing skills and practices for different purposes and markets are emphasised. The electives enable students to strengthen their range of media and communication skills and knowledge. This up to date postgraduate program has been specifically designed for people working in public relations and communications roles who are seeking further study.
and qualifications; Other professionals who are finding that they are increasingly expected to have the knowledge and skills of public relations experts; and Graduates seeking to add a public relations professional certificate to their undergraduate degree in any area. The course can be tailored to fit with students interests and needs. There is also the opportunity for successful students to articulate from the Certificate to the Graduate Diploma, AGCA, (and on to the Master of Arts in Communication for a third semester of study).

Course Objectives: The postgraduate program in Public Relations provides the knowledge and skills for professionals to successfully undertake and complete a range of public relations business requirements in all types of organisations. Graduates will be confident of their capacity to enter or progress careers requiring Public Relations expertise.

Careers: A graduate of the Certificate in Communication (Public Relations) is qualified to perform as a Communications and Public Relations Officer, Adviser and/or Manager across a breath of organisations. This is of benefit to those seeking to advance a communication/public relations career to the next level, as well as for those with another professional background seeking to move up or sideways in their existing profession to take on communication/public relations positions and/or as an avenue into promotion and managerial positions. Public Relations graduates work across a broad and always expanding range of positions including PR/communication coordinator or manager; media officer; integrated marketing officer, education and information officer, political adviser; and communication consultant. A Master in Arts in Communication with specialist studies in Public Relations is a high level qualification with recognition in the Communication and Public Relations industry, both in Australia and internationally.

Course Duration: 0.5 years.

Admission Requirements International: The admission requirement for the Graduate Certificate course is a three-year first degree. Applicants who do not meet basic entry requirements may be considered on the basis of equivalence. Equivalence will usually be in the form of recognition of relevant work experience.

Admission Requirements Mature Age: The admission requirement for the Graduate Certificate course is a three-year first degree. Applicants who do not meet basic entry requirements may be considered on the basis of equivalence. Equivalence will usually be in the form of recognition of relevant work experience.

COURSE STRUCTURE
To qualify for the award of Graduate Certificate in Communication (Public Relations), students must complete a total of 48 credit points in four core units of study as directed by course coordinator.

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AGCS097 PROFESSIONAL PUBLIC RELATIONS FOR THE 21ST CENTURY 12
AGCS099 PUBLIC RELATIONS WRITING 12
AGCS098 MANAGING PUBLIC RELATIONS CAMPAIGNS 12

Plus one of the following two units:

AGCS100 ETHICS AND REGULATIONS IN COMMUNICATIONS PRACTICE 12
AGCS200 APPROACHES TO RESEARCH 12

GRADUATE CERTIFICATE IN COMMUNICATION (I)
Course Code: ATCO
Campus: City Flinders.

About this course: This fully articulated program has been developed to provide a comprehensive postgraduate education in communication for communication practitioners, educators, trainers, managers, advocacy specialists and others wishing to pursue postgraduate level study, research and practice in communication. The course is designed for Australian based and international students seeking careers in local and international markets. An important feature of the program is its flexible structure, allowing exit from the program at different levels, and, if desired, later re-admission to undertake further study. Students are able to design their own pathways through the course to correspond with their interests and needs. The program provides a comprehensive foundation of communication theory, research methodology and relevant practice enabling the application of study to a range of interrelated vocational areas. Depending on their particular orientation to communication, students have the opportunity to combine a range of elective units of study to make up the coursework component of the program. Some units of study focus more on communication in organisational contexts and the management of communication, while others deal with forms of media communication, reception and production with a particular emphasis on issues of construction, textuality and interpretation. Throughout the program there is a foregrounding of the social, cultural and personal impacts of new communication technologies as well as an exploration and assessment of the logics of globalisation on communication processes. Priority is given to communication skills development and analytical applications with units designed around writing for specific purposes, discussion and presentation of timely topics and audio-visual and web based production. Students may choose (with course coordinator’s approval) four units of study from relevant courses other than the postgraduate program in Communication.

Course Objectives: The Graduate Certificate in Communication provides up to date higher degree education in contemporary communication theory, analysis and practice in the context of a rapidly changing global communication environment. Designed for a broad range of students seeking to further their knowledge and analysis of communication, the program will equip them for positions with greater responsibility in research, policy development, advocacy and management.

Careers: Access to senior Communication Officer, Advisor and Manager positions in all types of organisations across the corporate, government, non-government and not-for-profit sectors. Depending upon the area of interest and focus of the Communication studies, specialist positions in media writing and production or in public relations could be pursued. Graduates would also be able to seek roles requiring sector or genre specific communication expertise such as in public health, risk, cross cultural or organisational communication. With a focus on writing in these studies, graduates could also be well prepared for pursuing professional and creative writing career opportunities.

Course Duration: 0.5 years.

Admission Requirements International: The admission requirement for the Graduate Certificate courses 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.

Admission Requirements Mature Age: 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.

COURSE STRUCTURE
To qualify for the award of Graduate Certificate in Communication, students must complete a total of 48 credit points

CORE UNIT - all students must complete this unit:

AGCS010 INTERNATIONAL COMMUNICATION 12

Select units from the following lists:

AGCS050 COMMUNICATION ACROSS CULTURES 12
AGCS200 APPROACHES TO RESEARCH 12
(AGCS200 is required for admission to MComm by minor thesis Option B)
AGCS201 CYBERCULTURES, CYBERSELVES 12
The internship will provide supervised organisation. Students will be expected to work on a higher degree level professional using their professional qualifications. Internships will be negotiated between the will enable them to experience the workplace in an English language environment which are accompanied by a practical component of an internship. The course is designed to complement and augment existing professional workplace skills which will be enhanced through the study of the critical elements of communication. Additionally, experience in applying the speciality Masters courses of that structure) or undertaking their final Masters semester. Advanced English for Speakers of Other Languages studies and LIWC are embedded in some Masters courses already and this Graduate Certificate would complement and augment these studies. The course is also open to suitable students with a professional Bachelor level degree. The course suitability for these students will be determined after an interview with the course coordinator.

The course aims to: enhance students' opportunities to gain professional employment utilising their professional qualifications in a work environment that uses English as the language of communication; facilitate application of postgraduate studies in using English for communication in professional settings through an internship; provide the opportunity to gain confidence and competence in working in a professional environment where English is the language of communication.

Course Objectives: This course aims to: enhance students’ opportunities to gain professional employment utilising their professional qualifications in a work environment that uses English as the language of communication; facilitate application of postgraduate studies in using English for communication in professional settings through an internship; provide the opportunity to gain confidence and competence in working in a professional environment where English is the language of communication.

Careers: Graduates will significantly increase their capability to gain employment in their chosen profession in organisations where English is the language of communication, and/or where English is the preferred language for some or all business transactions.

Course Duration: 0.5 years.

Admission Requirements Mature Age: Students would usually take the Certificate at the end of their Masters studies, or they could take it after two semesters before embarking upon a minor thesis (in courses of that structure) or undertaking their final Masters semester. Advanced English for Speakers of Other Languages studies and LIWC are embedded in some Masters courses already and this Graduate Certificate would complement and augment these studies. The course is also open to suitable students with a professional Bachelor level degree. The course suitability for these students will be determined after an interview with the course coordinator.

The following Advanced English for Speakers of Other Languages (AESOL) units are only available to eligible students

- ACA5007 COMMUNICATION FOR ACADEMIC PURPOSES A 12
- ACA5016 ENGLISH IN SPOKEN INTERACTION 12
- ACA5007 COMMUNICATION FOR ACADEMIC PURPOSES B 12

The following AESOL units, of which two are AESOL studies tailored to the profession Plus a double unit internship. Students need to demonstrate that they have acquired a high level of English language competence and workplace knowledge that will give them confidence in their future careers.

Year 1, Semester 1
AGC5007  PROFESSIONAL ENGLISH FOR NON-NATIVE SPEAKERS OF ENGLISH 12
AGC5002  INTERACTING IN THE PROFESSIONAL WORKPLACE 12
AGC5003  PROFESSIONAL PRACTICE IN THE WORKPLACE 24

GRADUATE CERTIFICATE IN PROFESSIONAL ENGLISH COMMUNICATION (I)

Course Code: ATEC

Campus: Footscray Park.

About this course: It has become evident that more advanced levels of English are required by students planning a career in organisations where English is the language of communication. Additionally, experience in applying the speciality Masters studies and English communication skills through an internship would significantly enhance the employability of these graduates. This course provides students from a non-English speaking background (NESB) with the skills and knowledge necessary to meet the requirements of communicating in professional and workplace settings. The main focus is on attaining the skills necessary for effective communication in English in a professional setting, with a particular emphasis on developing an appreciation of the importance of language style for successful communication throughout the course. The importance of communication skills in the workplace is attested to by employers and relevant government bodies in both Australia and other English-speaking countries. This course is designed for non-native English speakers. It is designed to complement and augment existing professional coursework Masters degrees to improve graduate outcomes in the English language professional employment market. The aim of the course is to enhance students’ professional competence and confidence with high level studies of professional English which are accompanied by a practical component of an internship. The course will enable them to experience the workplace in an English language environment using their professional qualifications. Internships will be negotiated between the student, course coordinator, professional program course coordinator and the host organisation. Students will be expected to work on a higher degree level professional project or group of tasks during the internship. The internship will provide supervised professional practice using English as the language of organisational communication.

Course Objectives: This course aims to: enhance students’ opportunities to gain professional employment utilising their professional qualifications in a work environment that uses English as the language of communication; facilitate application of postgraduate studies in using English for communication in professional settings through an internship; provide the opportunity to gain confidence and competence in working in a professional environment where English is the language of communication.

Careers: Graduates will significantly increase their capability to gain employment in their chosen profession in organisations where English is the language of communication, and/or where English is the preferred language for some or all business transactions.

Course Duration: 0.5 years.

Admission Requirements Mature Age: Students would usually take the Certificate at the end of their Masters studies, or they could take it after two semesters before embarking upon a minor thesis (in courses of that structure) or undertaking their final Masters semester. Advanced English for Speakers of Other Languages studies and LIWC are embedded in some Masters courses already and this Graduate Certificate would complement and augment these studies. The course is also open to suitable students with a professional Bachelor level degree. The course suitability for these students will be determined after an interview with the course coordinator.

The following AESOL units, of which two are AESOL studies tailored to the profession Plus a double unit internship. Students need to demonstrate that they have acquired a high level of English language competence and workplace knowledge that will give them confidence in their future careers.

Year 1, Semester 1
AGC5007  PROFESSIONAL ENGLISH FOR NON-NATIVE SPEAKERS OF ENGLISH 12
AGC5002  INTERACTING IN THE PROFESSIONAL WORKPLACE 12
AGC5003  PROFESSIONAL PRACTICE IN THE WORKPLACE 24

GRADUATE CERTIFICATE IN MULTIMEDIA (I)

Course Code: ATMM

Campus: City Flinders.

About this course: Students undertaking the graduate program will develop strong practical skills which will be enhanced through the study of the critical elements of multimedia and communication theory, research and project development. The teaching and coursework will aim to heighten experiential learning, team and group work, understanding of the multimedia theories and applications, as well as critical approaches to research and project management. The Graduate Certificate in Multimedia is part of a nested program which also includes the Graduate Diploma in Multimedia (GDM) and the Master of Arts in Multimedia (AMMM).

Course Objectives: Students undertaking the graduate program will develop strong practical skills which will be enhanced through the study of the critical elements of multimedia and communication theory and research. The teaching and coursework will aim to heighten experiential learning, team and group work, understanding of the relevant communication and multimedia theories and applications, as well as critical approaches to research and project management. The Graduate Certificate in Multimedia is part of a nested program which also includes the Graduate Diploma in Multimedia (GDM) and the Master of Arts in Multimedia (AMMM).

Careers: You could follow a career as a: Digital media producer Web and multimedia designer Multimedia/communication adviser.
**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).

**Admission Requirements Mature Age:** 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.

**Course Structure**

2 x Multimedia units, 1 x Communication unit, 1 x Business Information unit of study.

Students select two of the following multimedia units:

- ACM5000 WEB TECHNOLOGIES 12
- ACM5001 INTERACTIVE DESIGN FOR A GLOBAL WORLD 12
- ACM5002 DIGITAL AUDIO AND VIDEO PRODUCTION 12
- ACM5010 DESIGN MANAGEMENT 12

Students select one of the following communication units:

- ACG5212 ORGANISATIONAL COMMUNICATION 12
- ACG5213 MEDIA AND AUDIENCES 12
- ACG5214 MEDIA 2.0 12
- ACG5206 CREATIVE WRITING 12
- ACG5050 COMMUNICATION ACROSS CULTURES 12
- ACG5205 RADIO FOR THE DIGITAL AGE 12
- ACG5204 VIDEO AND DOCUMENTARY 12
- ACG5203 PRINT AND WEB JOURNALISM 12
- ACG5097 PROFESSIONAL PUBLIC RELATIONS FOR THE 21ST CENTURY 12
- ACG5099 PUBLIC RELATIONS WRITING 12
- ACG5100 ETHICS AND REGULATIONS IN COMMUNICATIONS PRACTICE 12

Students select one of the following information technology units:

- BCO6672 THE INFORMATION SYSTEMS PROFESSIONAL 12
- BCO6653 MANAGEMENT OF INFORMATION TECHNOLOGY 12
- BCO6610 INTERNET TECHNOLOGIES IN BUSINESS 12
- BCO6679 WEB SERVICES 12
- BCO6675 SECURITY MANAGEMENT 12

**BACHELOR OF ARTS (PERFORMANCE STUDIES)**

**Course Code:** HBPW

**Campus:** Footscray Park.

**This course is for Continuing students only.**

**About this course:** The Bachelor of Arts - Performance Studies concentrates on the production and analysis of innovative, cross-disciplinary performance, providing a foundation in the practice and theory of contemporary dance and drama. The teaching of composition and the making of new work is developed through practice in improvisation, voice and movement in conjunction with theoretical units of study, which examine the social, political and cultural relevance of performance in contemporary society.

**Course Objectives:** This course aims to produce autonomous thinkers, makers and performers who can combine both discursive and bodily practices.

**Careers:** The course provides exposure to a broad range of performance functions and frameworks and enables graduates to work in company or community performing groups; as freelance performers, in private or public teaching, writing or initiating their own projects.

**Course Duration:** 3 years.

**Admission Requirements Year 12:** To qualify for admission to the course applicants must have successfully completed the Victorian Certificate of Education (VCE), or equivalent, with a pass in Units 3 and 4 English. 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**

**Year 1, Semester 1**

- ACT1001 GROUND, SELF AND OTHERS: EMBODIED ETHICS 12
- ACT1002 PERFORMANCE (RE)MAKING 12
- AHP1012 TECHNOLOGY: LIGHTING AND SOUND 12
- AHP1013 ARCHIVE 1 12

**Year 1, Semester 2**

- AHP1120 PERFORMANCE IMPROVISATION 1 12
- AHP1203 TECHNOLOGY VIDEO 12
- ACT3026 PERFORMANCE AND IDENTITY 12
- ACT2007 PERFORMANCE STUDIO C 12

**Year 2, Semester 1**

- ACT2001 PERFORMANCE: SELF 12
- AHP2104 PHILOSOPHICAL PROVOCATIONS 12
- ACT2008 PERFORMANCE STUDIO D 12
- ACT2020 EXPERIENTIAL ANATOMY FOR DANCE 12

These units are interchangeable and are rotated across the semester and years of the three-year program.

**Year 2, Semester 2**

- ACT2003 PERFORMANCE: OTHERS 12
- ACT2022 PERFORMANCE HISTORIES 12
- ACT2005 PERFORMANCE STUDIO A 12
- ACT2002 CRITICAL PRACTICE A 12

**Year 3, Semester 1**

- ACT2006 PERFORMANCE STUDIO B 12
- ACT3020 PERFORMANCE RESEARCH 12
- ACT3027 THE BODY AND REPRESENTATION 12
- ACT2004 CRITICAL PRACTICE B 12

**Year 3, Semester 2**

- ACT3022 PERFORMANCE PRACTICUM 12
- ACT3023 PERFORMANCE IMPROVISATION 2 12
- ACT3025 GRADUATING SEMINAR ARCHIVE 2 12
- ACT2002 CRITICAL PRACTICE A 12

Plus Graduating Seminar unit of study.
**BACHELOR OF MUSIC (TECHNOLOGY)**

**Course Code:** UBM1

**Campus:** St Albans.

This course is for Continuing students only.

**About this course:** This course enables students to develop highly advanced skills in the selected area of study and encourages a deeper understanding of cultural contexts in the various areas of specialisation.

**Course Objectives:** The course incorporates the traditions of music technology within an academic environment by exploration of music in technology, composition and production contexts. Students are provided with the opportunity to develop the skills required to listen perceptively and to communicate clearly about music production. The course aims to develop multi-skilled practitioners who can adapt rapidly to changing needs and who possess a thorough understanding of music’s relationship with science and technology.

**Careers:** Graduates may gain employment in diverse fields involving the knowledge and practice of music technology, including: Music and audio production in a wide range of contexts; Music composition; Broadcast audio; Acoustics consultancy; Audio post-production/multimedia. The course includes skills that are transferable to a wider range of emerging employment contexts, including music business administration, digital music distribution and music education.

**Course Duration:** 2 years.

**Admission Requirements Year 12:** Entry into the course requires the successful completion of a nationally recognised Diploma (or equivalent) in the appropriate field of study.

### COURSE STRUCTURE

Students in this course will be required to complete all core units and music technology elective units (one per semester). To be awarded a degree of Bachelor of Music (Technology) students must successfully complete a total of 192 credit points as well as hold the requisite Diploma (or equivalent).

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Completion of a nationally recognised Diploma (or equivalent) in the appropriate field of study (see above).</th>
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</thead>
<tbody>
<tr>
<td>Year 2, Semester 1</td>
<td></td>
</tr>
<tr>
<td>UMT2041</td>
<td>INDEPENDENT STUDY 2.1</td>
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<tr>
<td>UMT2100</td>
<td>ADVANCED PHYSICS AND PSYCHOACOUSTICS</td>
</tr>
<tr>
<td>UMT2021</td>
<td>MUSIC THEORY</td>
</tr>
<tr>
<td>UMT2030</td>
<td>REMIXING 2</td>
</tr>
<tr>
<td>UMC2075</td>
<td>MUSIC IN SOCIETY 2</td>
</tr>
<tr>
<td>Plus one of the following two units:</td>
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<tr>
<td>UMC2220</td>
<td>ARRANGING 2</td>
</tr>
<tr>
<td>UMT2110</td>
<td>SOUND DESIGN 2</td>
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<td>Year 2, Semester 2</td>
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<tr>
<td>UMT2042</td>
<td>INDEPENDENT STUDY 2.2</td>
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<td>UMT2120</td>
<td>ADVANCED DIGITAL AUDIO THEORY</td>
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<tr>
<td>UMT2012</td>
<td>ADVANCED MASTERING</td>
</tr>
<tr>
<td>UMT2232</td>
<td>MULTIMEDIA APPLICATIONS</td>
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<tr>
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<td>UMT2222</td>
<td>BROADCAST SYSTEMS</td>
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<tr>
<td>UMT2130</td>
<td>COMPOSING WITH TECHNOLOGY</td>
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<td>Year 3, Semester 1</td>
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<tr>
<td>UMT3041</td>
<td>INDEPENDENT STUDY 3.1</td>
</tr>
<tr>
<td>UMT3011</td>
<td>ADVANCED ACOUSTICAL DESIGN</td>
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<tr>
<td>UMT3031</td>
<td>REMIXING 3.1</td>
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<tr>
<td>UMT3061</td>
<td>INTERNET AND STREAMING AUDIO 3.1</td>
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<tr>
<td>UMC3096</td>
<td>MUSIC BUSINESS</td>
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<td>Plus one of the following two units:</td>
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<td>UMC3220</td>
<td>ARRANGING 3</td>
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<tr>
<td>UMT3100</td>
<td>REALTIME INTERACTIVE PERFORMANCE SYSTEMS</td>
</tr>
<tr>
<td>Year 3, Semester 2</td>
<td></td>
</tr>
<tr>
<td>UMT3042</td>
<td>INDEPENDENT STUDY 3.2</td>
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<tr>
<td>UMT3052</td>
<td>ADVANCED SYNCHRONISATION</td>
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<tr>
<td>UMT3032</td>
<td>REMIXING 3.2</td>
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<td>UMT3062</td>
<td>INTERNET AND STREAMING AUDIO 3.2</td>
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<td>UMC3075</td>
<td>MUSIC IN SOCIETY 3</td>
</tr>
<tr>
<td>Plus one of the following two units:</td>
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<td>UMT3110</td>
<td>SOUND DESIGN 3</td>
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<tr>
<td>UMC3230</td>
<td>MUSIC DIRECTION - PRODUCTION 3</td>
</tr>
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</table>
SPECIALISATIONS

Below are specialisations for courses offered by the School of Communication and the Arts in 2012.

**ASPFAES**  ADVANCED ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (AESOL)

Locations: Footscray Park.

This specialisation is offered to students whose first language is not English and who have not had the major part of their formal schooling conducted in the English language. It is designed for students who wish to undertake advanced study of the English language at University level. The specialisation is aimed to equip students with listening, speaking, reading and writing skills. It focuses on the systematic study of English with an emphasis on academic essay writing, synthesis and summary writing and overall analytical and research skills. Students also develop oral communication skills, gaining confidence in their ability to communicate in English.

**SPECIALISATION REQUIREMENTS**

Students are required to complete SIX units including the two first-year units. Students should consult their course structure to determine if specific units from the ‘Other Specialisation’ list should be undertaken to satisfy the requirements of their degree. Only a selection of the second and third-year units are offered each year.

**CORE UNITS**

First Year Only

- ACA1005 COMMUNICATION FOR ACADEMIC PURPOSES A 12
- ACA1006 COMMUNICATION FOR ACADEMIC PURPOSES B 12

Second and/or Third Year

- ACA2005 WRITTEN GENRES AND CRITICAL LITERACY 12
- ACA2008 ENGLISH IN SPOKEN INTERACTION 12
- ACA3004 ASPECTS OF LANGUAGE: STRUCTURE AND USE 12
- ACA2010 ENGLISH IN THE AUSTRALIAN MEDIA 12
- ACC3041 LANGUAGE AND SOCIETY 12
- ACC3052 COMMUNICATION AND CULTURAL DIVERSITY 12
- ACP2006 ENGLISH AS AN INTERNATIONAL LANGUAGE 12

**ASPFCOM**  COMMUNICATION STUDIES

Locations: St Albans, Footscray Park.

Experts calculate that 40 percent of people working today are engaged in information related occupations, and this is growing. The past fifteen years have seen the rapid expansion of communication and information related occupations: journalists, information and public relations officers, librarians, social researchers, professional writers, community workers, primary and secondary teachers, market researchers, administrators, management consultants. All of these occupations have felt the impact of digital technology and the Internet, another factor affecting our communication environment. In an information society, a detailed understanding of the dynamics of communication and the skills needed to communicate effectively is highly valued. The Communication Studies specialisation introduces students to a wide range of approaches to the study of interpersonal, social and media-based communication. While focusing on ways to explore and explain the uses of spoken, written and visual languages in various contexts, the Communication Studies specialisation also assists students to develop and apply effective communication techniques in socially relevant settings such as the workplace environment and community organisations. Through choice of units, students can concentrate on a particular area of study, social communication or media communication, for example, and complement their work in other discipline areas offered in the Faculty of Arts, Education and Human Development including Professional Writing, Literary Studies, Psychology, Sociology (Policy Studies or Asia-Pacific Studies), Gender Studies and Multimedia. Because of the range of units available students can compose a specialisation that focuses in some depth on a particular area of communication, or a specialisation with considerable breadth across different areas.

**SPECIALISATION REQUIREMENTS**

Students are required to complete SIX units including the two first-year units. Students should consult their course structure to determine if specific units from the ‘Other Specialisation’ list should be undertaken to satisfy the requirements of their degree. Only a selection of the second and third-year units are offered each year.

**CORE UNITS**

First Year Only

- ACC1047 CULTURE AND COMMUNICATION 12
- ACC1048 MEDIA, CULTURE AND SOCIETY 12

Second and/or Third Year

- 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
- ACC3006 MEDIA AUDIENCES 12
- ACC3041 LANGUAGE AND SOCIETY 12
- ACC3047 COMMUNICATING IN ORGANISATIONS 12
- ACC3052 COMMUNICATION AND CULTURAL DIVERSITY 12
- ACC3056 ADVANCED MEDIA PRODUCTION 12
- ACP2078 PERFORMANCE WRITING 12
- ACP3049 WRITING AND PRODUCING THE DOCUMENTARY 12

**ASPFCRE**  CREATIVE WRITING

Locations: St Albans.

**SPECIALISATION REQUIREMENTS**

Students are required to complete SIX units including the three first and second-year units. Students should consult their course structure to determine if specific units from the ‘Other Specialisation’ list should be undertaken to satisfy the requirements of their degree. Only a selection of the second and third-year units are offered each year.

**CORE UNITS**

First and Second Year

- ACP1053 INTRODUCTION TO CREATIVE WRITING 12
- ACP1054 INTRODUCTION TO MEDIA WRITING 12
- ACP2070 EDITING PRINCIPLES AND PRACTICE 12

Second and/or Third Year - Students select three

- ACL2050 CHILDREN’S TEXTS 12
- ACL3014 WRITING SELVES 12
- ACP2020 WRITING FOR ONLINE MEDIA 12
DIGITAL MEDIA

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

The Digital Media specialisation investigates the capacity of digital technology to shape human communication now and in the future, and equips students with the knowledge and skills to be communication leaders in their workplaces and communities. As digital technology expands its reach into everyday life, it expands opportunities to develop services and experiences that meet audience needs. Our students participate in the new digital media landscape in a variety of roles, including 'Producer', 'Designer', 'Animator', 'Programmer' and 'Social Media Planner'. We teach students to identify new job roles and niches in the digital media industries, and to meet new developments in these industries with confidence. Units offered in the specialisation include 'Interactive Programming', 'Digital Sound and Video', 'Innovation Technologies: Research and Application' and 'Special Effects and Motion Graphics'. There are also opportunities for industry placements. The specialisation also addresses the internationalisation of design, and the role of digital media in the global market place. To supplement studies in international and cross-cultural communication, our students can undertake an exchange programme at an overseas university. Study tours are also available, to broaden student horizons.

**DIGITAL MEDIA REQUIREMENTS**

Bachelor of Creative Arts Industries students: Students are required to complete all First Year units and four Second/Third Year units, which must include at least two ACM-coded units. Bachelor of Communication Students are required to complete all First Year units and four Second/Third Year ACM-coded units. Education students or those interested in completing a graduate teaching course at the end of their degree. Students wishing to teach IT at Year 12 level undertake six units of study. Students: May choose any unit from Digital Media as an elective for any course of study.

First Year Only

- ACM1006: DIGITAL SOUND AND VIDEO
- ACM1009: VISUAL DESIGN FOR DIGITAL MEDIA
- ACM1010: INTRODUCTION TO WEB TECHNOLOGIES

Second and/or Third Year

- ACM2003: INTERACTIVE PROGRAMMING
- ACM2005: SPECIAL EFFECTS AND MOTION GRAPHICS
- ACM2006: ANIMATION
- ACM2007: INNOVATION TECHNOLOGIES, RESEARCH AND APPLICATION
- ACM2008: DYNAMIC WEB DEVELOPMENT
- ACM2009: INTERNATIONAL DESIGN
- ACM2010: INTERACTION STUDIO
- ACM2011: COMPUTER SUPPORTED LEARNING
- ACM3012: MOBILE TECHNOLOGY DEVELOPMENT
- ACC2010: TELEVISION PRODUCTION
- ACC2011: RADIO PRODUCTION
- ACP2085: FICTION WRITING

**ASPLIT**

**LITERARY STUDIES**

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

The specialisation in Literary Studies introduces students to a broad range of literary texts and ways of reading them. The emergence of modern literary theories and ways of understanding literary texts and "literature" itself has had an enormous influence on the way in which we think about our language and society, history and culture, politics and identity. Literary Studies helps students develop essential critical skills that strengthen their ability to contribute to a broad range of issues and debates. From Jane Austen to Christos Tsiolkas, Olde England to New Zealand, romance to realism, poetry to politics, individual units cross a broad range of authors, places and issues. Throughout the specialisation, students develop skills in methods of reading, analysis and interpretation that equip them for further work in journalism, teaching and the broader literature industry.

**SPECIALISATION REQUIREMENTS**

Students are required to complete SIX units including the two first-year units.
Students should consult their course structure to determine if specific units from the ‘Other Specialisation’ list should be undertaken to satisfy the requirements of their degree. Only a selection of the second and third-year units are offered each year.

**CORE UNITS**

**First Year Only**

- **ACL1001** READING CONTEMPORARY FICTION 12
- **ACL1002** STUDYING POETRY AND POETICS 12

**OTHER SPECIALISATION UNITS - Students select four**

Second and/or Third Year

- **ACL2006** TRANSGLOBAL INDIGENOUS LITERATURE: ABORIGINAL, NATIVE NORTH AMERICAN AND MAORI WRITING 12
- **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

**ASPMED  MEDIA STUDIES**

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

The media occupy a central place in our society and culture and make a significant contribution to the world around us. As new communication technologies have been introduced, and delivery costs of content decrease, some commentators predict that we are entering an entirely new era of media production and consumption.

A specialisation in Media Studies will enable students to undertake a sequence of units focusing on contemporary media forms and practices. Such a specialised area of study draws together a mix of units, some with an emphasis on analysis and research, and some with a large hands-on practical component. Media Studies is a growing field of study at VCE level and whilst this specialisation allows students to continue in this field, VCE media studies is not required for entry into this specialisation.

**SPECIALISATION REQUIREMENTS**

Students are required to complete SIX units including the two first-year units. Students should consult their course structure to determine if specific units from the ‘Other Specialisation’ list should be undertaken to satisfy the requirements of their degree. Only a selection of the second and third-year units are offered each year.

**CORE UNITS**

**First Year Only**

- **ACL1047** CULTURE AND COMMUNICATION 12
- **ACL1048** MEDIA, CULTURE AND SOCIETY 12

**OTHER SPECIALISATION UNITS - Students select four**

Second and/or Third Year

- **ACC2010** TELEVISION PRODUCTION 12
- **ACC2011** RADIO PRODUCTION 12
- **ACC2012** MEDIA STORYTELLING 12
- **ACC2013** NEW MEDIA 12
- **ACC2014** INTERNATIONAL COMMUNICATION INDUSTRIES 12

**ASPMUS  MUSIC**

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

The Music Specialisation is an exciting program of study with a focus on music performance, music technology, theory, composition and the history and culture of music. The program focuses on popular music such as rock, pop, jazz, and electronic music and all units are taught by highly skilled industry professionals. Students will receive instrumental tuition, perform in groups and participate in live performance. Students will become adept at using industry standard music software in a laboratory environment with individual workstations. The program includes the opportunity for students to compose and produce original creative works.

Music studies complement other areas of study such as digital media, visual art, professional writing, and performance studies. You do not need prior experience or knowledge to enrol in music studies. However an interest in music is essential, and some familiarity with a musical instrument or music production is advantageous.

To complete this specialisation, students are required to complete a minimum of SIX (6) units of study. Units ACO1008 and ACO1010 are compulsory.

**CORE UNITS**

- **ACO1008** MUSIC TECHNIQUES 1 12
- **ACO1010** TECHNOLOGY OF MUSIC AND AUDIO 12

**OTHER SPECIALISATION UNITS - Students select four**

- **ACO2005** MUSIC TECHNIQUES 2 12
- **ACO2007** SONGWRITING 12
- **ACO2008** ELECTRONIC MUSIC PRODUCTION AND COMPOSITION 12
- **ACO3001** CULTURAL PERSPECTIVES ON MUSIC 12
- **ACO3002** DIGITAL AUDIO ARTS 12
- **ACO3003** MUSIC AND THE MIND 12

**ASPPES  PERFORMANCE STUDIES**

**Locations:** Footscray Park.

The Performance Studies specialisation provides a foundation in the production and analysis of innovative, cross-disciplinary performance. Informed by studio practice and theory including contemporary dance and drama, it aims to produce autonomous thinkers, makers and performers who can combine theoretical and bodily practices. Students develop skills in composition and the making of new work through studio-based practice focusing on improvisation, voice and movement. Studio practice is linked throughout to consideration of the social, political and cultural relevance of performance in contemporary society, developing student skills in critical analysis and performance research techniques. Every effort is made to connect students with diverse practices in the field of professional performance that are current, challenging and reflect significant movements within culture and community.

**STUDENTS NOT STUDYING AN EDUCATION COURSE**

Students are required to complete SIX units including the two first-year units. Students should consult their course structure to determine if specific units from the ‘Other Specialisation’ list should be undertaken to satisfy the requirements of their degree. Only a selection of the second and third year units are offered each year.
STUDENTS STUDYING AN EDUCATION COURSE

SCHOOL OF COMMUNICATION AND THE ARTS

To meet VIT requirements for a sub-major in Drama, Performance Studies (Drama) or Theatre Studies (including practical Drama) or a sub-major in Dance, Performance Studies (Dance) education students complete two core units and then a minimum of two further units from the list of electives. VU strongly recommends students complete the SIX unit specialisation with two units at each of the first, second and third year level.

CORE UNITS

ACT1001 GROUND, SELF AND OTHERS: EMBODIED ETHICS 12
ACT1102 PERFORMANCE (RE)MAKING 12
ACT2001 PERFORMANCE: SELF 12
ACT2003 PERFORMANCE: OTHERS 12

OTHER SPECIALISATION UNITS - Students select two

Second and/or Third Year

ACT2002 CRITICAL PRACTICE A 12
ACT2004 CRITICAL PRACTICE B 12
ACT2005 PERFORMANCE STUDIO A 12
ACT2006 PERFORMANCE STUDIO B 12
ACT2007 PERFORMANCE STUDIO C 12
ACT2008 PERFORMANCE STUDIO D 12
ACT3021 CRITICAL PRACTICE C 12
ACT3023 PERFORMANCE IMPROVISATION 2 12

ASPPRW PROFESSIONAL WRITING

Locations: St Albans.

The Professional Writing specialisation is designed for students who want to develop a broad range of practical and analytical skills, combined with a sound theoretical understanding, in the area of professional writing for publication and performance. After a foundation year which introduces students to a range of concepts and genres in writing for the public sphere (eg. fiction, scriptwriting, advertising, journalism and public relations), students may specialise in later year units focusing on editing and publishing, creative writing, writing for the web, and performance and broadcast writing for radio, video, theatre and television. All units balance the practical development of expertise in writing, with analysis of the writing of others within a broader social and cultural context. Graduates with this specialisation will have developed a broad range of practical and analytical skills, combined with a sound theoretical understanding, in the area of professional writing for publication and performance.

SPECIALISATION REQUIREMENTS

Students are required to complete SIX units including the two core units. Students should consult their course structure to determine if specific units from the ‘Other Specialisation’ list should be undertaken to satisfy the requirements of their degree. Only a selection of the ‘Other Specialisation’ units are offered each year.

CORE UNITS

First Year Only

ACP1053 INTRODUCTION TO CREATIVE WRITING 12
ACP1054 INTRODUCTION TO MEDIA WRITING 12

Second Year Only

ACP2070 EDITING PRINCIPLES AND PRACTICE 12

OTHER SPECIALISATION UNITS - Students select three

Second and/or Third Year

ACA3001 PROFESSIONAL WRITING IN SPORT 12
ACC2011 RADIO PRODUCTION 12
ACL2050 CHILDREN’S TEXTS 12
ACL3014 WRITING SELVES 12
ACP2020 WRITING FOR ONLINE MEDIA 12
ACP2067 GENDER AND GENRE IN SHORT FICTION 12
ACP2078 PERFORMANCE WRITING 12
ACP2079 PUBLISHING PRINCIPLES AND PRACTICE 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

ASPVIE VIETNAMESE

Locations: Footscray Park.

At present, Victoria University is the only tertiary institution in Victoria offering Vietnamese, and the only tertiary institution in Australia which offers Vietnamese classes at different levels, catering for both beginners and native speakers. It also caters for students who are only interested in studying Vietnamese culture and society without the language component. The Vietnamese specialisation is designed to help students learn the Vietnamese language well enough for daily communication. Furthermore, while acquiring proficiency in all aspects of the language, students will also develop an understanding of the history, culture and socioeconomic conditions of Vietnam. Vietnamese can be taken as a specialisation or as single or complementary units. It is also offered within the Graduate Diploma in Modern Languages (Vietnamese) and as part of an Honours program or a postgraduate degree. The school can also arrange for individuals to study in Vietnam.

SPECIALISATION REQUIREMENTS

Students are required to complete SIX units including the two core units. Students should consult their course structure to determine if specific units from the ‘Other Specialisation’ list should be undertaken to satisfy the requirements of their degree. Only a selection of the ‘Other Specialisation’ units are offered each year.

CORE UNITS

ACV3001 VIETNAMESE CULTURE AND SOCIETY 12
ACV3002 VIETNAM: GLOBALISATION, DIASPORA AND IDENTITY 12

OTHER SPECIALISATION UNITS - Students select four

ACV1001 BASIC VIETNAMESE A 12
ACV1002 BASIC VIETNAMESE B 12
ACV2001 INTERMEDIATE VIETNAMESE A 12
ACV2002 INTERMEDIATE VIETNAMESE B 12
ACV3011 VIETNAMESE FOR BUSINESS 12
ACV3013 VIETNAMESE FOLKLORE 12
ACV3022 VIETNAMESE FILM AND MEDIA 12
ACV3023 VARIATION AND CHANGE IN THE VIETNAMESE LANGUAGE 12
ACV3032 SPECIAL TOPICS IN VIETNAMESE LITERATURE 12
Entry level depends on prior knowledge of the language and is subject to the approval of the discipline coordinator.

ACV1001  Basic Vietnamese A is for complete beginners.
ACV2001  Intermediate Vietnamese A is the normal entry level for post-VC students.

**ASPVIS  VISUAL ARTS**

**Locations:** St Albans.

The Visual Art specialisation aims to develop a personal visual vocabulary and support experimentation and innovation. Students will gain experience in creative production methods across media and disciplines such as painting, drawing, sculpture, installation, video and photography. They will conceive, implement and evaluate artworks in the context of the professional gallery exhibition, or an equivalent public outcome, and engage with the wider visual arts community. Practical work will be supported by rigorous critical analysis and interpretation informed by contemporary and historical art production and discourse.

**SPECIALISATION REQUIREMENTS**

Students are required to complete SIX units including the two first-year units. Students should consult their course structure to determine if specific units from the ‘Other Specialisation’ list should be undertaken to satisfy the requirements of their degree. Only a selection of the second and third year units are offered each year.

**CORE UNITS**

First Year Only

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<tr>
<td>ACF1004</td>
<td>DRAWING AND PAINTING</td>
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**OTHER SPECIALISATION UNITS - Students select four**

Second and/or Third Year

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<td>ACF2003</td>
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<td>ACF3002</td>
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<td>ACF3003</td>
<td>DIGITAL FINE ART PHOTOGRAPHY</td>
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UNITS

Below are unit details for courses offered by the School of Communication and the Arts in 2012.

IMPORTANT NOTICE: Not all elective subjects for courses offered by the school are listed below. There are numerous elective possibilities that the school can choose to offer and those selected will vary from year to year. Details of these electives will be advised by the school.

ACA1005 COMMUNICATION FOR ACADEMIC PURPOSES A

Locations: Footscray Park.

Prerequisites: Entry to this unit of study will normally be open to students who fulfil the following criteria: have gained general entry to the BA; English is not their first language; the major part of their formal schooling has not been conducted in the English language.

Description: Students will be introduced to the conventions of academic writing such as paragraph writing, unity and outlining, coherence, patterns of essay organisation and referencing. Skills of summary, analysis, reviewing and sequencing of material will be taught within oral and written contexts. The unit focuses on the systematic study of English structures and their communicative functions within a range of text types. English phonetics and phonology are included. The unit of study is built around specific themes focusing on society and culture in Australia: it employs a topic approach incorporating a variety of skills together with language proficiency.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to understand the requirements needed to be able to successfully produce academic writing. Use the four skills of language study ie. listening, speaking, reading and writing in a more confident manner appropriate for university study; Demonstrate a better understanding of society and culture in Australia.

Class Contact: Two 1.5 hour workshops.


Assessment: Assessment will be based on a series of practical tasks. Class and homework exercises 40%; Oral presentation 20%; Aural test 10%; Written examination 30%.

ACA1006 COMMUNICATION FOR ACADEMIC PURPOSES B

Locations: Footscray Park.

Prerequisites: Nil.

Description: Interpretation of information from a variety of forms - newspapers, documents, tables, diagrams and graphs will be presented. The audience and purpose of writing will be examined, and information, persuasive and argumentative styles applied. Oral competence and pronunciation will be emphasised. The unit of study employs a topic approach incorporating a variety of skills together with language proficiency.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to understand the requirements needed to be able to successfully produce academic writing. Use the four language skills, ie. listening, speaking, reading and writing with more confidence and in a manner that is appropriate within an academic context; Demonstrate a better understanding of society and culture in Australia.

Class Contact: Two x 1.5-hour workshops.


Assessment: Assessment will be based on a series of practical tasks. Interview assignment 20%; Synthesis 15%; Analytical essay 20%; Oral presentation 15%; Final exam 30%.

ACA2005 WRITTEN GENRES AND CRITICAL LITERACY

Locations: Footscray Park.

Description: This unit of study introduces students to theories and research concerning critical literacy and genre types. Students will engage in detailed analysis of written texts; their structures, purposes and audiences and develop an understanding of the construction of meaning in written texts. This includes identifying the textual devices that position their interpretation of texts. This will be accompanied by a strong emphasis on students’ development of their own competence in dealing with written texts, both reading and interpretation of texts, and the production of written texts in a variety of relevant genres.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to understand the elements of discourse and linguistic theory relevant to written genre; Analyse different English genres of writing and to apply this knowledge in their own literacy practices; Demonstrate skills to become critical writers and readers in a range and diversity of text forms, eg. expository, narrative, argumentative, academic journal writing.

Class Contact: 1-hour lecture and 1.5-hour workshop per week.

Required Reading: ACA2005 Book of Readings and others to be advised by the lecturer.

Assessment: Assessment will be based on a series of theoretical and practical tasks. Critical reflective diary 20%; Class presentation 20%; Major analytical essay 30%; Exam 30%.

ACA2006 ENGLISH AS AN INTERNATIONAL LANGUAGE

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study examines international discourse from a global perspective with principal focus upon the various forms of local and world Englishes in the postcolonial period. Students will examine oral and literary text and discourse within an international perspective. The unit of study will examine the use of English as an international language in settings such as business, diplomacy, education and cyberspace and will focus on recognising and analysing distinctive features of different English varieties. It will also examine the place of English globally, giving students the opportunity to engage in critical debates about the spread and status of English as a first and second language internationally.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to understand the place of English in the international context; Understand the various forms of local and world Englishes; Analyse and recognise different English text types according to context; Understand cross-cultural communication issues; Describe linguistic features of English.

Class Contact: One 1-hour lecture and one 1.5-hour workshop per week.

Required Reading: ACA2006 Book of Readings.

Assessment: Assessment will be based on a series of theoretical and practical tasks. Assignments and class exercises 30%; Oral presentation 20%; Major essay (2500-3000 words) 50%.

ACA2008 ENGLISH IN SPOKEN INTERACTION

Locations: Footscray Park.

Description: This unit of study offers students the skills to speak English with greater confidence, fluency and intelligibility in a range of situations: both formal
and informal. Tasks are designed to improve students’ oral ability for self-expression. Specific aspects of language will include verbal and non-verbal features of spoken communication and interaction in different contexts; knowledge of the phonological system of English and theoretical aspects of speech communication.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Demonstrate knowledge of the phonological system in English and apply this knowledge in enhancing the quality of their speech communication; Understand verbal and non-verbal features of spoken interaction; Interact in spoken language in a variety of situations, formal and informal; Analyse spoken interaction in detail.

Class Contact: One two-hour seminar per week.

Required Reading: Unit of Study Book of Readings.

Assessment: Assessment will be based on a series of theoretical and practical tasks.
Assignment, Two written transcriptions and an oral delivery of one of them, 30%. Presentation, Two oral presentations, 40%. Report, A conversation analysis of an interaction of the students’ choice, 30%. Total effective word limit 3000 words.

ACA2010 ENGLISH IN THE AUSTRALIAN MEDIA

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will extend the academic skills of collecting, interpreting, collating and presenting (both orally and in written form) information from a variety of sources within the context of the media in Australia. The unit of study will heighten students’ knowledge of Australian society and culture. It will examine the news; where it comes from; social process of news production and presentation; and news values. Advertising as an industry underpinning the media and as instantiation of the language of persuasion and print and electronic media will be examined. The language skills of listening, speaking, reading and writing will be extended within the context. English language and learning skills will be further refined and the ability to analyse, synthesise and critically evaluate information will be stressed. Discussion, vocabulary extension and small group presentation will dominate oral work.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Analyse, synthesise and critically evaluate information; Use the four skills of language study ie. listening, speaking, reading and writing in a more confident manner and appropriately for university study; Demonstrate a better understanding of society and culture in Australia through the media.

Class Contact: One 1-hour lecture and one 1.5 hour seminar per week.


Assessment: two research assignments involving analytical ‘reading’ of newspaper items and television programs (1000-1500 words each) 35%; Oral presentation 15%; Oral presentation 20%; Written examination (two hours) 30%.

ACA3001 PROFESSIONAL WRITING IN SPORT

Locations: St Albans.

Description: This unit examines a range of sports writing; journalism (features and hard news), biographies and sports books in general. It includes an examination of the writing styles of journalists and authors - and guest speakers will discuss their craft. The main emphasis is on writing exercises, which will be workshopped and begun in class and then redrafted. Central to the whole process: how to find a good story, discovering interesting angles, developing writing skills and editing the final product.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Examine a range of sports writing: journalism (features and hard news), biographies and sports books in general; Identify writing styles of journalists and authors; Apply a range of writing exercises, most of which would have been workshopped and started in class and then redrafted in students’ own time; Know how to find a good story or an interesting angle; Develop their own writing and editing abilities.

Class Contact: 2.5 hours per week for one semester comprising one 1-hour lecture and 1.5-hour workshop.

Required Reading: To be advised by lecturer.

Assessment: Project, Interview and 1000 word sports feature article. Targeted at sports publication, .30%. Portfolio, Choice of 3 reworked pieces from exercises presented in class. Folio will be assessed as a whole, 70%. Total effective word limit 3000 words.

ACA3004 ASPECTS OF LANGUAGE: STRUCTURE AND USE

Locations: Footscray Park.

Prerequisites: Nil.

Description: In this unit of study students will be introduced to linguistic description and analysis of oral and written language. Topics to be covered will include: English phonetics and phonology, both native and non-native; descriptions of English grammar in the context of the nature of grammar in general; theories of meaning and understanding; psycholinguistic processes - interlanguage and oral communication strategies; detailed analysis of written texts, their structures, purposes and audiences.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Demonstrate knowledge of native and non-native English phonetics and phonology; Demonstrate an understanding of psycholinguistic processes, interlanguage and communication strategies; Exercise their oral and written skills; Analyse spoken interaction and different written genres in detail.

Class Contact: 2.5 hour seminar per week.

Required Reading: To be advised by lecturer.

Assessment: Assessment will be based on a series of theoretical and practical tasks. Transcription task 20%; Conversation analysis (written and oral presentation) 20%; Major essay (2000 words) 60%.

ACA5005 ASPECTS OF LANGUAGE: STRUCTURE AND USE

Locations: Footscray Park.

Prerequisites: Nil.

Description: Students will be introduced to linguistic description and analysis of oral and written language, with particular emphasis on those aspects most relevant to them as learners (and possible future teachers) of English. Topics to be covered will include: English phonetics and phonology, both native and non-native; descriptions of English grammar in the context of the nature of grammar in general; theories of meaning and understanding; psycholinguistic processes - interlanguage and oral communication strategies; detailed analysis of written texts, their structures, purposes, and audiences. In this unit of study students will intensively exercise their oral and written skills while gaining a greater critical insight into the nature of language structure, conventions and processes on which those skills are ultimately based. Building on the textual analysis skills built up in earlier units, the unit will, at the same time, develop an arsenal of concepts underpinning the study of varieties of English.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Demonstrate knowledge of native and non-native English phonetics and phonology;
Demonstrate an understanding of psycholinguistic processes, interlanguage and communication strategies; Exercise their oral and written skills; Analyse spoken interaction and different written genres in detail.

Class Contact: One 2.5 hour seminar.

Required Reading: To be advised by lecturer.

Assessment: Two oral presentations 20%; Four short written exercises during the semester 40%; Class exercises 10%; Final examination 30%.

ACA5007 COMMUNICATION FOR ACADEMIC PURPOSES A

Locations: Footscray Park.

Prerequisites: Entry to the major will normally be open to students who fulfil the following criteria: gained general entry to the BA; English is not their first language; the major part of their formal schooling has not been conducted in the English language.

Description: Students will be introduced to the conventions of academic writing such as paragraph writing, unity and outlining, coherence, patterns of essay organisation and referencing. Skills of summary, analysis, reviewing and sequencing of material will be taught within oral and written contexts. The unit of study focuses on the systematic study of English structures and their communicative functions within a range of text types. English phonetics and phonology is included. The unit is built around specific themes focusing on society and culture in Australia: it employs a topic approach incorporating a variety of skills together with language proficiency.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Understand the requirements needed to be able to successfully produce academic writing; Use the four skills of language study ie. listening, speaking, reading and writing in a more confident manner appropriate for university study; Demonstrate a better understanding of society and culture in Australia.

Class Contact: Two 1.5 hour seminars.


Assessment: Assessment will be based on a series of practical tasks. Class and homework exercises 40%; Oral presentation 20%; Aural test 10%; Written examination 30%.

ACA5008 COMMUNICATION FOR ACADEMIC PURPOSES B

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will include an interpretation of information from a variety of forms - newspapers, documents, tables, diagrams and graphs will be presented. The audience and purpose of writing will be examined, and informative, persuasive and argumentative styles applied. Oral competence and pronunciation will be emphasised. The unit employs a topic approach incorporating a variety of skills together with language proficiency.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Interpret information in English from a variety of forms and produce informative, persuasive and argumentative styles applied. Oral presentation and different forms of writing: informative, persuasive and argumentative styles applied.

Class Contact: Two 1.5-hour seminars.


Assessment: Assessment will be based on a series of practical tasks. Interview assignment 20%; Synthesis 15%; Analytical essay 20%; Oral presentation 15%; Final exam 30%.

ACA5015 WRITTEN GENRES AND CRITICAL LITERACY

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study introduces students to theories and research concerning critical literacy and genre types. Students will engage in detailed analysis of written texts, their structures, purposes and audiences and develop an understanding of the construction of meaning in written texts, including identifying the textual devices that position their interpretation of texts. This will be accompanied by a strong emphasis on students’ development of their own competence in dealing with written texts, both reading and interpretation of texts and the production of written texts in a variety of relevant genres.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Understand the place of English in the international context; Understand English as a first and second language internationally.

Class Contact: One 2.5-hour seminar per week.

Required Reading: To be advised by lecturer.

Assessment: Assessment will be based on a series of theoretical and practical tasks. Critical reflective diary 20%; Class presentation 20%; Major analytical essay 30%; Exam 30%.

ACA5016 ENGLISH AS AN INTERNATIONAL LANGUAGE

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study examines international discourse from a global perspective with principal focus upon the various forms of local and world Englishes in the postcolonial period. Students will examine oral and literary text and discourse within an international perspective. The unit will examine the use of English as an international language in settings such as business, diplomacy, education and cyberspace and will focus on recognising and analysing distinctive features of different English varieties. The unit will examine the place of English globally, giving students the opportunity to engage in critical debates about the spread and status of English as a first and second language internationally.

Class Contact: One 2.5-hour seminar per week.

Required Reading: To be advised by lecturer.

Assessment: Assessment will be based on a series of theoretical and practical tasks. Assignments and class exercises 20%; Oral presentation 30%; Major essay 50%.

ACA5017 ENGLISH IN THE AUSTRALIAN MEDIA

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will extend the academic skills of collecting, interpreting, collating and presenting (both orally and in written form) information from a variety of sources within the context of the media in Australia. The unit will heighten students’ knowledge of Australian society and culture. The content will
examine the news: where it comes from; social process of news production and presentation and news values. Advertising as an industry underpinning the media and as an instigator of the language of persuasion and print and electronic media will be examined. The language skills of listening, speaking, reading and writing will be extended within the content. English language and learning skills will be further refined and the ability to analyse, synthesise and critically evaluate information will be stressed. Discussion, vocabulary extension and small group presentation will dominate oral work.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to
- Understand the social process of news and current affairs production, presentation and values; Demonstrate an understanding of advertising as an industry and the language of persuasion; Analyse, synthesise and critically evaluate different forms of media and apply this knowledge in their own literacy practices.

Class Contact: One 2.5-hour seminar.


Assessment: Two research assignments involving analytical ‘reading’ of newspaper items and television programs 35%; Oral presentations 35%; Written exam 30%.

ACSA017 ENGLISH IN SPOKEN INTERACTION

Locations: Footscray Park.

Prerequisites: Normally first year of the AESOL major or equivalent level of language proficiency.

Description: This unit of study offers students the skills to speak English with greater confidence, fluency and intelligibility in a range of situations; both formal and informal. Tasks are designed to improve students’ oral ability for self-expression. Specific aspects of language will include:
- verbal and non-verbal features of spoken communication and interaction in different contexts;
- knowledge of the phonological system of English and theoretical aspects of speech communication.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to
- Demonstrate knowledge of native and non-native English phonetics and phonology; Demonstrate an understanding of psycholinguistic processes, interlanguage and communication strategies; Exercise their oral and written skills; Analyse spoken interaction and different written genres in detail.

Class Contact: One 3-hour seminar per week.

Required Reading: To be advised by lecturer.

Assessment: Assignment, Class assignment (500 words), 20%. Assignment, Written assignment (1000-1500 words), 30%. Assignment, Written assignment (3000 words), 50%.

ACSA022 COMMUNICATION CULTURE AND DIVERSITY

Locations: Footscray Park.

Description: This unit introduces students to theories and research about patterns of communication in multicultural and multilingual societies, with an emphasis on language use. Issues and factors affecting communication in contemporary Australian society are explored. Topics covered include: language use in Australia; cross-cultural communication and cultural diversity in organisations; cultural differences in discourse style; second language acquisition and stabilisation; bilingualism; language choice and social identity; language maintenance and shift. This unit is compulsory for students who wish to complete the HGTT and HMTT courses.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to
- Demonstrate knowledge of key concepts in the study of language, communication, culture and diversity, and apply these critically to the western suburbs of Melbourne, in Australia and internationally; Demonstrate awareness of the variation in language development, choice, attitudes and language use associated with class, gender and ethnicity; Identify the relationship between language, cultural values and perceptions of group identity; Employ a range of research methods and analytical techniques used in the study of the effects of languages, cultural background and social identity on communication; Use their research, critical thinking, problem-solving and communication (both oral and written) skills; Engage in both independent and co-operative learning.

Class Contact: Each class will comprise a 1-hour lecture and a 2-hour workshop. Student contact will be maintained between classes through the use of electronic communication technologies.

Required Reading: A Book of Readings will be supplied.

Assessment: Report, Individual research report (3000 words), 60%: Presentation, Collaborative project presentation (1000 words), 20%; Workshop, Class tasks (1000 words), 20%. Students are encouraged to apply what they have learnt and done in the other TESOL course units to complete their assessment tasks.

ACC1047 CULTURE AND COMMUNICATION

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

Description: This unit of study introduces a range of approaches to the research on and understanding of forms of communication and their cultural contexts. The focus will be on the ways in which communication works in our everyday life and how daily communication is connected to a globalising world and cross-cultural influences. The unit reflects on the way communication is changing and reshaping contemporary Australia. Areas to be explored include: global culture; non-verbal communication; language and gender; fashion as communication; story-telling and everyday life; communication with dreams; computer-mediated communication; cyber activism; communication in consumer culture.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate knowledge of some key research areas related to the study of communication; demonstrate an enhancement of analytical thinking and conceptualisation; demonstrate a development of reading and writing skills; apply analytic ideas to ‘real life’ situations; appreciate the role of communication in personal and social life.

Class Contact: One two-hour lecture and one one-hour tutorial each week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Assignment, Written, 60%. Examination, Final, 40%.

ACC1048 MEDIA, CULTURE AND SOCIETY

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

Description: This unit of study explores the institutions, industries and texts that comprise the media, and introduces some approaches to its study. The unit focuses on contemporary Australian and international issues and examples. Topics to be covered include: visual culture; advertising and consumer culture; media ownership and regulation; journalism; celebrity and the public sphere; the nature and impact of new economic and industrial relationships in media; news in war and conflict situations; community media; ‘culture jamming’.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate knowledge of some key research areas related to the study of media communication; demonstrate enhancement of analytical thinking and conceptualisation skills; demonstrate development of their reading and writing skills; apply analytic ideas to ‘real life’ situations; appreciate the role of media communication in personal and social life, and the way democratic culture works.

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

Required Reading: To be advised by lecturer.

Assessment: Written assignments 60%; Final examination 40%.

ACC2010 TELEVISION PRODUCTION

Locations: St Albans, Other.

Description: This Communication Studies unit is designed to introduce students to the pre-production, production, and post-production techniques used in single camera and multi-camera television production. While some exercises will be individual, students will spend most of the unit in production units of six to eight members working on a variety of exercises ranging from short narrative scenes and multi-camera interviews to short multi-camera scenes from soap operas. Students will gain experience in using studio cameras, vision-switching, floor-managing, audio production techniques, directing, producing, performance and lighting techniques for television production. This unit is taught in the professional television studio environment at St Albans campus.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to develop a critical understanding of some theoretical aspects of video and television production and its industrial context; apply the necessary skills to plan and construct simple television programs; apply a range of basic technical skills involved in single and multi-camera television production; develop appropriate scriptwriting and pre-production skills for television; identify the ethical and the aesthetic dimensions of single and multi-camera television production.

Class Contact: One 1-hour lecture for six weeks of the semester and one 2 hour workshop per week for the whole semester.

ACC2011 RADIO PRODUCTION

Locations: St Albans.

Description: This unit is designed to provide students with the ability to create professional digital radio production projects. The major emphasis is on spoken-word radio programs with a specific focus on interviewing and ‘magazine’ formats. Production techniques and processes will include field interviewing with portable digital recording equipment, studio work, writing for radio, digital editing, sound mixing and voice performance. There is also the opportunity to have completed programs broadcast on Radio VU, the University radio station.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to identify digital radio as a special kind of medium of communication, particularly for transmitting ideas and opinions; apply skills in pre-production, production and post-production techniques for digital audio; apply the basic skills required to produce spoken word radio programs; understand and develop the skills required to write and produce programs suitable for digital radio broadcast; develop critical and analytical skills with respect to digital radio and audio production.

Class Contact: Three hours per week for one semester comprising lectures and workshops.


Assessment: Review, Analysis and review of ABC Radio National program, 10%. Creative Works, Produce a 10 minute interview, 25%. Review, Scripted and produced review of a television program, 15%, Creative Works, Produce a 10 minute music feature/documentary, 20%. Project, Produce a 30 minute magazine program, 30%. Equivalent word length is 3000 words.

ACC2012 MEDIA STORYTELLING

Locations: St Albans, Footscray Park.

Prerequisites: ACC1047 - CULTURE AND COMMUNICATION

ACC1048 - MEDIA, CULTURE AND SOCIETY

Description: In this unit, students study contemporary media storytelling. The unit focuses on film and television but also explores the contemporary trend that sees stories migrating across diverse media platforms, in both franchised forms, and as produced by audiences. It examines the dominant mode of story-telling in Hollywood cinema and how this mode has developed and adapted in response to technological and industrial change. The differences between story-telling in the cinema and on the television are examined and significant industrial and textual relationships between these increasingly interdependent media forms are discussed. Students gain skills in analysing media forms and an understanding of the development and changes in formal and other textual aspects of popular cultural production.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to think conceptually, including the ability to problem-solve; better understand the ways in which TV’s style of address and scheduling impact on social concerns and the social patterns of everyday life; demonstrate understanding of the classic mode of Hollywood narration; demonstrate an understanding of the ways in which different TV formats and film genres mediate ideas about social and political reality and shape social meanings; read theoretical studies and apply understandings; demonstrate skills in writing, including improving
ACC2013 NEW MEDIA

Locations: St Albans, Footscray Park.

Prerequisites: ACC1047 - CULTURE AND COMMUNICATION

ACC1048 - MEDIA, CULTURE AND SOCIETY

Description: This unit offers students an introduction to new media, both in i) an historical context of ‘new’ media from the introduction of the written word through to the printing press, the telegraph, and radio and television; and ii) the contemporary context of the internet and social networks. Emphasis is placed on gaining an understanding of how new media has always helped create the conditions for transformative social, economic and cultural change. This unit aims to equip students with a critical understanding of new media throughout history, and to appreciate and participate in debates on the impact of new media on everyday life. Areas of discussion range across the shift from orality to literacy, the rise of the printed word, the compression of time and space through electronic communication, the shift to broadcasting and mass media, the digital revolution, the internet, and the rise of social networks like Facebook.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Identify and discuss the social impacts of new media; Describe and evaluate how new media impact our communication experiences and capacities; Explain aspects of the historical development of new media; Assess public debates about the social, political and economic impacts of new media; Identify influential theories and research traditions related to the study of new media.

Class Contact: Two hours per week for one semester comprising one one-hour lecture and one one-hour tutorial.

Required Reading: To be advised by the lecturer.

Assessment: Examination, Final exam, 40%. Presentation, Class-based assessment, 30%. Research Paper, Research-based assessment, 30%. Total effective word limit 3000 words.

ACC2014 INTERNATIONAL COMMUNICATION INDUSTRIES

Locations: St Albans, Footscray Park.

Prerequisites: ACC1047 - CULTURE AND COMMUNICATION

ACC1048 - MEDIA, CULTURE AND SOCIETY

Description: This unit of study is framed around some of the debates about the process of globalisation. In this context, it examines the status and power of regional and local media industries, the media and international crisis and conflict, and issues of regulation, deregulation and international communications policy formation. Non-mainstream international media industries and alternative public spheres are also considered. Students are encouraged to develop a broad understanding and appreciation of the significance of international communications in shaping dramatic changes in political, social, cultural and economic affairs, to examine how international communications industries, including digital media operate in the production, distribution and consumption of information, and to reflect on the increasingly complex connections between the worlds of international media and everyday life. Contemporary case studies will be used as illustrative examples towards understanding key issues.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Better understand the role of the international media industries and how they contribute to the transformation of contexts and relations amongst the local, the global and the region; Appreciate the multidisciplinary approach used to study international communications.

Class Contact: Two hours per week for one semester comprising one one-hour lecture and one one-hour tutorial.

Required Reading: To be advised by lecturer.

Assessment: Short written assignment 15%; Essay on one aspect of international communication industries 45%; Final examination 40%.

ACC3001 COMMUNICATION GRADUATING PROJECT 1

Locations: St Albans, Footscray Park.

Prerequisites: Completion of years one and two of the Bachelor of Communication.

Description: The purpose of this first semester project unit is to develop a project concept, partnership and plan. The ways that these are developed will vary with the student’s specialisation, interests and career orientation. Students will work with a tutor who is expert in their field of specialisation. Projects may be developed in specialised groups or interdisciplinary groups. In developing this project students are expected to utilise their learning throughout the course in their core and specialist areas. Where a group of students and their tutor identifies an area that requires new specialist knowledge, intensive learning modules will be developed to meet this need. Students are encouraged to assist each Other, and working groups will be established to support student collaboration. The work undertaken can be creative and/or commercial.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Evaluate challenges affecting practical and creative production; Identify issues and propose solutions in working with external clients and partners; Utilise skills developed in interdisciplinary teamwork; Develop and apply new ways of integrating knowledge; Present and advocate, in written and oral formats, a project concept and plan for development and production.

Class Contact: Two hours per week for one semester comprising a two-hour workshop or equivalent.


Assessment: Specialised industry context report (written and oral presentation/workshop) 15%; Blog participation and journal 20%; Concept pitch (oral presentation) 15%; Project documentation (this will vary depending upon the project and specialisation) 50%. (Equivalent to 3000 words).

ACC3002 COMMUNICATION GRADUATING PROJECT 2

Locations: St Albans.

Prerequisites: ACC3001 - COMMUNICATION GRADUATING PROJECT 1

Description: The purpose of this unit is to execute the project planned in ACC3001 Communication Graduating Project 1. This project provides the opportunity for students to fine-tune skills acquired across their course and to choose their own area of interest within their specialisation in digital media, professional writing or public relations. Students will be expected to produce a product or outcome, which will enhance their graduate employment prospects. Students will generally work in groups, but will have their own individually assessed project within the group project. The work undertaken can be creative and/or commercial. The outcomes of this unit will contribute to the student’s resume and folio.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students are expected to be able to manage the challenges encountered during a project, in particular those relating to time lines, technical matters, human resources and budgets; Work successfully in interdisciplinary teams to bring a project to completion; Present and advocate a professional project result.

Class Contact: Two hours per week for one semester comprising a two-hour workshop or equivalent.

Required Reading: Communication Graduating Project Manual and Reader.

Assessment: Blog presentation and working journal 20%; Mid point work-in-progress report and presentation to class, and client where appropriate 20%; Final product or outcome demonstrated in a public exhibition/presentation 60%. (Equivalent to 3000 words).

ACC3003 ETHICAL AND LEGAL ISSUES IN COMMUNICATION

Locations: St Albans.

Prerequisites: ACC1047 - CULTURE AND COMMUNICATION
ACC1048 - MEDIA, CULTURE AND SOCIETY

Description: Communication environments have changed with remarkable speed over the past decade. Those involved in any type of communication work - public relations, writing and journalism, audio-visual and digital production and delivery, web design, information provision, public performance - need to have insight into the complex and, at times ambiguous, issues woven into the creation and use of the tools of communication. This unit considers the ethical dilemmas and legal problems that confront communication professionals in their work settings; and in the context of media technology convergence. Topics to be covered include: legal regulations for communication industries in Australia and globally; copyright and intellectual property; defamation and libel; privacy, free speech and whistle blowing; ethics and new media; labour relations; communication professionals and social justice; and global communication networks.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to identify a range of ethical and legal issues confronting professional communicators; Identify and evaluate the use of different ethical strategies in communication environments; Describe core legal parameters in a range of communication industries; Explain key regulatory frameworks governing communication in Australia and internationally; Apply analytical skills and argumentation to specific case studies.

Class Contact: Two hour per week over 12 weeks or equivalent.

Required Reading: Tavani, HT 2007, Ethics and technology: ethical issues in an age of information and communication technology, 2nd edn, John Wiley.

Assessment: Case study folio of comment and critique 40%; Group presentations 20%; Final exam 40%. (Equivalent to 3000 words).

ACC3004 SOCIAL MEDIA

Locations: St Albans, Footscray Park.

Prerequisites: ACC1047 - CULTURE AND COMMUNICATION
ACC1048 - MEDIA, CULTURE AND SOCIETY

Description: This unit of study examines the many research traditions used over time to research and analyse media audiences, including the 'hypodermic needle' view, the two-step flow tradition, uses and gratifications approach, reception theory, ethnography and the use of ratings. The unit locates study of media audiences within contemporary contexts such as the fragmentation of audiences, digital networks and interactivity. Cult and fan audiences and issues of class, gender, ethnicity and nation; modes of media reception; identify formation and audiences as cultural producers are also considered. Students will be encouraged to formulate their own research projects on a specific aspect of a contemporary audience.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Broadly understand the history and developments in audience research; Understand a variety of research methods; Conduct an empirical research project; Identify and address methodological issues; Provide an overview of approaches by drawing on a range of other research; Communicate with research subjects and research partners; Manage time and logistics to complete a research project, alone or in a small group; Conduct research in the light of ethical concerns; Reflect on research design and implementation.

Class Contact: Two hours per week for one semester comprising one one-hour lecture and one one-hour tutorial Plus three hours mixed-delivery mode.

Required Reading: To be advised by the lecturer.

Assessment: Exercise, In-class topic report, 30%. Research Paper, Social media-based assignment, 30%. Examination, Final exam, 40%. Total effective word limit 3000 words.

ACC3006 MEDIA AUDIENCES

Locations: St Albans, Footscray Park.

Prerequisites: ACC1047 - CULTURE AND COMMUNICATION
ACC1048 - MEDIA, CULTURE AND SOCIETY
OR other media studies focused units of study.

Description: This unit of study examines the many research traditions used over time to research and analyse media audiences, including the 'hypodermic needle' view, the two-step flow tradition, uses and gratifications approach, reception theory, ethnography and the use of ratings. The unit locates study of media audiences within contemporary contexts such as the fragmentation of audiences, digital networks and interactivity. Cult and fan audiences and issues of class, gender, ethnicity and nation; modes of media reception; identify formation and audiences as cultural producers are also considered. Students will be encouraged to formulate their own research projects on a specific aspect of a contemporary audience.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Broadly understand the history and developments in audience research; Understand a variety of research methods; Conduct an empirical research project; Identify and address methodological issues; Provide an overview of approaches by drawing on a range of other research; Communicate with research subjects and research partners; Manage time and logistics to complete a research project, alone or in a small group; Conduct research in the light of ethical concerns; Reflect on research design and implementation.

Class Contact: Two hours per week for one semester comprising one one-hour lecture and one one-hour workshop.

Required Reading: To be advised by lecturer.

Assessment: Small audience research project 60%; Analytical essay on aspects of audience research 40%.

ACC3041 LANGUAGE AND SOCIETY

Locations: St Albans, Footscray Park.

Prerequisites: ACC1047 - CULTURE AND COMMUNICATION

Description: This unit of study introduces students to theories and research concerning the interaction between social variables and patterns of communication, particularly language use. In doing this, issues and factors affecting communication in contemporary Australian society will be explored. Topics covered include: language development and socialisation in children; Australian English and attitudes to it; sociolingusitic rules of address and interaction; social class and gender differences in communication; language and representation. A range of sociolinguistic research and analytical techniques will be introduced and used for assignments.
ACC3047 COMMUNICATING IN ORGANISATIONS

Locations: St Albans, Footscray Park.

Prerequisites: ACC1047 - CULTURE AND COMMUNICATION
ACC1048 - MEDIA, CULTURE AND SOCIETY

Description: This unit of study includes a range of topics dealing with the ways in which communication works in organisational contexts including business, government and community settings. Focus is on the way organisational and workplace structures and cultures have been changing and the central place of communication in these environments. Topics to be examined include: interpersonal and group communication; hierarchies and communication; cross-cultural and gendered communication in workplace settings; team building and networking; the dynamics of leadership; negotiation skills and conflict management; impacts of digital communication via intranets and the internet; organisational culture; new forms of organisation and work. Students will examine communication practices in real organisations in Australia, and will develop a set of (simulated) policy and other documents relevant to designated work settings.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Critique a variety of communication practices and modes of communication in workplaces in Australia; Show an understanding of the implications of embedded organisational cultures (including those affected by sexism, racism, homophobia, ageism) on working life; Create a folio of simulated policy documents relevant to designated work settings.

Class Contact: One hour lecture and one hour tutorial.


Assessment: Portfolio, Study folio, 60%. Essay, Research essay, 40%. Total effective word limit 3000 words.

ACC3052 COMMUNICATION AND CULTURAL DIVERSITY

Locations: St Albans, Footscray Park.

Prerequisites: Normally ACC1047 Culture and Communication; and ACC1048 Media, Culture and Society.

Description: This unit introduces students to theories and research concerning patterns of communication in multicultural and multilingual societies, with emphasis on language use. Issues and factors affecting communication in contemporary Australian society will be explored. Topics covered include: language use in Australia; cross-cultural communication and cultural diversity in organisations; cultural differences in discourse style; second language acquisition and stabilisation; bilingualism; language choice and social identity; language maintenance and shift.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to: Demonstrate knowledge of key concepts in the study of language, communication and cultural diversity and apply these critically to the situation in Australia and elsewhere; Demonstrate awareness of the variation in language development, choice, attitudes and language use associated with ethnicity; Identify the relationship between language, cultural values and perceptions of group identity; Employ a range of research methods and analytical techniques used in the study of the effects of languages, cultural background and social identity on communication; Use their research, critical thinking, problem-solving and communication (both oral and written) skills; Engage in both independent and co-operative learning among students.

Class Contact: One lecture and one tutorial and three hours mixed-mode.

Required Reading: To be advised by lecturer.

Assessment: Research project 55%; Class tests 45%.

ACC3056 ADVANCED MEDIA PRODUCTION

Locations: St Albans.

Prerequisites: ACC3045 - VIDEO PRODUCTION
ACC3046 - COMMUNICATING WITH RADIO

Description: This third year media production unit is designed to further develop the skills acquired in the units Video Production and Communicating with Radio. This unit is also available to students studying Multimedia who wish to further their production skills. This unit of study is designed to enhance student skills and understanding of current industrial practice in all aspects of radio and video production.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Apply the necessary skills to plan and construct video films, television and radio programs of broadcast standard; Develop a range of technical skills involved in television and audio production; Develop appropriate scriptwriting and pre-production skills; Understand the ethical and the aesthetic dimensions of video and television and/or audio and radio production; Work in team settings in an industrial context that requires punctuality, co-operation, mutual respect and assessable outcomes.

Class Contact: Two-hour seminar each week.

Required Reading: .

Assessment: Written commentary 40%; Final production 60%.

ACC3061 WORLD CINEMAS

Locations: St Albans, Footscray Park.

Prerequisites: ACC1047 - CULTURE AND COMMUNICATION
ACC1048 - MEDIA, CULTURE AND SOCIETY

Description: The scale and variety of cinema production across the globe is sometimes disguised by the aggressive and successful exporting and marketing strategies of Hollywood cinema. This unit of study explores some non-Hollywood cinemas both English speaking and non-English speaking worlds along with the contexts of their production. Students are encouraged to appreciate the aesthetic qualities and traditions of various national film industries; to understand the interrelationships between the cultural production of national industries and the transferability and adaptability of cultural forms; and to expand their knowledge of the specificity of film as a medium of communication and of a range of cinematic forms and styles.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to: Demonstrate knowledge of key concepts in the study of language, communication and cultural diversity and apply these critically to the situation in Australia and elsewhere; Demonstrate awareness of the variation in language development, choice, attitudes and language use associated with ethnicity; Identify the relationship between language, cultural values and perceptions of group identity; Employ a range of research methods and analytical techniques used in the study of the effects of languages, cultural background and social identity on communication; Use their research, critical thinking, problem-solving and communication (both oral and written) skills; Engage in both independent and co-operative learning among students.

Class Contact: One lecture and one tutorial and three hours mixed-mode.

Required Reading: To be advised by lecturer.

Assessment: Research project 55%; Class tests 45%.
to be able to Think conceptually, including the ability to problem-solve; Better understand social and cultural diversity; Better understand the diversity of cinema production outside the dominant Hollywood model; Demonstrate an understanding of traditions, modes and genres of world cinemas; Appreciate the diverse contexts and purposes of cinema production; Read theoretical studies and apply understandings; Demonstrate skills in writing including improving written communication; Conduct research, including locating, managing and using information effectively.

Class Contact: One one-hour lecture, one screening of two hours and one one-hour tutorial.

Required Reading: To be advised by lecturer.

Assessment: Assignment, Essay on Australian cinema, 50%. Test, Multiple choice - based on film screenings, 20%. Examination, Based on European and Asian films, 30%. Total equivalent word length - 3000 words.

ACE3145  CSM PROFESSIONAL COMMUNICATION

Locations: Footscray Park, Other.

Prerequisites: ACE1145 - CSM ENGLISH LANGUAGE AND COMMUNICATION

OR Year 12 English or competence in English.

Description: The students’ ability as a competent communicator in the IT industry will be developed through a series of lectures and workshops. Perspectives on professional and organisational communication, as well as oral and written skills for the IT professional will form the basis of the lecture content. The writing of a group project report, writing professional applications, preparing for and role-playing interviews and developing oral presentation skills will be included in the workshops.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Use written and oral skills to an appropriate academic and professional level; Better understand the complexity of the communication process; Acquaint themselves with the diverse requirements of the professional workplace; Write employment applications; Demonstrate their oral skills and interview techniques.

Class Contact: One 1.5 hour lecture and one 1.5 hour tutorial per week for one semester.

Required Reading: Mohan, T (et al) 2004 Communicating as professionals, Thomson, Southbank.

Assessment: Oral presentation 20%; Group project report (1000 words) 20%; Written application(s) (1500 words) 20%; Interview(s) 15%; Exam 25%.

ACF1003  LIFE DRAWING

Locations: St Albans.

Prerequisites: Nil.

Description: This unit is an intensive series of traditional studio-based classes in which students develop skills in drawing and painting from the human figure using a range of media. Working from nude-male and nude-female models, students will acquire proficiency in observational visual techniques and languages. Practical studio projects will develop the skills of life drawing including the ability to: accurately depict the normal proportions of the human body, understand the underlying skeletal and muscular structure, and control the placement of the figure in space. Composition, mark-making, colour, texture, tone and contour will also be explored in the work. Lectures will address related historical, theoretical and philosophical studies and introduce observation as a methodology with broad applications for visual art production and research. Students will complete and archive weekly studio projects and visual exercises to create a comprehensive folio of life drawings for assessment. The final presentation will consist of eight artworks created in class that represent the highest standards achieved by the student.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Produce finished artworks incorporating the human figure, corresponding with accepted standards of traditional life drawing practice; Work proficiently with a variety of drawing materials and art production techniques; Respond and engage creatively with a range of practical studio life drawing projects; Apply the observational methodologies, principles and techniques of traditional life drawing to their individual art-making; Critically analyse the qualities of works of art produced and articulate this effectively to others; Apply the principles of sustainable, safe professional studio practice when working with live models for effective collaborative and individual artistic production.

Class Contact: One three-hour workshop per week.

Required Reading: Simblet, S & Davis, J 2001, Anatomy for the artist, DK, US.

Assessment: Mid-semester folio (16 working life drawings) 30%; Final folio presentation (eight resolved life drawings and presentation - equivalent word length 700 words) 50%; Studio project participation and practices 20%.

ACF1004  DRAWING AND PAINTING

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study aims to develop practical skills in drawing and painting via an intensive series of studio based classes incorporating a range of art materials. Theoretical discussions including consideration of broader art historical contexts will inform students’ understanding of contemporary art practices of drawing and painting. Practical studio projects and lectures will develop and explore observation; identify and demystify the processes involved in making drawings and paintings; and encourage experimental, innovative and conceptual approaches. Regular group tutorials will involve discussion and constructive critique of the artworks produced. Materials incorporated will include charcoal, coloured conte, ink and wash, watercolour and acrylic paint on canvas. Assessment will involve presentation of a final folio of finished artworks in response to weekly studio projects, completion of a written research assignment about a current contemporary art exhibition and maintaining a visual diary.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Research and respond in writing to an exhibition of contemporary art; Collate, archive and develop ideas, visually and in writing, consistently over time in a visual diary; Understand how to use a variety of drawing and painting materials and art production techniques and engage creatively with a range of practical drawing and painting projects; Produce and present a folio of drawing and painting that reflects contemporary art practices; Critically analyse the qualities of works of art produced and articulate this effectively to others verbally and in writing; Apply the principles of sustainable, safe professional studio practice for effective collaborative and individual artistic production.

Class Contact: One three-hour workshop per week.


Assessment: Research assignment (1200 words) 20%; Studio project, participation and practices 20%; Visual diary (equivalent word length 1000 words) 20%; Final folio presentation (six resolved artworks and presentation - equivalent word length 800 words) 40%.

ACF2001  INTRODUCTION TO DIGITAL ART

Locations: St Albans.

Prerequisites: ACF1003 - LIFE DRAWING

ACF1004 - DRAWING AND PAINTING

OR
Description: This unit of study aims to provide artists with an understanding of the ways that digital technology can be utilised in contemporary art production and encourage students to incorporate digital methodologies into their emerging art practices. Software packages and imaging equipment with a range of creative applications will be examined in a series of hands-on computer lab-based art projects. Using Macintosh operating systems, students will be introduced to imaging software such as Photoshop, Illustrator, Painter, Adobe After-effects and Final Cut Pro and use a variety of equipment including 'wacom' drawing tablets, digital still and/ or video cameras, scanners and mobile phones in conjunction with the software to produce and present for critical reflection and group feedback, a digital sketchbook, digital art proposal and folio of digital artwork. Lectures will introduce strategies for navigating and exploring a variety of imaging software and equipment and construct approaches for incorporating aspects of these as ‘tools’ for individual creative expression when producing artwork. The archiving and presentation of digital work will also be addressed.

Credit Points: 12

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

- understand the techniques and practices involved in the creation of digital art in the context of contemporary art practice;
- develop and propose ideas for original digital artworks in written and visual format;
- apply artistic techniques to studio practice via a range of relevant digital software and imaging tools;
- produce and present a folio of digital art that reflects contemporary art practices;
- critically analyse the qualities of works of art produced and articulate this effectively to others verbally and in writing.

Class Contact: One three-hour workshop per week.


Assessment: Artwork and critique (one resolved artwork and presentation - equivalent word length 250 words) 10%; Proposal (500 words) 20%; Digital sketchbook (equivalent word length 750 words) 30%; Final folio presentation (five resolved artworks and presentation - equivalent word length 1500 words) 40%.

ACF2002 AESTHETICS AND ART CRITICISM

Locations: St Albans.

Prerequisites: ACF1003 - LIFE DRAWING
ACF1004 - DRAWING AND PAINTING

Either/OR equivalent.

Description: This unit of study will introduce students to the philosophical underpinning of postmodern discourse as a way to deepen their understanding of contemporary art, aesthetics and art criticism. Lectures will draw upon basic analytical tools of philosophy and traditional concepts, arguments and theories of beauty and art. The unit aims to equip students with an understanding of the evolution and structures within art theory and the relation of theory to practice. Lectures will address topics such as the mono-culturing of the global village, the sublime and digital aesthetic, utopias old and new; the morality of the image; Heidegger, Virilio and ‘being’; memory and the memorial; the transformation of nature and the new convergence of art, culture and technology. Weekly group discussions will discuss pertinent issues and develop critical dialogues. Many of the sessions will be conducted on site at various galleries.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to understand some of the philosophies underpinning contemporary art theory and relate these principles to contemporary art practice; Apply principles of contemporary art theory to current art practice in the form of a written exhibition review and research paper on artists’ work; Express both verbally and in written essay form, an understanding of aspects of contemporary art theory in response to set topics; Conduct independent and collaborative research in art theory and locate and evaluate appropriate and meaningful information in text-based mediums.

Class Contact: One 1-hour lecture and one 2-hour seminar weekly.

Required Reading: Barrett, T 2007, Why is that art? Aesthetics and criticism of contemporary art, Oxford University Press, US.

Assessment: Research essay (1000 words) 25%; Class presentation and research paper on artists’ work (1000 words) 40%; Exhibition reviews (1000 words) 20%; Group discussion 15%.

ACF2003 STILL LIFE PROJECTS

Locations: St Albans.

Prerequisites: ACF2001 - INTRODUCTION TO DIGITAL ART
ACF2002 - AESTHETICS AND ART CRITICISM
OR equivalent.

Description: The notion of the still life, from its traditional art historical milieu, to its function as a metaphor for artwork in general, will be explored in the context of contemporary art practice via a series of rigorous studio-based projects. To facilitate a unique visual vocabulary, students will be encouraged to work experimentally with still life objects selected for their conceptual relevance to issues concerning personal identity and culture. This preliminary research will be extended into individual self-initiated projects resulting in a resolved series of contemporary artworks aimed at public presentation or gallery exhibition. In individual tutorials, group tutorials and lectures, formal issues will be considered in relation to conceptual concerns such as clarity of intention as it is embodied in the work/s of art. Lectures will draw upon and discuss examples of various historical and contemporary artworks and the concept of research in the visual arts.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to understand the concept of still life in historical and contemporary art practice; Respond to given studio tasks and practical methodologies with a flexible and innovative approach for an original self-initiated creative outcome; Understand how to use art production techniques appropriate to their unique artistic language and engage creatively with a range of practical studio projects and a self-initiated project; Work independently to generate ideas for the production of a series of original artworks in both written and visual formats; Create a body of sophisticated finished artwork and related writing for public presentation and/or exhibition; Apply the principles of sustainable, safe professional studio practice for effective collaborative and individual artistic production.

Class Contact: One three-hour workshop per week.

Required Reading: Buskirk, M 2005, The contingent object of contemporary art, MIT Press, US.

Assessment: Preliminary folio presentation (three works of art and presentation - equivalent word length 1000 words) 20%; Self initiated project proposal (1000 words) 20%; Self-initiated project presentation (five works of art and presentation - equivalent word length 1000 words) 50%; Studio practice and preparation 10%.

ACF2005 EXPERIMENTAL ART

Locations: St Albans.

Prerequisites: ACF2002 - AESTHETICS AND ART CRITICISM.
ACF2003 - STILL LIFE PROJECTS
OR equivalent
Description: This unit of study will facilitate the creative development of students’ individual art practice through engagement with mediums and processes across a range of visual art disciplines such as painting, sculpture, photography and video. Overall, the unit aims to be a site of original content development where students have the opportunity of experimenting with different media across disciplines while integrating concepts and ideas in response to knowledge gained in previous visual art units. Examples of the interdisciplinary work of contemporary artists with consideration of the theoretical and philosophical contexts underpinning their practice will be presented for critical discussion. Assessment will include a series of practical studio projects and a visual research diary. In addition, students will complete and present interdisciplinary artworks and related writings incorporating their own concepts and choice of media.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to respond and engage creatively and with originality to a range of practical studio-based projects across disciplines; Develop, extend upon and experiment with an appropriate individual artistic language across disciplines and media; Analyse and discuss, verbally and in writing, professional interdisciplinary art practices, and relevant art historical and philosophical contexts in relation to their emerging art ideas and practice; Produce creative and written outcomes corresponding with professional standards of contemporary art practice; Apply the principles of sustainable, safe professional studio practice for collaborative and individual artistic production.

Class Contact: One three-hour workshop per week.

Required Reading: In the making: creative options for contemporary art, Weintraub, L 2003, Distributed Art Pub Inc.

Assessment: Project, Final folio presentation (five resolved artworks plus presentation (equivalent word length 1000 words), 50%. Review; Mid-semester folio review (eight artworks plus presentation (equivalent word length 1000 words), 20%. Workshop; Studio practice and participation, 10%. Other; Visual research diary (equivalent word length 1000 words), 20%.

ACF3002 INSTALLATION ART

Locations: St Albans.

Prerequisites: ACF2002 - AESTHETICS AND ART CRITICISM

ACF2004 - INTERDISCIPLINARY PRACTICE

Either/OR equivalent.

Description: This unit of study will investigate a variety of approaches to installation art to facilitate the development of innovative individual and collaborative installation art and interdisciplinary practice. Installation art aims to locate the students’ installation practice within historical and contemporary forms of practice and to integrate and extend the various forms of studio art practice and particular conceptual concerns developed by the student artist in preceding units. Students will develop and produce two installation projects for Assessment: a site-specific installation and a collaborative work in a public space. These works will be accompanied by a written research proposal and group presentation.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to understand and appreciate a range of issues in relation to installation art in historical and contemporary art contexts and articulate this understanding verbally and in writing; Relate theoretical issues in installation art to their individual and collaborative artistic practice; Demonstrate originality and creativity in concept development; Work both independently and collaboratively to solve problems and develop ideas; Create a site-specific and group installation and related written work for public presentation and/or exhibition.

Class Contact: One three-hour workshop per week.


Assessment: Site-specific proposal (1500 words) and Installation artwork 20%; Group installation proposal (1000 words) and Installation artwork 40%; Folio/journal (500 words) 20%; Collaborative studio practice 20%.

ACF3003 DIGITAL FINE ART PHOTOGRAPHY

Locations: St Albans, Footscray Park.

Description: This studio-laboratory based unit of study will explore the principles and practice of digital fine art photography and equip students with the knowledge to develop, implement and complete a digital fine art photography project in the context of contemporary art practice. Working with a variety of cameras including the digital SLR, students will learn about aperture, shutter speed, ISO settings, white balances and a range of lighting techniques. Image processing techniques using Photoshop and other organisational and editing tools will encompass editing workflows, file formats, image resolutions, colour profiles and creative image editing. The photography project will draw upon art research practice and related writing students have completed as part of their previous visual art studies, with a view to producing a cohesive folio of their finished artwork for public presentation such as a website, online exhibition, and/or artist’s book. Research and investigation exploring the meaning and rationale of fine art photography in the 21st century will be a core component of the unit.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Plan and implement a folio of fine art photographic work; understand the broad context of the fine art photograph in contemporary visual culture; Research, develop and articulate a critical individual artistic approach to contemporary lens based fine art practice. Explore a range of material and conceptual approaches to individual and collaborative visual art making and understand potentials for interdisciplinary fine art practice.

Class Contact: One three-hour workshop per week.


Assessment: Creative Works, Fine Art Photographic Folio, 50%. Creative Works, Technical finish, 10%. Presentation, Research Presentation, 20%. Essay, Exegesis/Conceptual context for creative work, 20%. Total effective word limit 3000 words.

ACF3095 THE PROFESSIONAL ARTIST

Locations: St Albans.

Prerequisites: ACF2003 - STILL LIFE PROJECTS

OR equivalent.

Description: This unit of study will equip students with the skills, awareness, understanding and confidence necessary to function as professional artists. Content will cover professional issues such as setting up the studio space; occupational health and safety issues; creating and maintaining a fine art curriculum vitae; understanding the vocabulary used in writing artist’s statements; grant submissions and compiling budgets; accessing professional information; creating employment opportunities; networking; establishing and managing a fine art business and sustaining business relations with galleries and other art outlets.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Develop and sustain a studio practice; Articulate that practice for the purposes of professional development, ie. in the form of artist’s statements and CVs/ bios and to be aware of language and means appropriate for articulating that practice in an arts industry context; Consider opportunities available to practising (particularly emerging) artists and have the skills necessary to take advantage of those opportunities, ie. to apply for grants and employment opportunities, submit exhibition proposals etc.; Undertake projects such as exhibitions and to sustain an
artistic/studio practice outside of a university context (including budgets, promotion, taxation etc); Develop a resource collection from websites, available publications, galleries and industry organisations that will form a basis for the future; Attend and contribute to critiques.

Class Contact: Four hours per week for one semester comprising one four-hour workshop.

Required Reading: Youth and the Arts framework 1999, Australia Council, Australia.
Young people and the Arts policy, 2003, Australia Council, Australia.

Assessment: Journal, Journal and/or folder, 30%. Other, Folio, 50%. Other, Studio practice, 20%. Total EWL 3000 words.

ACF3096 COMPUTER MEDIATED ART

Locations: St Albans.

Prerequisites: ACF3001 - THE DIGITAL ART PUBLICATION or equivalent

Description: This unit of study involves the production of 3D artworks. Students learn the use of the software package LightWave™ to conceive, design, construct and create animated 3D model/s and will be exposed to several uses of the medium and its application in contemporary art practice within a theoretical framework. The completed 3D model/s shall clearly express original artistic concepts demonstrative of the craftsmanship and knowledge developed throughout the unit. Lecture topics will include: the conceptualisation, planning and construction of a 3D model; the addition of surfaces; the placement and manipulation of light; the integration of models into existing scenes and relevant research methodologies.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to understand what a three dimensional computer-generated model is; plan the production of a three dimensional computer-generated model art piece; understand how to make a three dimensional computer-generated model using LightWave; demonstrate familiarity with the tools and the interface of the application.

Class Contact: Four hours per week for one semester comprising one one-hour lecture and one three-hour workshop.


Assessment: Project, Class projects, 20%. Research Paper, Conceptual/research, 20%. Other, Visual diaries, 10%. Project, Final project, 50%. Total EWL 1500 words.

ACF3097 GRADUATING EXHIBITION

Locations: St Albans.

Prerequisites: ACF3095 - THE PROFESSIONAL ARTIST or equivalent

Description: This unit of study will require students to work collectively to develop, plan and implement the Graduating Exhibition. Curators from both public and commercial galleries will provide information on the organisational arrangements and other curatorial issues necessary to stage an exhibition. Topics such as selection of work, appropriate gallery space, exhibiting computer-mediated work including websites and works on computer screen will be examined. Selection of exhibition focus, cataloguing of work, publicity, staffing of the exhibition, and guest speakers will also be addressed. Exhibiting the work in non-traditional forums will also be addressed. Exhibiting the work in non-traditional forums will include: the conceptualisation, planning and construction of a 3D model; the addition of surfaces; the placement and manipulation of light; the integration of models into existing scenes and relevant research methodologies.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to Know what is involved in organising an exhibition; Organise an exhibition from start to finish; Independently organise an exhibition; Keep a journal of all relevant material, artistic inspiration, contacts and research; Develop catalogue and invitation designs; Continue to develop an ongoing studio practice; Demonstrate development of their written and visual CV; Demonstrate that they have exhibited their artwork in the Graduating Exhibition.

Class Contact: Four hours per week for one semester comprising one four-hour workshop.


Assessment: Other, Successful completion of the exhibition, 75%. Journal, As advised by lecturer, 25%. Total EWL 3000 words.

ACF5031 WOMEN AND INTERNATIONAL DEVELOPMENT

Locations: St Albans, Footscray Park.

Prerequisites: Admission to postgraduate program.

Description: This unit of study will include theories, strategies and discourses on women and feminism in the context of international political, economic and social development. Gender-conscious analysis and critique of development theories, policies, implementation and evaluation will be used. The focus will be on the intersection between gender and feminist analyses and sustainability in the era of globalisation. Topics include: international trade and the movement of people; racism; conflict and militarisation; environmental crises and critiques of western paradigms. Especially recommended for agency, government and community development practitioners and those seeking careers in this field.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to identify the major discourses of international development theory and practice; Provide a ‘gender analysis’ of these discourses; Apply their knowledge to constructing a critical case study; Apply this knowledge to make a professional contribution in an appropriate setting.

Class Contact: Two-hour seminar per week over one semester or equivalent.


Assessment: Seminar paper and presentation 40%; Research essay 60%.
professional contexts; Demonstrate an improved capability to construct a variety of written texts pertinent to professional workplace settings; Demonstrate a high level of spoken language and visual texts in a variety of professional contexts; Examine and produce typical workplace documents such as employment applications, letters, emails and CVs; Use more sophisticated sentences and vocabulary; Present an oral report in English relevant for a professional work setting. 

Class Contact: Equivalent to two hours per week for one semester.


Assessment: Written Portfolio 30%; Oral presentation 20%; Written report 50%. (Equivalent to 5000 words in total).

AGC5002 INTERACTING IN THE PROFESSIONAL WORKPLACE

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit will focus on acquiring advanced oral and written communication skills appropriate to workplace and professional settings and how the knowledge of these skills can vary across different cultural contexts. The skills will be facilitated through analysis and practice of various forms of interactions that occur in the professional workplace such as verbal and non-verbal communication; computer-mediated communication; interpersonal skills such as assertion, interviewing, negotiating; conflict management and communicating in groups and teams. The emphasis will be on the dynamics in Australian workplace settings and how to relate to these accordingly.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Identify the styles of English appropriate to workplace communication; Better understand cross-cultural issues in dealing in English speaking workplaces in Australia; Use appropriate written and spoken skills in an Australian workplace in the areas of interviewing and negotiating and conflict management; Gain more expertise in communicating appropriately as a group and in teams to achieve professional goals.

Class Contact: Equivalent to two hours per week for one semester.


Assessment: Participation and analysis of personal responses to selected tools of measurement used as workplace measurement eg. Assertiveness questionnaire 20%; Group professional communication research project 60%. Group oral presentation about the project, accompanied by a summary 20%. (Equivalent to 5000 words in total).

AGC5003 PROFESSIONAL PRACTICE IN THE WORKPLACE

Locations: City Flinders.

Prerequisites: Nil.

Description: Students will have the opportunity of an extended period of learning in the workplace through placement in a professional organisation relevant to the student’s field of professional expertise and interest. The placement will be in a local Australian professional workplace. In the placement it is anticipated that students will undertake tasks under supervision that reflect a range of work undertaken by employees with similar areas of expertise in that organisation. Students will have the benefit of developing their research and interpersonal skills while learning in the workplace. Placement will be negotiated on the basis of the student’s personal interest, their area of professional specialisation and placement availability. Students will be provided with the opportunity to apply theoretical and practical knowledge developed in the course to a practical work environment and to observe professional practice within the field of specialisation. Students are encouraged to be proactively involved in organising and negotiating their own placement with support from the unit co-coordinator/mentor.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate advanced workplace English skills; Apply knowledge and skills acquired in the course to a work integrated learning context; Work in a flexible manner, both independently and as a team member, where appropriate; Develop an appreciation for the Australian work environment; Reflect critically on the experience, and use this reflection to plan how to improve their professional presentation and career opportunities.

Class Contact: No regular classes, following the introductory employment preparation/orientation session. There will be daily contact (usually) with a workplace-based supervisor and also a final debriefing session. Placement will be for a minimum of 15 days.


Assessment: A reflective journal (an evaluation of the workplace, their contribution and recommendations in order to find future employment) (1500 words) 20%; Placement report with supporting portfolio outlining/demonstrating work undertaken including employer/mentor evaluation (equivalent to 3500 words) 30%; Professional report (5000 words) 50%. Report will be undertaken in the professional workplace. Note: this is a 24 point or double unit.

AGC5010 INTERNATIONAL COMMUNICATION

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit of study provides a foundational overview of the communication issues arising from real world changes over the last few decades. It looks at how scholars and researchers have responded, effectively creating international communication as a central area of investigation and debate in the field of communication studies. Particular attention is given to relations between the more and the less developed countries in a global context, and how communication can both facilitate and retard development. Topics covered include: history and development of communication media as international phenomena; changing patterns in the flow of mass communication products and services between nations; the ‘cultural imperialism’ debate; media communication as an international issue, and the impact on national communication policies; communication products, services and technologies in the context of globalisation as experienced by developing societies; national culture, development and modernisation in the age of global media.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Identify approaches and research areas related to the study of international communication; Apply analytical thinking and conceptualisation skills; Use research skills related to the study of international communication; Present complex ideas and lead productive discussions; Understand the ways in which international communication shapes the personal and the social.

Class Contact: Equivalent to two hours per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Leading class discussion 25%; Literature review 30%; Research project 45% (5000 words in total).

AGC5050 COMMUNICATION ACROSS CULTURES

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit of study provides students with the opportunity to develop a critical understanding of the range of models and approaches adopted in the study
of communication across cultures, with a particular focus on the evaluation and analysis of interaction in intercultural contexts. Whilst much of the material will deal with ethnic cultures in contact, the notion of cultural difference will also be explored in relation to gender, class and age. The unit includes a survey of some of the main theoretical approaches adopted in making sense of intercultural communication, including: constructs from social anthropology and cultural studies; cross-cultural psychology; inter-group communication; interactional discourse analysis; relativity; schema theory; cross-cultural education; and language use in intercultural contexts. Students will be given the opportunity to explore the impact of cultural difference and diversity on communication processes and outcomes in education, health, business and law.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to understand communicational practices of different cultures; use conceptual and linguistic tools to discuss issues in cross-cultural communication; explain the impact of different forms of communication on relationships between cultures; apply and analyse the main theories and issues in the field; use research skills to explore the impact of cultural diversity on communication processes.

Class Contact: Two hours per week for one semester.


Assessment: Class presentations 20%; Research project, comprising project report 65%; Poster presentation 15% (5000 words in total).

AGC5097 PROFESSIONAL PUBLIC RELATIONS FOR THE 21ST CENTURY

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit of study provides an introduction to the principles and theories in public relations as they are applied in the 21st century. Students are asked to consider the different practices of public relations and, in particular, growth areas in the field such as reputation management, corporate responsibility, third sector activity and internet public relations. The study of new developments is put in the context of the history and development of public relations, and practical application in different environments. Personal and professional ethics are explored throughout the unit content. Experienced senior professional guest-speakers will provide a grounded instruction to practice in Australia today. Students are encouraged to begin or further explore their particular interests in the broad field of public relations and to consider further advancing their careers in public relations management. Students will develop their oral presentation skills, including public speaking and use of computer generated presentation aids.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate a thorough grounding in public relations theory and principles; understand a range of public relations practices; demonstrate a background in the history and development of public relations; understand ethical practice in public relations; demonstrate presentation and public speaking skills.

Class Contact: Two hours per week over a 12 week semester.


Assessment: Essay (2000 words) 40%; Campaign review comprising written report (2000 words) 40%; Professional presentation 20%.

AGC5098 MANAGING PUBLIC RELATIONS CAMPAIGNS

Locations: City Flinders.

Prerequisites: AGC5097 - PROFESSIONAL PUBLIC RELATIONS FOR THE 21ST CENTURY

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate a thorough grounding in public relations theory and principles; understand a range of public relations practices; demonstrate a background in the history and development of public relations; understand ethical practice in public relations; demonstrate presentation and public speaking skills.

Class Contact: Two hours per week over a 12 week semester.

Required Reading: Public relations writing in Australia, Mahoney, J 2008,

AGC5099 PUBLIC RELATIONS WRITING

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit of study focuses on theory and management of public relations campaigns. Students are also critically exposed to a range of public relations campaigns and different strategies and theories of public relations campaigns. Ethical issues in campaigning will be a major consideration. Students will learn how to critically appraise styles of management and consider all aspects of managing a campaign, including: planning of the project; developing budgets; preparing briefing notes and evaluation guidelines; identifying and managing required research; media relations and advocating the campaign plan to stakeholders and funders. Students will also be introduced to media management as it applies to campaigns across the range of mediums in which contemporary public relations is practised.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to critically analyse theories of public relations campaigns and management; understand in-depth, the various strategic and planning elements of a public relations campaign; engage in a sophisticated way with the range of sociocultural and political theories which inform the thinking behind campaigns; apply ethical practice to PR campaigns and management; apply theories of evaluative and formative research to public relations campaigns; manage campaigns, including personnel management, budgets and timelines; explore and evaluate productive media relations in campaigns.

Class Contact: Two hours per week over a 12 week semester.


Assessment: Research report (2000 words) 40%; Campaign plan (2000 words) 40%; Professional presentation 20%.

AGC5099 PUBLIC RELATIONS WRITING

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit of study looks critically at the theory and practice of different genres of public relations writing within a context of problem-solving and managing public relations writing for intervention in different contexts. Students will consider issues of rhetoric and power, different writing strategies and how these might relate to different forms of public relations writing such as the media release, backgrounder and position paper. The unit also covers theories of publics and theories of the media as they might apply to writing, media relations and writing for the media. Course work will be supported by practical instruction in the forms of public relations writing and exercises in class time.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to engage with public relations as a form of writing and communication and the way it is practised by different agents, political organisations, corporate groups and social movements in the public sphere; respond to public relations problems in a written way and manage public relations messages; research messages and media writing which will be given to the media; analyse media relations and writing for the media; identify the methods of persuasion in public relations and apply a critical sense of how this persuasion works in public relations messages; identify how ‘publics’/audiences interpret and understand public relations writing; consider why the ‘form’, narrative and structure of a message is as important to consider as its ‘content’; apply different forms of writing in public relations for different media, publics and organisations; interrogate the connection between effective design and public relations writing.

Class Contact: Two hours per week over 12 week semester.

Required Reading: Public relations writing in Australia, Mahoney, J 2008,
ACG5100 ETHICS AND REGULATIONS IN COMMUNICATIONS PRACTICE

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit of study aims to provide students with a thorough grounding in the theories and regulation of ethics that are important in professional media environments. Students will learn to understand the range of issues in professional ethics; reason and argue for different ethical strategies with clarity and precision; understand the ethical self and others in terms of different and often complex professional environments; understand the regulations relating to media, communication and public relations; understand legal problems when working as a communications professional; apply critical and analytical skills developed through practical exercises.

Class Contact: Two hours per week over a 12 week semester. From time to time, this unit may also be offered as a reading unit and class contact in these instances may be varied.

Required Reading: Ethics and Regulation in Communications Practice: Book of Readings.

Assessment: Seminar paper 25%; Essay 40%; Law case study 35%.

ACG5200 APPROACHES TO RESEARCH

Locations: City Flinders.

Prerequisites: Admission to postgraduate program.

Description: This unit of study is designed to provide students with an understanding of some key methodologies and research strategies. Students will have the opportunity to develop a range of skills in conceptualising and problematising research, planning research, data collection and analysis, negotiating the relationship between theory and research design. Topics will include: qualitative and quantitative research methods; feminist methodologies; utilising research methods in different contexts; practical tasks associated with research; linking theory with practice in a variety of contexts; gender-conscious research; researching across cultures; ethics; defining a research topic; advanced library research skills; interviewing techniques and research evaluation.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Identify, select and construct the appropriate research tools for a project; Prepare an effective presentation of a research question. Class Contact: Equivalent to two hours per week for one semester.

Required Reading: Blaxter, L, Hughes, C & Tight, M 2006, How to research, 3rd edn, Open University Press, US.

Assessment: Research skills exercises 60%; Research plan and rationale 40%. (Equivalent to 5000 words in total).

ACG5203 PRINT AND WEB JOURNALISM

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit of study will introduce students to the conventions and skills of researching and writing for Australian, international and online journalistic publications. The unit will combine analysis of mainstream and niche market print and online journalism with practical writing exercises. The unit will explore key contemporary ethical, sociopolitical and cultural issues related to the practice of journalism and a globalised marketplace. Students will learn to use computer-assisted reporting to evaluate information credibility to write in a range of journalistic styles and to critically evaluate and edit their own and other students’ journalistic writing. The unit will have a particular focus on the impact of Web 2.0 on journalism, and on emergent new journalism forms, such as blogs and citizen journalism. Topics will include: understanding audiences, research, interviews, structuring articles, story packages, language and style, editing and revision, titles, illustrations, the writer and the law, marketing and copyright.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Identify key genres of contemporary print and online journalistic writing; Identify the features of computer-assisted reporting (CAR) and of information credibility; Explain the compositional and stylistic elements of different forms of journalistic writing; Apply the understanding of CAR and of journalistic composition and style to journalistic research and writing practice; Analyse and explain the effects of the contemporary sociopolitical, cultural and technological context on the practice of journalism; Prepare and submit journalistic writing for print and online publication.

Class Contact: Equivalent to two hours per week for one semester.


Assessment: One profile 30%; One feature article package 40%; One short form article 30% (5000 words in total).

ACG5204 VIDEO AND DOCUMENTARY

Locations: St Albans, City Flinders.

Prerequisites: Nil.

Description: This unit of study will provide students with an understanding of the creative and management processes involved in writing, directing and producing a short video documentary. Opportunities are available to apply analytical approaches to the documentary genre programmed on national and public television networks. Students produce a short documentary suitable for programming on public television networks by the end of the semester. Topics include: program needs analysis; video direction techniques; stages of production; composition theory; scripting techniques; narration and dramatisation; offline and on-line editing; graphics; the sound track mix; interviewing techniques; interpersonal communication techniques; production exercises.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Analyse a documentary with respect to scripting, direction and production; List the requirements for a successful ‘pitch’ document; Identify the pre-production, production and post-production processes; Explain effective budgeting of a documentary; Apply the scripting process for a documentary; Develop the ability to work as part of a diversely skilled production team.

Class Contact: Equivalent to two hours per week for one semester.
AGC5205 RADIO FOR THE DIGITAL AGE

Locations: St Albans, City Flinders.
Prerequisites: Nil.
Description: Students are provided with the opportunity to engage with some basic radio production techniques and processes. The major emphasis is on spoken-word radio with a specific focus on interviewing and ‘magazine’ formats. Production work will include field interviewing with portable equipment, studio work, writing for radio, digital sound editing and mixing and voice performance. If done to an adequate standard, production exercises can be broadcast on local community radio stations and/or webstreamed on Radio VU, the University web-based radio station. The implications for radio as a medium of communication will be discussed with reference to recent developments in digital and web technologies.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students are expected to be able to Explain radio as a special medium of communication for transmitting ideas and opinions; Apply skills in pre-production, production and post-production techniques for audio; Use skills required to produce spoken word radio; Describe and apply the process of writing and producing programs suitable for radio broadcast; Use critical and analytical skills with respect to radio and audio production.
Class Contact: Equivalent to two hours per week for one semester.
Assessment: Production work 80%; Written assignments 20%. (Equivalent to 5000 words in total).

AGC5206 CREATIVE WRITING

Locations: City Flinders.
Prerequisites: Nil.
Description: This unit will provide students with an awareness of contemporary theory and practice in writing. It will improve students’ ability to critically evaluate their own and others’ creative writing, and will provide an understanding of Australian and international markets for creative writing. The unit will focus on creative writing genres related to the self, fiction and creative non-fiction, in both print and digital forms. The unit will require reading and analysis of short and long forms of creative writing, including memoir, autobiography, hyperfiction, short story, novel and literary journalism. Workshops will focus on the analysis and discussion of reading, on student presentations based on reading and creative writing, and on class practice of different forms of creative writing.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students are expected to be able to Identify key genres of creative writing; Identify the compositional and stylistic elements of different forms of creative writing; Identify and apply key theories underlying creative writing practice; Identify possible markets for creative writing; Prepare and submit creative writing for publication.
Class Contact: Equivalent to two hours per week for one semester.
Required Reading: Casterton, J 2005, Creative writing: a practical guide, Palgrave Macmillan, Houndmills. A reader, compiled by the unit coordinator. One autobiography, one novel and one work of creative non-fiction, to be advised by the unit coordinator.
Assessment: One piece of autobiographical writing 20%; One short story 30%; One piece of creative non-fiction 30%; One seminar paper 20%. (Equivalent to 5000 words in total).

AGC5208 CRISIS AND RISK COMMUNICATION

Locations: City Flinders.
Prerequisites: Nil.
Description: Managing crises and risks are an ongoing challenge to governments, companies and other organisations. Risk management is now a sophisticated part of managerial responsibility ranging from health and safety, to financial and legal exposure, to social and political risk assessment. Issues and crisis management has similarly developed from panic to well conceived disaster plans - whether the disaster is a weather event, accident, disease outbreak, environmental hazard or political scandal. The critical, but often underestimated, component of risk and crisis management is the communication strategy. There is a reliance upon people responding appropriately, but there is often limited knowledge of the communication techniques needed to facilitate attitude and behavioural change. This unit will examine risk and crisis communication across different situations and sites. A case study approach will be utilised to enable students to develop their own strategic thinking and management skills to confidently meet risk and crisis. Students will be able to focus upon their own field of practice and interest.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students are expected to be able to Identify and describe the role of communication in risk and crisis management; Apply these understandings to analysis of cases of risk and crisis management; Advise on communication strategies in response to a crisis; Prepare a communication strategy to assist in implementing a risk or crisis management plan.
Class Contact: Equivalent to two hours per week for one semester.
Assessment: Essay analysing case studies 40%; Class hypothetical exercise with individual roles and written report 20%; Communication plan to enable effective management of a risk or crisis strategy or project 40% (Equivalent to 5000 words).

AGC5209 PUBLIC HEALTH COMMUNICATION

Locations: City Flinders.
Prerequisites: Nil.
Description: Health promotion is an area of significant interest and concern across the world. The particular focus varies with the health and economic status of populations, and the expectations of levels of governmental, NGO and corporate intervention in raising levels of health and wellbeing. Whether the priorities are disease prevention, maintenance of health or managing health issues, effective communication is critical to the success of any approach and campaign. Health Communication is a mature field of communication theory and practice with major contributions covering areas such as practitioner and client/patient communication; mass public information and education campaigns employing targeted media; cross and inter cultural health communication; and communication for the delivery of health messages and education to communities at grassroots levels. This unit will introduce students to the field of health communication. The major focus will be on public health communication at mass and targeted levels, with emphasis upon effective communication to and for different cultural and linguistic groups within and across communities. The connections between health and socioeconomic and education status will also be explored to identify the particular challenges on effective health communication outcomes in developed and developing countries.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students are expected to be able to Identify major characteristics of effective public health communication; Distinguish between different types of health communication; Describe the particular challenges of communicating health messages across a diversity of targeted groups and communities; Develop an evaluation of a public health communication approach, strategy or campaign; Apply their learning to constructing a targeted health communication strategy and campaign.
Class Contact: Equivalent to two hours per week for one semester.


Assessment: Evaluative report examining a public health communication strategy or campaign 40%; Design, rationale and implementation plan for a public health communication strategy delivered through a written and oral report 60% (Equivalent to 5000 words).

AGC5210 COMMUNICATION PROJECT

Locations: City Flinders.

Prerequisites: Completion of at least four units.

Description: This unit of study is designed to enable students who have demonstrated interest and capacity to engage in independent work undertaking a special project, usually with a partner or client. Students will work under the supervision of a designated academic supervisor, contributing to the planning and production of a negotiated project outcome.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Produce the negotiated project outcome, which would normally be a tangible product such as project report and presentation, a print or digital publication or program, works for exhibition, or other suitably professional production; Demonstrate attributes in problem-solving, using information, oral and written communication, working autonomously and collaboratively and working in socially and culturally diverse contexts; Demonstrate ability to apply specific disciplinary knowledge and skills in areas of the negotiated content of the project; Demonstrate capacity to act in a professional communicator role.

Class Contact: Equivalent to a quarter of a semester’s load of full-time study, but with limited class contact in the supervisory meetings.

Required Reading: Dependent on the negotiated program.

Assessment: Project, Negotiated project production, 80%. Journal, Reflective diary, 20%. Total effective word limit 5000 words.

AGC5211 COMMUNICATING FOR THE ENVIRONMENT

Locations: City Flinders.

Description: This unit of study provides students with increased capacity to effect environmental sustainability through the application of communication theory and practice. Even while debates continue as to the causes and the magnitude of environmental problems, the pressure increases upon government, corporations, agencies and other organisations to account for their environmental impacts and improve upon their environmental sustainability. Thinking and being green has moved into the mainstream. At a macro and micro level organisations are seeking to communicate environmental messages internally and externally. These range from internal campaigns to educate and affect the behaviour of staff, management and stakeholders; to incorporating a green sensibility into the brand; to lobbying governments and corporations on environmental policies; to supporting third party environmental research and action. However, communication is often limited to information dissemination. This unit is premised on the belief that well considered communication strategies are critical to moving from knowing about the environment, to challenging attitudes and shifting behaviours. Topics covered include communication and environmental rhetoric and discourse, communicating science, social marketing and advocacy campaigns, environmental citizenship and public participation; strategic corporate communication, media and environmental journalism, green marketing and risk communication. Students will have the opportunity to explore the application of communication theory and practice to environmental issues, and will be encouraged to develop an environmental communication strategy or campaign for a client organisation.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to identify characteristics of communication theory and discourse that can be utilised in assessing communication for the environment; Distinguish between communicating for rather than about the environment; Apply these understandings to analyse cases of environmental communication in the public and private sector, in Australia and internationally; Prepare a detailed environmental communication strategy or campaign for an organisation.

Class Contact: One 2 hour seminar per week for 12 weeks, or equivalent.


Assessment: Case Study, Two case study analyses including oral and written reports, 50%. Project, Preparation of an organisational environmental communication strategy, plan, campaign or activity for a client, 50%. Total effective word limit 5000 words.

AGC5212 ORGANISATIONAL COMMUNICATION

Locations: City Flinders.

Description: This unit of study introduces students to prominent concepts and theories governing the field of organisational communication. It aims to develop students’ capacity to examine, analyse and improve communication in organisational settings. Focus is on the ways in which organisational and workplace structures and cultures have been changing, and the relevance of discursive practices in the formulation and maintenance of organisational identities. Topics include: interpersonal and group communication; hierarchies and communication; identity, power and communication in the workplace; the impact of globalisation on organisational practices; the implications of social networking tools and other new communication technologies for organisational culture and ethics; the ways in which public access and participation is fostered or limited through organisational communication processes. The unit provides the opportunity to do some research and a case study on communication in a contemporary organisation.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to engage in discussions about the relevance and power of discursive practices in organisational settings; demonstrate understanding of influential theories and research contemporary literature in the field of organisational communication; Write coherently about the ways in which organisational communication structures and processes nurture or inhibit participation; apply theories, understandings and research methods covered in the unit to a particular case or situation; present complex ideas and lead productive discussion.

Class Contact: Two hours per week for one semester.

Required Reading: Organizational communication approaches and processes, Miller, K 2009, 5th edn, USA: WCL.

Assessment: Literature Review, 5-8 academic articles or chapters on an aspect of organisational communication, 40%. Presentation, Presentation on a key issue in organisational communication, 20%. Case Study, Investigation of communication in an organisation, 40%. Minimum effective word limit 5000 words.

AGC5213 MEDIA AND AUDIENCES

Locations: City Flinders.

Description: This unit of study examines the ways in which media texts (film, television, photography, advertising, journalism, the web) are assembled and organised into systems of representation enabling meaning to be produced for viewers, readers and users. Research traditions that study how audiences/consumers/users make sense of these systems of representation will also be introduced. Discussion will include such topics as: theories of media effects and media power; media as storytellers and myth-makers; politics and pleasures of
media consumption; relations between ‘new’ and ‘old’ media, the active audience, media and identity; the culture of celebrity; media and the public sphere.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to identify and use key theoretical paradigms and research in the study of media communication; apply analytical thinking and conceptualisation skills; demonstrate use of research skills related to the study of media audiences; organise and present complex ideas to others; explain and discuss the ways in which media communication shapes personal and social life.

Class Contact: Equivalent to two hours per week for one semester.

Required Reading: Media Audiences Book of Readings.

Assessment: Report, Audience research methodologies, 30%. Research Paper, Analysis of media representation, 50%. Presentation, On weekly readings, 20%.

Minimum effective word length 5000 words.

ACG5214 MEDIA 2.0

Locations: City Flinders.

Description: This unit of study provides advanced study of new media that equips students with a critical understanding of the digitally-networked landscape as it applies to professional and everyday life. The unit first traces the transformation in the organisational structure of popular media from broadcasting to the internet. Upon this foundational understanding of the key shift from mass media to distributed networks, emphasis is then placed on gaining an understanding of the social, economic and cultural effects of digital new media. Areas of study address: the rise of user-generated content; peer-to-peer networks; the decentralised production and consumption of popular culture; mobile connectivity; location-based platforms and applications such as geo-social networking; intellectual property law (from DRM to Creative Commons) and informational governance; cloud computing (Web 3.0) and ‘participatory media’—new forms of political, cultural and economic collaboration. The critical and theoretical orientation of the unit is grounded in various media 2.0 practices with a component of the assessment undertaken in simulated industry environments. Class discussions, student presentations, readings, and case studies will highlight effective strategies and applications of these new media platforms such as social networks, geo-social networks, blogs, wikis, peer-review sites, and micro-blogs.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Apply and appraise key approaches and debates related to distributed digital media; Evaluate and apply related critical thinking and conceptualisation skills; Use relevant concepts in the study of social media; Develop complex ideas and lead cohesive and well-developed discussions; and Demonstrate an ability to effectively express this understanding using media 2.0 platforms and applications.

Class Contact: Two hours per week for one semester comprising one-one hour lecture and one-one hour tutorial Plus three hours mixed-delivery mode.

Required Reading: Students will be directed to a unit reader.

Assessment: Literature Review, Media 2.0 based literature review, 50%. Presentation, Lead class discussions on unit topics, 20%. ICT (Wiki, Web sites), Analysis of media representation, 50%. Presentation, On weekly readings, 20%.

Minimum effective word limit 5000 words.

ACG6015 MINOR THESIS (FULL-TIME)

Locations: City Flinders.

Prerequisites: Eight coursework units of the graduate program in Communication or Communications (Public Relations) Plus ACG5200 Approaches to Research.

Description: This is a compulsory component in the MA in Communication, Option B. Students will undertake a substantial piece of independent work on a chosen topic, to be negotiated between student and supervisor. Creative work may be undertaken, accompanied by a written reflective commentary on the project submitted.

Credit Points: 48

Learning Outcomes: On successful completion of this unit, students are expected to be able to Identify an academic research question and design a research project to investigate this thesis; Choose a research methodology and methods and use these methods to collect and analyse data; Apply their academic learning to constructing a formal thesis incorporating a review of literature, a methodology and methods, collection and analysis of data, findings and conclusion or equivalent processes, if choosing the creative work option; Undertake more substantial academic research projects.

Class Contact: Regular individual contact with supervisor: for at least one semester for full-time students; two semesters for part-time students.

Required Reading: To be advised by supervisor.

Assessment: Equivalent to 15,000 words 100%.

ACG6020 MINOR THESIS (PART-TIME)

Locations: City Flinders.

Prerequisites: Eight coursework units of graduate program in Communication or Communications (Public Relations) Plus ACG5200 Approaches to Research.

Description: This is a compulsory component in the MA in Communication, Option B. Students will undertake a substantial piece of independent work on a chosen topic, to be negotiated between student and supervisor. Creative work may be undertaken, accompanied by a written reflective commentary on the project submitted.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to Identify an academic research question and design a research project to investigate this thesis; Choose a research methodology and methods and use these methods to collect and analyse data; Apply their academic learning to constructing a formal thesis incorporating a review of literature, a methodology and methods, or to work and learn in a new area of professional communication. Students keep a reflective journal of their internship activities and produce an evaluative report considering their experiences and contributions against a variety of measures, including the organisational strategic plan and evaluation methodologies.

Credit Points: 12
collection and analysis of data, findings and conclusion or equivalent processes, if choosing the creative work option; Undertake more substantial academic research projects.

Class Contact: Regular individual contact with supervisor; for at least one semester for full-time students; two semesters for part-time students.

Required Reading: To be advised by supervisor.

Assessment: Equivalent to 15,000 words 100%.

ACI1007 CREATIVITY AND INNOVATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study provides an introduction to theories of critical thinking and how systematic process can be developed towards effective creative thinking and ideas generation. Students will be presented with a variety of ways to enhance their own creative thought processes and also tools to evaluate the appropriateness and success of their ideas. They will also be encouraged to explore the notion of risk-taking and examine how failure can be a driver towards success. This unit aims to: introduce students to theories of creative thinking; develop skills and knowledge of systematic approaches to creative thinking; examine the value of risk-taking in the creative process; examine failure as a tool for innovation; engage students own creativity as a tool for generating innovative responses to problems; enhance oral communication and presentation skills; and provide students with the skills to critically evaluate their own work.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Demonstrate knowledge of a range of theories in creative thinking; Understand the process of creative thinking; Generate creative ideas; Demonstrate an increased awareness of the role of risk-taking in ideas generation; Critically reflect.

Class Contact: Three hours per week for one semester.


Assessment: Written analysis (1500 words) 20%; Ideas portfolio (presented online) 40%; Product development 40%.

ACI1008 CREATIVE ARTS IN CONTEXT

Locations: Footscray Park.

Description: This unit aims to develop students’ understanding of the context of the creative arts, within western and non-western cultures. Students will be introduced to key art(s) practices and theories, to further their understanding of how different creative disciplines relate to each other and evolve within particular historical, theoretical and philosophical contexts. Weekly group discussions will develop critical dialogues around signifcant issues and develop analytical skills. Lecture topics will reference Dada, the Bauhaus, the New York School, Fluxus and Events, Happenings, Mono-ha, Gutai, the Factory, Actionism, Techno, and Situationism. This unit also incorporates an excursion to a major performance or exhibition.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Analyse and discuss creative arts practices, and relevant historical, theoretical and philosophical contexts; Locate and evaluate appropriate and meaningful information from text, web, audio-visual and studio-based resources; Write critically and analytically about ideas and concepts explored in lectures, seminars and reading.

Class Contact: 1 x 1 hour lecture 1 x 1.5 hour seminar.


Assessment: ICT (Wiki, Web sites), Reading blog, 30%. Essay, Research essay, 40%. Examination, Exam on lecture and seminar content, 30%. Total effective word limit 3000 words.

ACI2100 ARTS INDUSTRIES: THE INSIDE STORY

Locations: Footscray Park.

Description: This unit of study provides an introduction to the arts industries, investigating issues such as the role of arts industries in the commercial and social environment. A focus is to provide students with the skills to write proposals, including grant applications, in the domain of the arts industries. Students are provided with the opportunity to investigate a specific industry examining current work practices and identifying emerging skills requirements for that industry. This unit aims to: introduce students to the range of industries that incorporate arts professionals; examine the role of arts industry in the Australian and international environments; examine work practices specific to these industries; investigate the role of new technologies within these industries; develop skills to explore and identify opportunities for participation in the arts industry.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate an awareness of the role of arts professionals across industries; Understand the history and growth of arts industries; Pursue employment in an arts industry; Demonstrate practical experience in the arts industry through the mentorship program and appreciate the professional environments in which they will be employed; and Demonstrate greater awareness of professional practices, behaviour and attitudes.

Class Contact: Three hours per week for one semester.

Required Reading: Caves, R 2000, Creative industries: contracts between art and commerce, Harvard University Press, Boston.

Assessment: Assignment, Research presentation, 20%. Assignment, Proposal draft, 30%. Assignment, Colleageal Feedback, 20%. Assignment, Final proposal, 30%. Total effective word limit 3000 words.

ACI3100 PROFESSIONAL ENGAGEMENT

Locations: Footscray Park.

Prerequisites: Successful completion of six Arts Industries core modules or equivalent.

Description: This unit of study provides students with the opportunity to participate as a group member in partnership with an ethnic organisation to plan and negotiate an enterprise or project. Each team will: investigate and develop a project road map that could include script, timeline, labour division, best practice recommendations, risk assessment, marketing strategy, budget and sponsorship arrangements plan; develop planning and problem-solving skills in a real world environment; provide experience in a teamwork setting; develop negotiation, presentation and project management skills; explore the process of creative ideas development in response to audience and organisational needs; provide experience of workplace practice; explore underlying theoretical issues in staging projects including risk management; develop independent and team research skills; utilise ICT as an effective communication tool.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Demonstrate skills as an individual researcher collaborating within a team modelled on workplace practice; Demonstrate problem-solving skills; Work as a team member; Apply effective time management skills; Generate and manage creative ideas for specific application and audiences; Participate in a virtual or face-to-face learning set.

Class Contact: Three hours per week for one semester.

Required Reading: Pink, DA 2005, Whole new mind: moving from the information age to the conceptual age, Penguin, USA.
Assessment: Group project plan 50%; Online documentation (1500 words) 30%; Peer assessment 20%.

**ACI3101 ADVANCED PROFESSIONAL ENGAGEMENT**

**Locations:** Footscray Park.

**Prerequisites:** ACI3100 Professional Engagement.

**Description:** This unit of study continues on from the earlier unit ACI3100 Professional Engagement and realises the planned project through to completion. The focus of this unit will be on the production of content for the project and the delivery to audience of the project. Students will work in teams to complete the organisational requirements of the project and also work individually in creation of content for the project. The unit aims to: enhance students’ practical production skills; implement teamwork skills; provide an opportunity for students to work on a component of a project that will be integrated into a larger production; provide an opportunity to apply discipline specific skills to a range of related industry areas; successfully implement and document a working project. The unit will develop communities of practice within student groups and through engagement with external partners apply best practice production knowledge.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: Demonstrate the skills and knowledge to successfully collaborate in a multi-skilled and culturally diverse team; Demonstrate individual discipline-specific content production techniques; Apply best practice process to production creation and management; Apply knowledge of resources relevant to production; Demonstrate professionally appropriate written, oral and documentation skills; Understand the process of transferability of skills across differing professional environments; Work to a time-line within the requirements of project delivery.

**Class Contact:** Three hours per week for one semester.


**Assessment:** Practical project, including documentation and creative work 50%; Peer evaluation 20%; Journal of participation and outcomes (reflective) 30%.

**ACI4001 PRACTICE-LED RESEARCH METHODOLOGY**

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

**Prerequisites:** Meeting the requirements for admission to AHCA

**Description:** This unit of study introduces students to practice-led research strategies and methodologies in the Creative Arts. Practice-led research situates the creative work itself as a form of research with specific research outcomes, and emphasises the reciprocal relationship between research and creative arts practice. The unit introduces students to a range of practice-led research strategies and methodologies relevant to Honours-level inquiry in Creative Arts, culminating in a creative work and exegesis. Students are required to evaluate and reflect on a range of conceptual, philosophical, material and theoretical frameworks, and to demonstrate an understanding of contemporary critical thinking across the Creative Arts disciplines of creative writing, digital media, music, performance studies and visual art. The unit provides students with the knowledge and skills necessary for Honours-level inquiry in the Creative Arts, and a strong foundation for postgraduate research work in their field.

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit, students are expected to: Understand the particular methodologies that inform research in the Creative Arts; Prepare a coherent and well-structured research proposal for their individual creative project and exegesis and present this proposal for a simulated professional context; Apply the principles of ethical research, and understand ethical debates about practice-led research methods; Extend their knowledge and experience of creative, independent research; Evaluate conceptual, philosophical, material and theoretical frameworks relevant to Honours level research and practice.

**Class Contact:** One three-hour seminar per week.


**Assessment:** Essay, Scholarly essay exploring relevant theory and practice, 50%. Presentation, Presentation of Individual Creative Proposal for professional context (see below), 25%. Literature Review, Review of literature on practice led research, 25%. Effective word limit 5000 words

Community/Industry/Professional practice-oriented individual creative proposals will be presented by students as a Learning in the Workplace and Community activity.

**ACI4002 HONOURS INDIVIDUAL CREATIVE PROJECT A**

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

**Description:** This unit of study enables students to refine and develop their individual Honours creative project. The content of each student’s creative project (including exegesis) is outlined in the research proposal submitted for assessment in ACI4001. In this unit (ACI4002), individual projects are further refined and developed by each student, in consultation with their supervisor throughout the semester. In general, student projects are expected to develop towards a professional standard suitable for public exhibition, performance or publication.

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit, students are expected to: be able to Refine and develop and produce work towards an original creative practice-based project in their chosen discipline to a level commensurate with professional standards; Respond to a critical dialogue regarding the area of research; Demonstrate evidence of a contribution to original research in the area; Integrate theory and practice in the chosen area of research.

**Class Contact:** To be advised.

**Required Reading:** A series of directed readings will be set by the supervisor depending on the individual project.

**Assessment:** Review, Progress review by supervisor at semester end, Pass/ Fail. Project equivalent word limit 5000 words. The student will be producing an original practical outcome in their chosen discipline to a level commensurate with professional standards. The supervisor will review the student’s progress at the completion of this first semester unit leading into the major assessment for the final project which will take place in second semester’s Honours individual creative project B (ACI4003).

**ACI4003 HONOURS INDIVIDUAL CREATIVE PROJECT B**

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

**Description:** This unit of study builds on work undertaken in ACI4002 Honours Individual Creative Project A. Each student is expected to work towards completion of their individual creative project (including exegesis) in consultation with their supervisor. In general, it is expected that each student will complete a body of creative work of professional standard suitable for public exhibition, performance or publication.

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit, students are expected to: be able to Complete for public outcome a creative practice-based research project to professional standard; Respond to the critical inquiry of colleagues regarding the area of research; Demonstrate the integration of theory and practice in the chosen area of research; Show evidence of an original contribution to research in the area.

**Class Contact:** Formal contact with the supervisor will be one hour per week. In addition it is expected that the student devote at least eight self-directed hours per week to the project.
Required Reading: Individual Reading program commenced in ACI4002 continues in this unit.

Assessment: Project, Creative project and exegesis, 100%. The student will submit his/her completed project at the end of semester. The work for examination will include a public outcome, comprised of a performance, exhibition or publication. The creative project (including exegesis) will be examined by at least two academic staff, comprising two academics with expertise in the area of research, excluding the student’s supervisor, and including at least one academic from the School of Communication and the Arts. Each examiner will provide a written report to the student. Effective word limit 15,000 words.

ACI4004 HONOURS SPECIAL STUDY RESEARCH PROJECT

Locations: St Albans, Footscray Park.

Description: This unit of study aims to integrate theory and practice and to assist the student to locate their individual creative project within the corpus of work in their field. Students will be required to present work in progress, to receive critical feedback on their own work, and to provide critical feedback on the work of their peers. Students will critically examine relevant professional practice in their field, and will develop skills in project management in preparation for the public outcome for their project.

Credit Points: 24

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

Understand the conceptual, philosophical, material and theoretical frameworks relevant to knowledge and experience of creative, independent research;

Evaluate and reflect on the conceptual, philosophical, material and theoretical frameworks relevant to Honours level research and practice in the Creative Arts;

Develop skills, knowledge and strategies for project management relevant to practice-led research in the Creative Arts, appropriate for Honours level.

Class Contact: One three-hour seminar per week.


Assessment: Presentation, Presentation of advanced project proposals to a professional standard (see below), 25%. Journal, Reflective and observational, 25%. Literature Review, Situating individual practice in theoretical context for exegesis, 50%. Prepare a coherent and well-structured presentation to communicate the key practical and theoretical challenges and approaches taken in their individual creative project and present this proposal for a simulated professional context; Extend their knowledge and experience of creative, independent research; Evaluate and reflect on the conceptual, philosophical, material and theoretical frameworks relevant to Honours level research and practice in the Creative Arts; Develop skills, knowledge and strategies for project management relevant to practice-led research in the Creative Arts, appropriate for Honours level.

Class Contact: One 1.5 hour lecture and one 1.5 hour tutorial per week for 12 weeks.

Required Reading: Unit reader as supplied by lecturer.

Assessment: Close reading essay (1000 words) 30%; Critical essay (2000 words) 50%; Short exam (multiple choice) 25%.

ACL1002 STUDYING POETRY AND POETICS

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

Description: This unit of study is an introduction to the reading, analysis and performance of poetry. It aims at both immersion in the creativity and playfulness of poetic language and to teach coherent ways of thinking appreciatively and critically about this. Students will be introduced to basic skills in critical method and to vocabulary relevant to the study of poetry in its various forms. There will be an emphasis both on the formal elements and the varieties of poetry and the social and cultural contextual influences upon these: theoretical questions arising from this will be considered. There will also be some emphasis on the ways in which a sympathetic understanding of a poem can inform a successful oral presentation of it. Students will be encouraged to consider the complex transactional processes involved in responding to texts and discussing them with others.

Credit Points: 12

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

Present literary arguments in a variety of verbal and textual settings and formats;

Use problem-solving skills; Negotiate literary representations of diverse cultures by studying particular literary texts.

Class Contact: One one-hour lecture and one two-hour tutorial per week for 12 weeks.


Assessment: Close reading essay (1000 words) 25%; Critical essay (2000 words) 50%; Short exam (multiple choice) 25%.

ACL1001 READING CONTEMPORARY FICTION

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

Description: This unit of study introduces students to the study and analysis of recent prose fiction (short stories and novels) written in English. These are chosen to exemplify a number of contemporary thematic concerns, a variety of literary techniques, modes of representation and conceptions of the purposes of fiction, and of the social and contextual influences upon all of these. Students will need both to immerse themselves closely in the details of the works studied and to reflect more generally upon issues thereby raised that relate to recent theoretical debates within literary studies. They will be introduced to basic skills in critical method and to vocabulary relevant to the study of narrative fiction. Students will be encouraged to consider the complex transactional processes involved in responding to texts and discussing them with others.

Credit Points: 12

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

Present literary arguments in a variety of verbal and textual settings and formats;

Use problem-solving skills; Negotiate literary representations of diverse cultures by studying particular literary texts.

Class Contact: One 1.5 hour lecture and one 1.5 hour tutorial per week for 12 weeks.

Required Reading: Unit reader as supplied by lecturer.

Assessment: Close reading essay (1000 words) 30%; Critical essay (2000 words) 50%; Short exam (multiple choice) 20%.

ACL2006 TRANSNATIONAL INDIGENOUS LITERATURE: ABORIGINAL, NATIVE NORTH AMERICAN AND MAORI WRITING

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

Description: This unit of study will introduce students to a selection of literary texts by Indigenous writers from Australia, the United States, Canada and New Zealand, including the genres of autobiography, memoir, fiction, history and testimonial. The focus of the unit will be on comparing and contrasting the ways in which our understanding of national and colonial traditions in literature, and the identities these traditions both shape and are shaped by, can be challenged by the perspectives of Indigenous peoples on questions of knowledge, belonging and
consciousness. The unit will also encourage students to reflect critically on whether and how Indigenous writers from different countries contribute to the development of a 'global' Indigenous culture that transcends the limits of the 'nation'.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to engage with and develop critical knowledge of Australian, North American and Maori literary texts; understand key concepts and approaches in the field of comparative Indigenous and cross-cultural literary analysis and theory; apply and extend contemporary cross-cultural theories and perspectives to broader issues relating to how we understand and value Indigenous cultural production, particularly in the realm of literature; critically evaluate contrasting approaches to literary and critical meaning and significance introduced in Year 1 with specific reference to transnational Indigenous literature; critically read, analyse, interpret and discuss literary and critical texts introduced in Year 1; write expository critical essays in the field of literary studies.

Class Contact: Twenty-seven hours over one semester comprising one one-hour lecture and one-hour tutorial each week for 12 weeks plus one three-hour writing workshop to be scheduled by lecturer during the semester.


Assessment: Essay (3000 words) 70%; Multiple choice exam 30%.

ACL2007 ROMANCE AND REALISM

Locations: St Albans, Footscray Park.

Prerequisites: First year foundation year units of study in Literary Studies; ACL1001 Reading Contemporary Fiction and ACL1002 Studying Poetry and Poetics.

Description: This unit of study involves an intensive study of the four set British and European 19th century novels, with a focus upon the interplay within each of the conflicting elements of 'realism' and 'romance'. To some extent this is set within an historical context, with reference to issues such as the social determinants of the 'rise' of the novel and its further evolution, and the contrasting influence of the enlightenment and romanticism upon the ways of seeing human nature and society that, in their different ways, the novels of realism exemplify. Theoretical issues to do with interpretation, reader reception and the nature of character in the novel are discussed as they arise in the course of discussion of particular texts.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to present literary arguments in a variety of verbal and textual settings and formats; engage with the practice of tutorial discussion and debate in which problem-solving is an important aspect; negotiate literary representations of diverse cultures by studying particular literary texts.

Class Contact: Twenty-seven hours over one 12-week semester comprising a combination of lectures, tutorials and workshops.


Assessment: Close reading essay (1000 words) 25%; Critical essay (2500 words) 50%; Exam 25%.

ACL2009 AUSTRALIAN LITERATURE

Locations: St Albans, Footscray Park.

Prerequisites: ACL1001 - READING CONTEMPORARY FICTION
ACL1002 - STUDYING POETRY AND POETICS

Description: This Literary Studies unit introduces students to the history and significant themes of Australian literature. Students will be required to read a series of important literary texts that indicate the diversity of content and form in Australian literature across the previous 220 years. The representation of Aboriginality will be one of the unit's central themes. Students completing the unit will be able to identify some of the significant preoccupations of Australian literature. They will also be able to discuss the development of Australian writing in response to global issues.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to obtain a grounding in Australian literature, its history and significant themes; present literary arguments in a variety of verbal and textual settings and formats; familiarise themselves with the practice of tutorial discussion and debate in which problem-solving is an important aspect; negotiate literary representations of diverse cultures through the study of literary texts.

Class Contact: Twenty-seven contact hours for one semester.

Required Reading: Dead Europe, Christos Tsiolkas, Wake in fright, Kenneth Cook, Coonardoo, Katharine Prichard, Turning the century, Christopher Lee (ed), Unit reader (containing verse, fiction and critical material).

Assessment: Tutorial presentation and written report (500 words) 20%; Essay with diagnostic component (1000 words) 30%; Essay (1500 words) 50%.

ACL2050 CHILDREN'S TEXTS

Locations: St Albans, Footscray Park.

Prerequisites: Any two first year Literary Studies or Professional Writing units.

Description: This unit of study introduces some issues concerned with the production, circulation and reading of texts written for children. Through examining such texts and critical analyses of them, we consider some ways in which childhood in Australia is constructed. The intersections of gender, class, race and ethnicity are observed within these texts. Some recent and current debates within the field of 'children's literature' are examined.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate an awareness of some current issues debated around the idea of 'children's literature' with particular emphasis on the Australian context; critically read a range of fiction designed for children with particular reference to genre, narrative and ideology; further their critical reading, analysis and application of literary theory; demonstrate further development of their writing and research skills.

Class Contact: Thirty hours over one 12-week semester comprising a combination of lectures, tutorials and workshops.

Required Reading: To be advised by lecturer.

Assessment: Assignment, Creative writing piece with drafts, 30%. Essay, Book review essay - portfolio of 2 revised pieces, 30%. Assignment, Major Assignment, 40%. Total effective word limit 3000 words.

ACL3007 RE-PRESENTING EMPIRE: LITERATURE AND POSTCOLONIALISM

Locations: St Albans, Footscray Park.

Prerequisites: ACL1001 - READING CONTEMPORARY FICTION
ACL1002 - STUDYING POETRY AND POETICS

Description: This unit of study examines the literary strategies and forms of representation that emerged as a response to the impact of imperialism since the 18th century. Encounters by Europeans with other cultures, encounters and exchanges across the cultures of colonisers and colonised, and the confrontation, subversion and appropriation of 'literature' as an imperially-coded form of cultural
production will be explored. In addition to a broader exploration of the politics of both nation and location that arise in postcolonial writing, particular attention will be paid to the Australian context, and to the representational issues facing Aboriginal and Torres Strait Islander writers who ‘re-present’ colonialism on their own terms.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to engage with and develop critical knowledge of key colonial and postcolonial literary texts; demonstrate a development of sound knowledge of key concepts and approaches in the field of postcolonial literary analysis and theory; apply and extend postcolonial theories and perspectives to broader issues relating to how we understand and value cultural production, particularly in the realm of literature; critically evaluate contrasting approaches to literary and critical meaning and significance introduced in Year 1; critically read, analyse, interpret and discuss literary and critical texts introduced in Year 1; write expository critical essays in the field of literary studies.

Class Contact: Twenty-seven hours over one semester comprising one one-hour lecture and one one-hour tutorial for 12 weeks. Plus one three-hour writing workshop to be scheduled by lecturer during the semester.


Assessment: Essay (3000 words) 70%; Multiple choice exam, 30%.

ACM1006 DIGITAL SOUND AND VIDEO

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

Description: Multimedia professionals need to be experts in producing digital forms of the ‘old’ recorded arts such as video, sound and text, as well as experts in putting these old forms together into new digital forms. This unit of study will examine some of the technological developments that have made possible computer mediated forms of artistic expression and communication. It will examine some of the conventions of visual language, techniques for shooting and editing digital video, and the operation of sound with digital video. The unit of study includes a special focus on sound production and editing. Guest lecturers from the multimedia industry will showcase their work and discuss contemporary issues in digital video and sound production.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to understand the principles of visual, audio and media literacy for the development and production of digital video and sound; understand basic terminology, borrow from filmmaking, and sound production; investigate the interconnections between sound and digital video; understand the process required to plan, shoot and edit sound and video projects.

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


Assessment: Soundscape 20%; Video monologue script and storyboard 20%; Video monologue project 40%; In-class test 20%.

ACM1009 VISUAL DESIGN FOR DIGITAL MEDIA

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

Description: This unit of study introduces students to the requirements and principles of electronic design for the screen. It examines the visual design practices and
processes of digital media, including static, temporal and interactive media. The platforms explored are web, CD, DVD and mobile platforms. Topics explored include: processes to create a design concept, branding, trends in design, and the relationship between text and image. The visual literacy and technical skill sets of students will be developed, including the written and oral communication skills required by a visual designer. Students will be given guidance about how to research, design and develop a folio. Assessment tasks combine creativity with theoretical and technical knowledge.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate critical understanding of how design functions in a multimedia production; Utilise creative skills to conceptualise and execute a visual image; Identify the process required to execute a design within a specific context; Explain the process required to undertake design research; Evaluate needs of audience/client groups in design process.

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

Required Reading: ACM1009 Unit handbook Victoria University.

Assessment: Project, Client design folio, 20%. Assignment, Written design brief, 20%. Examination, Based on lecture content, 20%. Exercise, 4 in-class practical works, 40%. Total effective word limit 3000 words.

ACM1010 INTRODUCTION TO WEB TECHNOLOGIES

Locations: St Albans, Footscray Park.

Description: The World Wide Web has become a primary communication tool for individuals, communities, organisations and corporations. Developments in online technology are changing the way organisations operate, and are encouraging the development of new art forms. A complex understanding of the ways in which the Web functions, and of the skills needed to create web content, is essential for all communication professionals. Students undertaking this unit will research the impact of web technologies in the fields of Education, Creative Arts, Public Relations and Digital Media. In this unit students will: contribute to an electronic bulletin board to discuss current issues; construct a blog to review a journal article; develop a live website. Students will develop the basic skills and knowledge required to create and utilise effective web technologies, using professional level software.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate a foundational knowledge of specific computer systems; Create a website and a blog using a variety of professional tools; Apply basic interface design and usability theory; Identify the processes for good practice in teamwork and team dynamics in production and research, and apply these in their own practice; Describe the changes to web practices brought about by Web 2 initiatives; Critically examine existing web products.

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

Required Reading: ACM1010 Unit Reader.

Assessment: Presentation, Group presentation with visual resources, 15%. Project, Design specification, 30%. ICT (Wiki, Web sites), Website prototype, 40%. ICT (Wiki, Web sites), Blog for journal reflection, 15%. Total effective word limit 3000 words.

ACM2003 INTERACTIVE PROGRAMMING

Locations: St Albans, Footscray Park.

Description: This unit examines the skills and understandings required for successful interactive development for interactive online production for an external client. Students will learn the basic concepts of programming in the Flash software environment, instructional design theory and responding to requirements of client brief. Throughout the unit students will apply concepts to produce a real world project for an external client. This project will form a major assessment item for this unit. The unit will develop students' understanding of elements of concept development and interactive screen and navigational design.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Apply interactive navigation and design; Demonstrate practical knowledge of software packages used for interactive design including Flash; Analyse use of Instructional Design theory in the completion of interactive project; Apply skills and integrate theories acquired during the unit required to complete industry or community client project; Demonstrate an understanding of fundamental concepts of programming.

Class Contact: To be advised.


Assessment: Creative Works, Ecard for client, 25%. Assignment, Instructional Design Model, 25%. Project, Advanced Interactive Instructional, 40%. ICT (Wiki, Web sites), Online Engagement, 10%.

ACM2005 SPECIAL EFFECTS AND MOTION GRAPHICS

Locations: St Albans, Footscray Park.

Description: The unit explores the communication medium of special effects and motion graphics by examining its history from the early days of animation, cinema and digital media to contemporary industry practices and future trends. Students will gain a further appreciation of the medium’s communicative capacity through an exploration of relevant theories, examples, readings and industry practices. Students will use this knowledge as a basis for their practice. Students will plan, design and develop a short motion graphics composition for LIWC clients, using industry-based software packages. The composition will be deployed to a variety of screen formats, such as mobile devices, websites, video sharing sites, film and television. Students will use multiple sources such as video, sound, music, still photography, text, digital effects and 2D animation.

Credit Points: 12

Learning Outcomes: On successful completion of this unit students are expected to be able to: Apply theoretical knowledge to plan, design and develop a work-based motion graphics composition; Demonstrate an enhanced 2D and 3D based animation skill-set; Demonstrate a basic understanding of how to gather footage from a blue/green screen; Demonstrate a moderate understanding of how different screen formats affect the aesthetic design of motion graphics compositions; Apply a range of preproduction techniques to develop assets for motion graphics composition.

Class Contact: Two hour workshop.

Required Reading: Book of Readings, Victoria University.


ACM2006 ANIMATION

Locations: St Albans, Footscray Park.

Description: Animation is widely used in computer-based applications for the web, CD ROM and digital video productions. This unit of study provides students with an introduction to basic concepts, including narrative development, storyboarding and specialist production skills required to produce 2D animations for a variety of viewing formats and purposes. The unit investigates the history of animation in the 20th century and the place of animation as a storytelling device, and analyses the rapid growth of the animation industry. Students investigate and analyse a range of cultural styles such as anime and ‘cute’. This unit provides the necessary foundation skills and aesthetic knowledge to produce 2D computer animation for digital media applications.
Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Describe the historical significance of animation as a communication tool and identify what makes animation successful; Demonstrate imaginative thinking about principles of visual/narrative design; Determine appropriate animation terminology; Demonstrate pre-production techniques and design methodology including storyboarding and scripting; Utilise software applications to implement computer animation techniques.

Class Contact: 6 x 1 hour lecture 12 x 2 hour workshop.

Required Reading: Unit Manual and Reader (available at Campus Bookshop).

Assessment: Creative Works, 3 x in-class animation exercises, 20%. Presentation, Pitch and storyboard, 20%. Review, Animation review, 20%. Creative Works, Major animation, 40%. Total effective word limit 3000 words.

ACM2007 INNOVATION TECHNOLOGIES, RESEARCH AND APPLICATION

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

Description: To be successful, emerging technology needs to connect in a relevant way to changing societies. This unit investigates how to develop technology that meets the needs of target audiences. Research methods to enable students to keep abreast of technological changes are explored. Means of understanding audiences for innovative technologies are investigated. Theory is applied to design with the aim of developing concepts for games and other entertainment applications that engage audiences. An important part of developing an idea in industry is suitably protecting and sharing it. In this unit, students learn about intellectual property issues and in particular, how it has impacted the games industry.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Research emerging technology trends; Explain the current debates within digital design; Describe the development of interactive design concepts (including game projects); Use content development skills for a variety of new technology applications; and Identify and utilise models of good practice available through co-operative learning and group work.

Class Contact: One two-hour workshop per week.

Required Reading: Unit guide supplied by coordinator.

Assessment: Report, Research report (written and oral components), 70%. Project, Design of a concept for a mobile service, 30%. Total effective word limit 3000 words.

ACM2008 DYNAMIC WEB DEVELOPMENT

Locations: St Albans, Footscray Park, Other.

Prerequisites: Nil.

Description: This unit of study focuses on the use of multimedia on the web. Students learn how to optimise media assets included in student productions for web delivery. The curriculum builds on existing computational design and technical skills students have acquired in previous multimedia units of study. It focuses on advanced use of Flash software and introduces students to action scripting. This unit also teaches technical control of web development through action scripting, HTML, MySQL and database integration. Students are expected to spend at least five hours a week out of class experimenting with ideas and developing technical skills.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Understand practical advanced programming using programs such as Flash; Demonstrate a basic practical knowledge of advanced programming techniques; Complete a creative project demonstrating skills acquired during the unit.

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


Assessment: Interactive 25%; Major practical 55%; Learning journal 20%.

ACM2009 INTERNATIONAL DESIGN

Locations: St Albans, Footscray Park, Off-shore.

Description: This unit of study addresses the development of interface design for international audiences. The unit reviews established theories of human/computer interface design. This theoretical understanding enables students to design effective interfaces for specific environments and purposes. The unit examines the challenges of designing for, and communicating with, audiences in a globalised world. Theoretical and case study explorations are used. The unit explores the means to critically understand different audiences and groups, and the techniques to apply these insights. Contemporary industry issues, such as working in cross-cultural virtual teams, are discussed.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate the processes of research and design for niche audiences through the production of a design portfolio; Apply human computer design principles to individual design practice; Apply user-testing skills and methodologies; Design culturally competent interfaces; Work within interdisciplinary teams; Construct methods to gather data to support an idea; Experiment with ways to integrate theory and practice.

Class Contact: 6 x 1 hour lectures and 12 x 2 hour workshops per semester.

Required Reading: A unit reader referencing a range of texts, journal articles and websites will be provided by the unit coordinator. In the Bubble: Designing in a Complex World Thackara, J 2006 MIT Press, Cambridge, Mass, USA.


ACM2010 INTERACTION STUDIO

Locations: Footscray Park.

Prerequisites: ACM1009 - VISUAL DESIGN FOR DIGITAL MEDIA

Description: This unit develops student understanding of human-centered design principles and builds on concepts gained in ACM1009 Visual Design for Digital Media and ACM2003 Interactive Programming. The unit places humans as the central focus of design development and provides a systematic approach for developing effective, useable multimedia products. Students will learn to apply iterative prototyping and evaluation techniques to investigate the effectiveness of design interfaces. The unit will focus on computer interfaces, however, students will study the history of analogue and digital interactive design, to inform their understanding of contemporary interaction design issues.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate principles of good users interaction design in interactive products; Utilize iterative design and evaluation techniques to improve interactive products; Complete usability studies for a variety of products; Apply techniques for the development of accessible and useable products; Demonstrate an understanding of legal and ethical principles for accessibility design.

Class Contact: 6 x 1 hour lectures and 12 x 2 hour workshops per semester.

Required Reading: Readings Unit Coordinator Victoria University.
Assessment: Research Paper, Investigation of interactive design history of specified object, 30%. Report, Usability study, 40%. Essay, Contemporary accessibility, 30%. Equivalent to 3000 words.

ACM2011 COMPUTER SUPPORTED LEARNING

Locations: St Albans, Footscray Park, Off-shore.

Prerequisites: ACM1010 - INTRODUCTION TO WEB TECHNOLOGIES
ACM2003 - INTERACTIVE PROGRAMMING

Description: Changes in technology have made possible different approaches to training, learning and teaching. Enthusiasm for the new technologies has led to poorly constructed learning and teaching experiences for both students and instructors. Too often learning activities designed for face-to-face and paper-based presentation have been simply transferred to online environments without recognition of the changes to teaching and learning methodologies required by the changed learning environments. This unit will examine the changed nature of teaching methodologies to accommodate technology-driven teaching and learning.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Describe learner-centered approaches such as collaborative learning, problem-based learning and learning communities; Identify successful teaching and learning methodologies for use in computer-assisted learning environments to assist learner-centered experiences; Apply a systematic approach to the design and development of technology supported learning and training; Understand principles of evaluation of learning acquisition; Develop an instructional design strategy for given learning objectives.

Class Contact: 6 x 1 hour lectures and 12 x 2 hour workshops per semester.

Required Reading: Computer Supported Learning Reader Unit Coordinator Victoria University The unit coordinator will prepare a reader with relevant articles for each semester.


ACM3008 CAREER INTEGRATION

Locations: St Albans, Footscray Park, Off-shore.

Description: In this unit students will develop vital skills in planning, developing and gaining employment within the multifaceted interactive media field. In addition to classroom content, students must complete a mandatory work placement, where they will be directly supervised at an interactive media-based production company or an equivalent. The work placement will further facilitate the integration of classroom theory and practice with actual practice in the community or commercial sector. Using this experience to inform their own learning from previous studies, students will critically reflect on their technical and theoretical skill sets, and evaluate how they match the requirements of their chosen career path within the interactive media industry. The unit will focus on the development of a web-based portfolio benchmarked against industry standards, and which includes evidence gathered by students of their experiences and skills. The placement generally commences in the second half of the year, and may be undertaken in either block or concurrent mode. Within their workplace, students will need to show that they have practised OHS which is reflected in knowledge of the particular hazards and risks gained from their workplace experiences, and workplace policies and programs.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate understanding of the key issues relating to the transition to the multimedia professional workplace, including workplace culture, professional etiquette, researching tools and communications and identifying potential career paths; Demonstrate expected professional conduct; Create and maintain a professional digital portfolio demonstrating experience, existing body of work and skills; Use a variety of job-finding skills, such as resume writing, preparation for interviews and responding to position descriptions and job advertisements.

Class Contact: Students will attend 6 x 2 hour workshops. and a minimum of 10 days work placement.

Required Reading: Book of Readings Unit Coordinator Victoria University.

Assessment: Journal, Reflective journal, 40%. Portfolio, Online digital portfolio, 50%. Other, Career plan, 10%. Total effective word limit 3000 words.

ACM3010 DIGITAL MEDIA PROJECT DEVELOPMENT

Locations: St Albans, Footscray Park.

Prerequisites: Completion all of first and second year ABIM core units.

Description: The purpose of this project unit is to utilise existing specialisation skills in Interactive Media to develop a project concept, and plan for a major project undertaken in partnership with a real world client. Projects are developed in specialised groups (or individually on negotiation) depending on needs of external client and the project under development. The project development process will include research for, and development of, project documentation and prototype for client approval. New theories, from within academia and industry, exploring project management are investigated and students are required to follow the process of a chosen project management strategy.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Evaluate challenges affecting practical and creative production; Identify issues and propose solutions in working with external clients and partners; Demonstrate teamwork skills; Present and advocate, in written and oral formats, a project concept and plan for development and production; and Demonstrate utilisation of project management strategies.

Class Contact: Two hours per week for one semester comprising a two-hour workshop or equivalent.

Required Reading: ACM 3011 Unit Reader.

Assessment: Research Paper, Idea development and research paper, 30%. Other, Team peer assessment, 10%. Presentation, Client pitch, 20%. Other, Project documentation and prototype, 40%. Total effective word limit 3000 words.

ACM3011 MANAGING DIGITAL MEDIA PROJECTS

Locations: Footscray Park.

Prerequisites: Usually ACM3010 or by negotiation

Description: The purpose of this unit is to execute the project planned in ACM3010 Digital Media Project Development. This project provides the opportunity for students to apply and demonstrate skills in a sustained real world project for an external client. Students will be expected to produce a product or outcome, which will enhance their graduate employment prospects. The outcomes of this unit will contribute to the student’s resume and folio. Students will generally work in groups, however may work on individual projects (negotiation). The work undertaken can be creative and/or commercial.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Manage the challenges encountered during a Digital Media project, in particular those relating to client negotiation, timelines, technical issues, human resources, budgets and skill development; Work successfully in a project team to bring a project to completion with sign off by a client; Present and advocate a professional project result; Prepare and display work to a public audience; and Evaluate the effectiveness of projects.
Class Contact: Two hours per week for one semester comprising a two-hour workshop or equivalent.

Required Reading: ACM3011 Reader The art of project management, Berkun, S 2005, O'Reilly Media.

Assessment: Project, Digital media product, 50%; Research Paper, Report on project effectiveness, 25%. Presentation, Mid way progress presentation, 15%. Other, Team peer assessment, 10%. Total effective word limit 3000 words.

ACM3012 MOBILE TECHNOLOGY DEVELOPMENT

Locations: Footscray Park.

Prerequisites: ACM2007 - INNOVATION TECHNOLOGIES, RESEARCH AND APPLICATION

ACM2012

Description: This unit focuses on the analysis and development of content for mobile devices. It will examine the growth of mobile communications industry, the impact of mobile technology on more traditional forms of communication and the specific design and technology skills required for mobile development. Students will design, test and implement interactive products for a variety of mobile platforms.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate a foundational understanding of contemporary theory exploring mobile phone use; Demonstrate a foundational knowledge of key mobile phone technology; Demonstrate an understanding of development constraints and design for web development for mobile platforms; and Develop an application for a device.

Class Contact: 1 hour lecture and 2 hour tutorial.

Required Reading: Beginning smartphone web development: developing applications for iPhone, Android, Palm Pre, BlackBerry, Windows Mobile and Nokia S60, Federick, G 2010, 1st edn, USA: Stanford University Press. Money games: profiting from the convergence of sports and entertainment, Carter, D 2011, 1st edn, USA: Stanford University Press. IMPORTANT - Books are available in an eBook format in the library, and can be borrowed for free.

Assessment: Research Papers, Analysis of existing product, 35%. Presentation, Application proposal, 15%. Creative Works, Mobile application development, 50%. Total effective word limit 3000 words.

ACM4001 THEORY AND RESEARCH IN MULTIMEDIA

Locations: St Albans, Footscray Park.

Prerequisites: Bachelor of Multimedia Systems

Description: A review of the major contemporary theoretical debates informing multimedia together with consideration of how these can inform and be applied to research in the field. In addition, there will be a systematic introduction to approaches to undertaking research in the multimedia field, including: research to inform the creative process; research to evaluate multimedia works; and research on the implementation and use of new technologies.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to Demonstrate an understanding of relevant debates and issues in their research area; Apply skills in academic writing, information retrieval and referencing; Articulate their practice in a way that is relevant to the theoretical concerns of their research project; Identify the key aspects of their research project; Demonstrate skills in research planning and implementation; Complete the initial phases of their research undertaking.

Class Contact: To be advised.

Required Reading: To be advised by lecturer.

Assessment: Review essay, 25%; Annotated bibliography 25%; Thesis proposal 50%.

ACM4002 MULTIMEDIA RESEARCH PROJECT

Locations: St Albans, Footscray Park.

Prerequisites: ACM4001 Theory and Research in Multimedia.

Description: Each student will design and carry out an independent piece of research that will generate a final piece of work for submission and assessment. There are two basic options for this major project: a creative project involving production of a multimedia work or collection of works (eg. for web, CD-Rom, DVD) together with an accompanying exegesis; and an empirical research relevant to the multimedia field resulting in a research thesis of approximately 15,000 words. The nature of the project and its scope will be defined in negotiation with an individual supervisor and as part of the prerequisite unit, ACM4001. This will lead to the development of a detailed proposal.

Credit Points: 48

Learning Outcomes: To be advised.

Class Contact: A weekly supervision session with nominated supervisor.

Required Reading: Dependent on the chosen topic.

Assessment: Final thesis or multimedia work/s Plus exegesis 100%.

ACM5000 WEB TECHNOLOGIES

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit of study provides an introduction to the practical and theoretical aspects of website development. Students will learn practical skills in design and web development utilising current industry standard software such as Photoshop and Dreamweaver. Students are asked to consider the different practices of website development and in particular new developments in fields such as blogs, wikis etc. The study of new developments is put in the context of the history and development of internet technologies, and its practical application in a variety of environments. Students are asked to consider the social impact of the internet and will discuss ethical issues in web access usage and commercialisation. Industry speakers will be utilised to provide grounding in working practices within the web development industry.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate knowledge and understanding of website theory and practice through the production of websites utilising industry standard software; Apply workplace process models to their own practices; Demonstrate an understanding of website theory and practice through the production of websites utilising industry standard software; Analyse and develop websites in particular new developments in fields such as blogs, wikis etc. The study of new developments is put in the context of the history and development of internet technologies, and its practical application in a variety of environments. Students are asked to consider the social impact of the internet and will discuss ethical issues in web access usage and commercialisation. Industry speakers will be utilised to provide grounding in working practices within the web development industry.

Class Contact: Two hours per week.

Required Reading: There are no required readings for this unit. References will be given to readings throughout the semester for specific topics.

Assessment: Design documentation (1000 words) 20%; Website project (equiv. 2000 words) 40%; Analysis journal (2500 words) 40%.
ACM5001 INTERACTIVE DESIGN FOR A GLOBAL WORLD

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit of study explores issues in interface design theory. The first part of the unit will review the established understandings of human interface design. This awareness of theory is necessary for individuals to design effective interfaces for specific environments and purposes. The second part of the unit will investigate contemporary debates and strategies in the field. Industry speakers will be utilised to provide context of current workplace practice within the industry.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to
be able to Demonstrate the process of researching and design for niche audiences
through the production of a design portfolio; Apply human computer design principles
to their individual design practice; Apply user-testing skills and methodologies; Design
culturally competent interfaces.

Class Contact: To be advised.

Required Reading: There are no required readings for this unit of study. References
will be given to readings throughout the semester for specific topics.

Assessment: Usability study (1000 words) 20%; Interface analysis (1500 words) 25%; Design folio (2500 words) 55%.

ACM5002 DIGITAL AUDIO AND VIDEO PRODUCTION

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit of study will examine some of the technological developments
that have made possible computer mediated forms of artistic expression and
communication. It will examine some of the conventions of visual and aural
language, techniques for shooting and editing digital video, and the operation of
sound with digital video. Students will undertake production and post-production of
digital audio and video. They will storyboard, shoot, digitise, and edit video clips as
well as create digital sound effects and sound tracks. Readings will cover the history
of video and sound technologies, technical theory and technique. The aesthetics of
combining audio and video will be considered through introductory discussion of film
theory. Guest lecturers from the multimedia industry will showcase their own work
and discuss contemporary issues in digital video and sound production.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to
be able to Demonstrate knowledge and understanding of video and sound design
theory and practice through the production of sound and video products utilising
industry standard software; Capture, digitise and edit digital sound components;
Shoot, transfer and edit digital video; Utilise the terminology of digital sound and
video production.

Class Contact: Two hours per week for one semester.

Required Reading: There are no required readings for this unit of study. References
will be given to readings throughout the semester for specific topics.

Assessment: Sound Montage 20%; Video production 60%; Analysis review 20%.

ACM5003 INTERDISCIPLINARY PROJECT

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit of study will revolve around the development of an
interdisciplinary group production to prototype stage. Production teams will have
the flexibility to identify and research a delivery platform such as: mobile phones,
websites, interactive CD ROM, handheld PDAs and prepare workflow documentation
and prototype for work with the selected platform. The unit will have two underlying
themes. The first theme is the exploration of virtual teamwork, including the
examination and use of online collaboration tools and investigation of the skills
required by new technology professionals in a global world. The second theme is the
exploration of workplace production, including prototype methodologies.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to
Professionally engage as individual researchers collaborating with a team modelled
on workplace practice utilising online collaboration tools; Identify and utilise
communication technologies used by contemporary and global production teams;
Apply the methodologies of prototype development in the creation of a product.

Class Contact: Two hours per week for one semester.

Required Reading: There are no required readings for this unit of study. References
will be given to readings throughout the semester for specific topics.

Assessment: Reading journal delivered by ‘wik’ or ‘blog’ (1500 words) 30%; Group
production of a negotiated technology prototype (2500 words) 50%; Oral report
with notes (1000 words) 20%.

ACM5004 EMERGING TECHNOLOGIES

Locations: City Flinders.

Prerequisites: Nil.

Description: The first part of the unit of study will investigate how to gather,
evaluate, synthesise and apply information about the intersection of technology,
culture and the future. Ways of understanding an international audience will
then be addressed. Central technology development paths will then be focused
on, and understood from both a technical and social perspective. These paths
include: convergence of delivery platforms and ubiquitous wireless broadband; the
contemporary obsession with community building technologies; and the reliance on
trust.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able
to Demonstrate a variety of online and other emerging methods of research;
Demonstrate content production skills for a variety of new technologies through
practical applications; Utilise collaborative teamwork and negotiation skills through
participating in group projects.

Class Contact: Two hours per week for one semester.

Required Reading: There are no required readings for this unit of study. References
will be given to readings throughout the semester for specific topics.

Assessment: Reading Project (1500 words) 25%; Project documentation (equiv
2000 words) 50%; Group online research project journal (equiv 1500 words) 25%.

ACM5010 DESIGN MANAGEMENT

Locations: City Flinders.

Prerequisites: ACM5001 - INTERACTIVE DESIGN FOR A GLOBAL WORLD
ACM5000 - WEB TECHNOLOGIES

Description: The aim of this unit is to expose students to a range of management
issues in the area of new technology design. The unit opens with coverage of project
management principles relevant to new technology development. Established
and new theories (for instance, incomplete design) are critically appraised. The subject
then moves to consider the issue of branding and design. Issues of intellectual
property management are then reviewed. The unit closes with an investigation of
employee management in the context of design. In the area of design, often work
is completed through teamwork. We discuss the complexities, advantages and
disadvantages to this mode.
Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Research and critique theory exploring management of new media design projects; Demonstrate knowledge concerning how branding and design is executed within industry; Negotiate common workplace scenarios involved in leading design teams; and Identify critical intellectual property issues that impact on design development.

Class Contact: 2 hour workshop/seminar.


Assessment: Report, Team report, 20%. Case Study, User study, 40%. Presentation, Design Pitch, 40%. Minimum effective word limit 5000 words.

ACO1008 MUSIC TECHNIQUES 1

Locations: St Albans, Footscray Park.

Description: This unit of study introduces students to the practice and theory of music. Students develop an understanding of music theory, complementary aural skills and a context for how music develops in basic styles and genres. Students explore popular and contemporary music in relation to stylistic, harmonic and rhythmic aspects. Students apply theoretical knowledge in instrumental ensemble workshops where they develop skills in choosing, negotiating and preparing repertoire within the context of a musical ensemble. Workshop facilitators assist students to develop technical fluency, interpretation and musical expression on their instrument(s) within an ensemble context.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Understand and identify major and minor chords, scales and intervals; Understand and apply basic music notation; Understand and apply basic rhythmic phrasing, tempo and time signatures; Select, develop and perform repertoire for a short recital program; Work effectively as part of an ensemble; Develop and maintain a written practice journal; Develop and apply interpretative skills and overall musicianship.

Class Contact: One hour lecture and one hour tutorial per week Plus a two hour ensemble workshop each week for one semester.


ACO1009 INSTRUMENTAL STUDY 1

Locations: St Albans, Footscray Park.

Description: This unit of study is offered only to those students who are undertaking a major sequence of study in music in the Bachelor of Education. This unit of study introduces and develops the technical, interpretative and self-evaluation skills of the student on their chosen instrument or voice under the direction of specialist instrumental tutors. Students develop specific technical skills such as technical fluency, technical facility, intonation and articulation. In addition, students develop specific interpretative skills such as stylistic understanding in performance of selected repertoire, conveying this through appropriate dynamics and expressive techniques. This unit also focuses on preparing students to perform with a sense of personal expression, demonstrated by the use of appropriate technique and sensitivity.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Evaluate, isolate and develop areas of technical weakness; Select and develop repertoire that presents as technically and/or stylistically challenging; Develop and maintain a written practice schedule; Apply interpretative skills and overall musicianship; Prepare and perform a short recital program.

Class Contact: Forty-five minutes per week of instrumental instruction for one semester. Students are also required to do six to eight hours of individual practice each week for one semester. Note: group tuition may be used in this unit.

Required Reading: To be advised by the specialist teacher in consultation with the student.

Assessment: Performance, Recital, 50%. Exercise, Exercises in music techniques, 25%. Journal, Reflective journal - repertoire and technique, 25%. Students are assessed on maintenance of the practice schedule and journal, and completion of technical and interpretative exercises throughout the semester. Performance: students demonstrate their developing skills through a short recital comprising 12-15 minutes of music, featuring a repertoire program selected in consultation with the specialist teacher.

Total effective word limit 3000 words.

ACO1010 TECHNOLOGY OF MUSIC AND AUDIO

Locations: St Albans, Footscray Park.

Description: This unit of study provides an introduction to the essential roles digital technologies perform in modern music composition, production and performance. A brief historical and cultural overview of music technology provides a context for appreciating the technologies commonly used today and in the future. Students learn basic theoretical principles of digital audio and MIDI, with an emphasis on musical applications. Various computer-based techniques are introduced, including: MIDI sequencing and control; digital audio editing, mixing and processing; plug-ins and ‘virtual instruments’; and music notation. Students are asked to consider and discuss the influences of software-based tools, digital media and the Internet on modern music composition, production and distribution, and how these tools influence the practices of professional musicians today.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate knowledge and understanding of key theoretical concepts and terminology related to music technology; Operate a range of industry-standard music software including MIDI sequencers, digital audio workstations and music notation software; Apply their skills and knowledge of technology to compositional and performance contexts; Provide thoughtful comment on the history and culture of technology in music, and how it relates to the modern professional musician.

Class Contact: One hour lecture, Plus two hours tutorial/practicum in a computer lab environment.


Assessment: Creative Works, MIDI sequencing project, 30%. Creative Works, Score notation exercise, 20%. Creative Works, Digital audio editing and mixing project, 30%. ICT (Wiki, Web sites), Discussion forum, 20%. Total effective word limit 3000 words.

ACO2005 MUSIC TECHNIQUES 2

Locations: St Albans, Footscray Park.

Prerequisites: ACO1008 - MUSIC TECHNIQUES 1

Description: This unit of study consolidates student skills and knowledge in relation to the practice and theory of music. Students further develop and apply their understanding of music theory, complementary aural skills and a context for how music develops in a range of styles, sub-styles and genres. Students continue to
explore popular and contemporary music in relation to stylistic, harmonic, rhythmic and compositional aspects. Students continue to apply theoretical knowledge in instrumental ensemble workshops, where they further develop skills in choosing, negotiating and preparing (inclusive of arranging/transposing) repertoire within the context of a musical ensemble. Workshop facilitators assist students to consolidate technical fluency, interpretation and musical expression on their instrument(s) within an ensemble context.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Understand, identify and apply complex and extended chords and the chord/scale relationship; Demonstrate understanding of the functionality of harmony and chord progression; Recognise and apply ascending and descending intervals up to the octave; Further understand and apply music notation; Understand and apply rhythmic phrasing, tempo and time signatures; Select, develop and perform repertoire for a recital program; Work effectively as part of an ensemble; Develop and maintain a written practice journal; Consolidate and apply interpretative skills and overall musicianship.

Class Contact: One hour lecture and one hour tutorial per week. Plus a two hour ensemble workshop each week for one semester.


ACO2006 INSTRUMENTAL STUDY 2

Locations: St Albans, Footscray Park.

Prerequisites: ACO1009 - INSTRUMENTAL STUDY 1

Description: This unit of study is offered only to those students who are undertaking a major sequence of study in music in the Bachelor of Education. This unit of study maintains and further develops the technical, interpretative and self-evaluation skills of the student on their chosen instrument or voice under the direction of specialist instrumental teachers. Students further develop specific technical skills such as technical fluency, technical facility, intonation and articulation. In addition, students further develop specific interpretative skills such as stylistic understanding in performance of selected repertoire, conveying this through appropriate dynamics and expressive techniques. This unit continues to focus on preparing students to perform with a well-developed sense of personal expression, demonstrated by the use of appropriate technique and sensitivity.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Evaluate, isolate and further develop areas of technical weakness; Select and develop repertoire that presents as technically and/or stylistically challenging; Develop and maintain a written practice schedule; Demonstrate interpretative skills and overall musicianship; Prepare and perform a recital program.

Class Contact: Forty-five minutes per week of instrumental instruction for one semester. Students are also required to do six to eight hours of individual practice each week for one semester. Note: group tuition may be used in this unit.

Required Reading: To be advised by the specialist teacher in consultation with the student.

Assessment: Performance, Recital (30 minutes), Written. Journal, Reflective journal - repertoire and technique, 25%. Exercise, Exercises in music techniques, 25%. Students are assessed on maintenance of the practice schedule and journal, and completion of technical and interpretive exercises throughout the semester. Performance: students demonstrate their developing skills through a short recital comprising 30 minutes of music, featuring a repertoire program selected in consultation with the specialist teacher.

Total effective word limit 3000 words.
ACO3001 CULTURAL PERSPECTIVES ON MUSIC

Locations: St Albans, Footscray Park.

Description: This unit of study develops an understanding and exploration of music with reference to cultural, aesthetic, political and social dimensions. Students develop an appreciation of the cultural place and role of music through lectures, listening exercises and discussion forums.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate an understanding of the scope of human musical activity in Australia and throughout the world; Develop a vocabulary and critical listening skills that will enable them to discuss music from an informed critical framework; Demonstrate understanding of the ways in which music and identity are linked within social and cultural formations; Identify ways in which popular music has been connected historically to individual places, looking in particular at how this connection has been tied to issues of identity, and how that connection has been expressed in musical terms; Demonstrate an understanding of the musico- logical research methods employed and the ways that this research can be documented.

Class Contact: 1 hour lecture Plus 1 hour tutorial for one semester.


Assessment: Review, Literature reviews, 30%. Essay, Essay, 50%. ICT (Wiki, Web sites), Discussion forum, 20%. Total effective word limit 3000 words.

ACO3002 DIGITAL AUDIO ARTS

Locations: St Albans, Footscray Park.

Description: This unit of study provides an overview of advanced applications in music technology, as applied to contemporary music composition, performance and the related field of sound design. The focus is on how new technologies encourage innovative and experimental approaches to composition and performance. The main areas of study include: interactive music and the human-machine interface; algorithmic compositional tools and techniques; new electronic instruments and interfaces; live electronic music performance; mixed-media works and installations. An aesthetic appreciation of contemporary music and 'sound art' is developed by analysing a selection of works by key composers and sound designers. Various contemporary compositional theories are introduced, including Musique Concréte and 'timbre spaces'. A historical survey of significant developments in technology forms a context for studying the continually changing 'cutting edge' of music technology and its future directions.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate knowledge and understanding of key theoretical concepts and terminology related to psychoacoustics; Demonstrate self-awareness of how sound and music affect intellectual, emotional and physical states, and communicate responses or observations; Differentiate between objective physical sensations and responses, and subjective emotional/intellectual sensations and responses to sound and music; Demonstrate knowledge and understanding of the effects music has on life experience, memory and cultural identity.

Class Contact: One hour lecture Plus one hour tutorial for one semester.


Assessment: Essay, Detailed exploration of one area of interest, 30%. Examination, Lecture topics and key terminologies, 40%. Exercise, Critical listening exercises, 30%. Total effective word limit 3000 words.

ACP1053 INTRODUCTION TO CREATIVE WRITING

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study introduces students to the creative writing strand in the Professional Writing major. The unit focuses on three writing areas - autobiography, short story and short film and teaches key techniques used to write about personal life experience, and to write short stories and short film scripts. Students read a variety of personal writing, from poetry to essays, and a range of mainly Australian short stories by established writers and film scripts which have been produced as films. Students also read the published fiction of Professional Writing students in the literary magazine Offset, and are encouraged to contribute to the magazine. Lectures focus on historical and contemporary aspects of writing and creative writing, and on the contexts in which creative writers work. The unit also features short film screenings and guest lectures by creative writers.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students are expected to be able to Analyse and discuss diverse types of creative writing; Practise the techniques of expression and reflection in personal writing, and of imagination, innovation, composition and revision in short story writing, and in short film scripting; Explain and critique their own creative writing in relation to creative writing conventions and to the work of published creative writers, and constructively critique the work of their peers; Explore the contemporary social and industrial contexts, and current work practices, in the publishing and film production industries; Apply their understanding of the above contexts and work practices to their own creative writing practice.

Class Contact: One one-hour lecture and one two-hour workshop each week for one semester.


Assessment: Autobiographical story and critique 20%; Short story and critique 30%; Short film script and critique 30%; Four portfolio pieces 20%. (Equivalent to 3000 words).

ACP1054 INTRODUCTION TO MEDIA WRITING

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study introduces students to the media writing strand in the major in Professional Writing. The unit focuses on three writing areas - advertising, journalism and public relations - and teaches key techniques used to write advertisements, and news and feature stories for the print media, and to write a range of public relations materials, from media releases to speeches. Students read a variety of media material, ranging from advertisements to news and feature stories from newspapers and magazines, and the speeches of politicians. Lectures focus on the historical development of the media industries, their contemporary context, and the role of the advertising copywriter, journalist and public relations professional in these industries. The unit also features guest lectures by media writers.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Analyse and discuss diverse types of media writing; Practise the key elements of advertising copywriting and design, journalistic research and feature writing, and PR writing for media campaigns; Explain and critique their own media writing in relation to media writing conventions and to the work of published media writers, and constructively critique the work of their peers; Describe the historical and contemporary social and industrial contexts of the advertising, journalism and PR industries, and current work practices in these industries; Apply their understanding of the above contexts and work practices to their own media writing practice.

Class Contact: One one-hour lecture and one two-hour workshop each week for one semester.

Required Reading: Introduction to Media Writing Unit Reader (available from campus bookshop).

Assessment: One print advertisement assignment 30%; One feature article 40%; One media writing portfolio 30%. (Equivalent to 3000 words).

ACP2020 WRITING FOR ONLINE MEDIA

Locations: St Albans.

Prerequisites: Students would normally have completed first year professional writing units

Description: This unit of study introduces students to the conventions and skills of researching and writing for the online arena, and builds on the knowledge and skills acquired in first year professional writing units. The unit explores the diversity of contemporary online writing, with a particular regional focus on Australia and Asia, and combines analysis of online media writing with practical research and writing exercises. The unit also focuses on new participatory forms of online media creation, such as blogs, wikis, social networking platforms such as Facebook and Twitter, and citizen journalism. Importantly, this unit prioritises publication. Students are encouraged to critically evaluate and edit their own and other students’ online media writing, to submit their work to a VU online writing website, and to utilise blogs for publication. Topics covered include: computer-assisted reporting (CAR); information credibility; writing for the computer screen; news, feature and other writing genres; web structures; web pages and titles; hyperlinking, interactivity and functionality; graphics and digital photos; page design; online media legal issues; and social networking.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to identify key genres of contemporary mainstream and participatory online media writing; Analyse and discuss the features of computer-assisted reporting (CAR), of information credibility, and of writing for the computer screen; Integrate theoretical and practical understandings of compositional and stylistic elements of online writing; Demonstrate an understanding of CAR and of online media writing composition and style with regard to online research and writing practice; Show evidence of an understanding of story packaging, including the relationship between visual and text elements; Refined and develop a package of online media writing for publication in the VU online writing website; Show evidence of understanding and ability to use Twitter, Facebook and other social networking platforms.

Class Contact: 2.5 hours per week over 12 weeks or equivalent. Students should reasonably expect to devote additional private contact hours of at least three times more than the stipulated class contact hours.

Required Reading: Unit Reader (available from the campus bookshop).

Assessment: Essay, Essay on key concepts in media practices, 20%. Report, Online submission of media articles, 40%. ICT (Wiki, Web sites), Online media post, 40%. Total effective word limit 3000 words.

ACP2067 GENDER AND GENRE IN SHORT FICTION

Locations: St Albans, Footscray Park.

Prerequisites: First year units of study in Professional Writing and/or Literary Studies and/or Communication Studies and/or Gender Studies.

Description: This unit of study aims to develop an understanding of some of the ways in which the short story can be written and read. In doing so, it draws on ideas of genre: both the genre of ‘the short story’ and genres of fiction such as horror, detective etc; and gender: the different ways in which masculinities/femininities are written and impact on the writing of short fiction. Students completing the unit will be able to identify some major characteristics of genre and gender in the short story, and some ways in which texts can cross genres, and will demonstrate their understanding in both analytical and creative writing.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to understand the key terms ‘gender’ and ‘genre’; demonstrate the development of both academic and creative skills; demonstrate familiarity with theoretical and creative writing in the specific genres taught.

Class Contact: Thirty hours for one semester, comprising lectures, workshops and mixed-mode delivery.

Required Reading: To be advised by lecturer.

Assessment: Short story 30%; Analytical essay 40%; In-class test 30%.

ACP2070 EDITING PRINCIPLES AND PRACTICE

Locations: St Albans.

Prerequisites: ACP1053 - INTRODUCTION TO CREATIVE WRITING
ACP1054 - INTRODUCTION TO MEDIA WRITING

Description: This unit of study examines the principles and practices of editing and publishing, with special emphasis on their role and influence in history and contemporary society. Students will learn a range of practical techniques and applied theories of text editing in the context of small press and desktop publishing. The unit looks at the principles and practice of structural editing, copy editing, proofreading and the forms of communication used by editors, designers, authors and printers. It also includes consideration of communications law in relation to editing and publishing, such as copyright law.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate a general understanding of the role of editing in the publishing industry and society in general; solve simple and complex editorial problems in a range of social and employment contexts; demonstrate basic professional editing skills through the study of structural editing, copy editing, proofreading and the forms of communication appropriate to these areas; Work collectively and communicate effectively as a result of group assessment; Demonstrate basic familiarity with communications law in relation to editing and publishing, especially copyright and defamation.

Class Contact: One 1-hour lecture and one 1.5 hour workshop per week.


Assessment: Critique assignment 20%; Editing project or essay 40%; Exam 40%.

ACP2078 PERFORMANCE WRITING

Locations: St Albans.

Prerequisites: ACP1053 Introduction to Creative Writing; (Normally) ACP1054 Introduction to Media Writing; or demonstrated interest and competence in performance writing, including a folio of writing.

Description: The aim of this unit is to examine a range of contemporary performance writing formats and genres with particular emphasis on writing for radio, theatre, television and film. Through an examination of a number of examples in each genre and the involvement of students in a professional workshop, the unit aims to generate in students a critical understanding of these formats. Students are given the opportunity to develop performance writing skills in the application of the basics of dramatic story-telling, characterisation, conflict, and dialogue through lectures, workshop exercises, the input of industry speakers and the production of an extended piece of writing in a chosen format.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to use their performance writing skills in various formats; critically understand performance writing formats; understand the basics of dramatic story-telling, characterisation, conflict and dialogue; consider their exposure to professional theatrical workshops.

Class Contact: Thirty hours per semester, comprising lectures, workshops and mixed-mode delivery.

Required Reading: Performance Writing Book of Readings.

Assessment: Workshop folio work 50%; Script assignment 50%.

ACP2079 PUBLISHING PRINCIPLES AND PRACTICE

Locations: St Albans.

Prerequisites: ACP2070 - EDITING PRINCIPLES AND PRACTICE

Description: This unit of study examines the principles and processes of contemporary publishing in their cultural, political and economic contexts, and a special focus on their practical application. Students will learn advanced desktop publishing skills using a range of software programs. The unit will also involve a number of face-to-face meetings with industry professionals either in lectures or via excursions to their workplaces.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate a general understanding of the role of editing in the publishing industry and society in general; solve simple and complex editorial problems in a range of social and employment contexts; demonstrate basic professional editing skills through the study of structural editing, copy editing, proofreading and the forms of communication appropriate to these areas; work collectively and communicate effectively as a result of group assessment; demonstrate basic familiarity with communications law in relation to editing and publishing, especially copyright and defamation.

Class Contact: One 1-hour lecture (6 wks only) and one 2-hour workshop per week.

Required Reading: Mitchell, E 2005, Self-publishing made simple, Hardie Grant, South Yarra.

Assessment: Group publication project 50%; Publishing proposal 20%; Exam, 30%.

ACP2080 WRITING AND READING PLACE

Locations: St Albans, Footscray Park.

Prerequisites: ACP1053 Introduction to Creative Writing; ACP1054 Introduction to Media Writing or ACL1001 Reading Contemporary Fiction; ACL1002 Studying Poetry and Poetics.

Description: What is our connection to place? What does it mean to talk about a sense of place? In this unit of study students will engage with creative and theoretical ideas about the meaning of place to us as individuals and communities. The focus will be on some of the theoretical and creative works that centre on genealogies of place; on the way memories and stories are attached to places and on the importance of place, and of reclaiming or rewriting place, to individual and community identity. This unit willblur and test the boundaries between writing and reading, between creativity and reflection, between theory and practice. Students will be encouraged to explore contemporary issues related to place, to engage with creative works by novelists, poets and other writers about place (novels, short stories, poems, memoirs, travel writing and essays), to research thematic and conceptual materials, to engage critically with theory and philosophy and to explore the meaning of place through their own writing in a range of genres. This unit of study is available to both Literary Studies and Professional Writing students. Students will be asked to produce a critical essay and a creative work.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Apply their creative writing skills to write in a number of genres presented and discussed during the course; Apply their understanding of literature and place through both creative and critical writing; Discuss and write critically and analytically in relation to issues related to writing and reading about place; Apply critical tools required to write, redraft and edit their writing.

Class Contact: Ten one-hour lectures and ten 120-minute workshops for one semester.

Required Reading: To be advised by the lecturer.

Assessment: A short creative piece developed from workshop exercises (600 words) 15%; An analytical essay (1200 words) 50%; A creative piece in any of the following genres: short story, personal or lyrical essay, short memoir, travel essay/story (1200 words) 35%.

ACP2085 FICTION WRITING

Locations: St Albans.

Prerequisites: ACP1053 - INTRODUCTION TO CREATIVE WRITING
OR demonstrated interest and competence in creative writing. A folio of creative writing may be requested prior to approval of enrolment.

Description: This unit of study focuses primarily on short story writing and further develops writing techniques and approaches to fiction practised in first and second year creative writing units of study. The unit will revisit conventional realist writing techniques but emphasis will be placed on innovative departures from realism and students will be encouraged to experiment with story length and form. Students will read a range of short fiction by Australian and international writers, and two or three novels, as well as a variety of extracts by contemporary writers. The unit of study will blur and test the boundaries between: writing and reading; creativity and reflection; theory and practice. Students will be encouraged to explore contemporary issues, to research thematic and conceptual materials, to engage with theory and philosophy and to participate in the writing workshop process. Writers learn to write by writing, and constructive criticism and feedback can assist in the process. The fiction writing workshops that form a key part of this unit will concentrate on intensive writing and revision, and all students will be expected to submit and read their work to the tutor and to the class for critique.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Develop their short story writing skills to complete at least one short story of publishable standard; Identify a variety of fiction writing techniques and approaches behind the most compelling fiction; Apply in a variety of writing activities aimed at extending their writing ability; Apply critical tools for editing and redefining their own fiction and for providing feedback to fellow writers; Understand aspects of creative writing theory and research that will give them a sound basis for further academic study in the area of creative writing; Understand a range of approaches and techniques used by contemporary fiction writers and develop their critical reading skills; Identify current publication opportunities and work towards presenting their work for publication; Identify various grants, websites and networks that are available for writers.

Class Contact: One 1-hour lecture (6 weeks only) and one 2-hour workshop per week for whole semester.

Required Reading: To be advised by lecturer.

Assessment: Short story and critique 60%; Book review or research report 40%. Total EWL 3000 words.

ACP3049 WRITING AND PRODUCING THE DOCUMENTARY

Locations: St Albans.

Prerequisites: Completion of second year Professional Writing units (including ACP2070 Editing Principles and Practice) and/or completion of ACC3045 Video Production.

Description: This unit of study introduces students to the knowledge and skills involved in writing and producing documentaries for different markets. Students will view a wide range of Australian and international documentaries, which use a variety of story-telling techniques. Current theories about documentary-making will be discussed. By the end of semester students will produce a short, 25-minute documentary of broadcast standard. There will be a focus on working as part of a diversely-skilled production team. Topics covered will include: documentary analysis; research and pre-production techniques; scripting techniques, including narration and dramatisation; stages of production; direction techniques; digital editing; the marketplace. There is also an emphasis on biopics and rock docs. The unit and its assessment are structured in a way that will enable students to choose which they would prefer to specialise in - scripting or producing/directing. Students will shoot their films on mini DV digital cameras and edit using Mac-based digital technology. Some use of WebCT is required. This unit has a 40 material change.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Critically analyse a documentary with respect to scripting, direction and production; Understand current theoretical issues in documentary making and criticism; Apply a thorough understanding of the pre-production, production and post-production process involved in making a documentary; Develop a thorough understanding of the scripting process for a documentary; Identify and apply the skills and ability to work as part of a diversely-skilled production team.

Class Contact: One 1-hour lecture/screening and one 1.5-hour workshop.

Required Reading: A Book of Readings.

Assessment: Proposal and treatment for individual documentary 20%; Critique of a documentary OR critique of a first draft script via WebCT 20%; Final script OR final production 60%; (for production students 40% of the 60% will be a group mark for each production unit, with 20% as a mark for individual contribution to the project).

ACP3051 WRITING FOR PUBLIC RELATIONS AND ADVERTISING

Locations: St Albans.

Prerequisites: Normally ACP1054 Introduction to Media Writing.

Description: In this unit, students will look at some of the theoretical, social and practical contexts for writing in public relations and advertising. We consider different writing and rhetorical strategies, beliefs and ideology, the public sphere and public opinion; the media and media relations; and arguments and audiences. In the section on advertising, students look at the advertising industry, message construction in advertising, creativity, and copywriting for print and broadcast. Students will have the opportunity to analyse the professional writing skills covered and develop their own writing skills. Public Relations is itself a form of managed communication which means that it is both planned and co-ordinated. Theory, research and an understanding of how ‘publics’ might react within different social, political, and economic contexts are therefore an important starting point in thinking about how we might start to define public relations writing.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Identify and explain public relations as a form of writing and communication and the way it is practised by different agents, political organisations, corporate groups and social movements in the public sphere; Respond to public relations problems in a written way and manage public relations messages; Write for different public relations media and advertising; Evaluate written forms of persuasion in public relations and have a critical sense of how this persuasion works in public relations messages; Explain how ‘publics/audiences interpret and understand public relations writing; Distinguish between the ‘form’, narrative and structure of a message and its ‘content’.

Class Contact: A one-hour lecture and one 90-minute workshop each week over one semester.

Required Reading: Public relations writing in Australia, Mahoney, J 2008, Melbourne/Oxford University Press.

Assessment: Assignment, Media release exercise, 10%. Project, Media kit and work report (group exercise), 40%. Portfolio, 4 x short portfolio pieces, 20%. Test, 5 x in-class tests, 30%. Total effective word limit 3000 words.

ACR1000 RESEARCH (FULL TIME)

Locations: St Albans, Footscray Park, City Flinders.

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

Credit Points: 48
Learning Outcomes: N/A.

Class Contact: Independent research in addition to regular meetings with the supervisor.

Required Reading: To be advised by supervisor.

Assessment: The thesis will normally be assessed by at least two expert examiners for Research Masters and three expert examiners for PhD from an appropriate area of expertise.

ACR1001 RESEARCH (PART-TIME)

Locations: St Albans, Footscray Park, City Flinders.

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

Credit Points: 24

Learning Outcomes: N/A.

Class Contact: Independent research in addition to regular meetings with the supervisor.

Required Reading: To be advised by supervisor.

Assessment: The thesis will normally be assessed by at least two expert examiners for Research Masters and three expert examiners for PhD from an appropriate area of expertise.

ACT1001 GROUND, SELF AND OTHERS: EMBODIED ETHICS

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study aims to provide students with an embodied understanding of ethical and productive practices for working in dance, drama and performance. Specifically it aims to provide students with approaches to understanding, interacting and negotiating with spaces and places, themselves and with others. These understandings and approaches are organised around an embodied understanding of the ethical, productive dimensions of the basic performance elements of composition and improvisation. Staff will encourage students to develop their own compositional interests while providing a forum for discussion of the historical context of various compositional and technical processes (movement & voice) as well as for discussion of interpersonal and group dynamics. Students will utilise journals and groups discussion for feedback.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate understanding of ethical and productive ways of approaching and interacting with spaces and places, themselves, and others; demonstrate understanding of the basic performative elements of movement, dynamic interaction, image and composition; demonstrate basic skills in ‘warming-up’ for composing, improvising and developing performance work alone and with others; demonstrate an embodied understanding of textual, visual and kinetic performance modes.

Class Contact: This unit will comprise the equivalent of three hours per week contact with the lecturer for one semester including workshop, seminar, rehearsal and performance.

Required Reading: Unit reader.

Assessment: Exercise, Practical tasks and processes within workshop classes, 50%.

Report, Documentation of process, 20%. Presentation, Performance presentations, 30%. Total effective word limit 3000 words. Students must attend 80% of classes to be considered for a mark.

ACT1002 PERFORMANCE (RE)MAKING

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study exposes students to a range of contemporary performance, dance and drama through attending and/or viewing documentation of selected performances. Students will be asked to construct a performed response to these works either as a solo or group presentation. It provides students with an understanding of the cultural context of the performance and how that changes through (re)sitting, (re)presenting and (re)interpretation. It broadens their understanding of what a performance, dance or drama could be.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to critically analyse and articulate through performance aspects of composition in dance, drama and performance; demonstrate an introductory understanding of the range and depth of contemporary performance, dance and drama; Analyse the internal structure and substance of a number of live contemporary performances, including dance and drama; demonstrate ways in which performances are constructed and how performances may be re-makings of other performances.


Assessment: Progressive assessment (attention to and completion of practical tasks and processes within workshop classes) 50%; Documentation of process 20%; Presentations 30%; Total EWL 3000 words. Students must attend 80% of classes to be considered for a mark.

ACT2001 PERFORMANCE: SELF

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study exposes students to existing artistic practices concerned with using one’s self as the catalyst for performance-making in dance, theatre and performance. Students will investigate the interplay between imagination and memory through a range of processes and strategies to generate and organise material. The students’ ability to perceive what is unique/shared in relation to traditions and conventions will be developed through observation and discussion of their own and others’ work.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to identify and articulate diverse ways in which notions of self are being explored in a dance, Theatre and performance context; utilise their own memory and imagination in constructing dance, theatre and performance material; develop a range of performance elements in voice and movement, dance and theatre; develop a practice of observation and discussion of their own and others’ work in verbal and written forms.

Class Contact: This unit of study will comprise the equivalent of 2.5 hours contact per week for one semester, including workshop, seminar, rehearsal and performance.

Required Reading: Students will be provided with a class reader including extracts from the following: Bätschmann O 1997, The artist in the modern world: the conflict

Assessment: Progressive assessment (attention to and completion of practical task and processes within workshop classes) 50%; Presentations 30%; Documentation and evaluation of process 20%. Total EWL 3000 words. Students must attend 80% of classes to be considered for a mark.

ACT2002 CRITICAL PRACTICE A

Locations: Footscray Park.

Prerequisites: Nil.

Description: These units of study represent an elective stream within the Performance Studies degree. Students will be able to take one or all of these units, or any other units of study from within the University subject to the approval of the Course Coordinator. The Critical Practice electives are designed to allow the Performance Studies unit to offer important practitioners and theorists a chance to pursue specific projects with students. These may include traditional academic work, small scale performance projects, and intensive practical/technical sessions. Like the Performance Studios their content will be driven by the expertise and interests of the practitioner and/or theorist. These projects represent a chance for students to explore the intersection of diverse contemporary cultural theories, performance, and performance techniques without the demands of large-scale performance. This intersection can be crucial for students’ understanding of performance processes, contexts and politics.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Synthesise and articulate current critical thinking and practice in significant areas of learning outcomes:

Class Contact: This unit of study will comprise the equivalent of 2.5 hours contact per week for one semester, seminar/workshop.


Assessment: Progressive assessment (attention to and completion of practical task and processes within workshop classes) 50%; Presentations 30%; Documentation and evaluation of process 20%. Total EWL 3000 words. Students must attend 80% of classes to be considered for a mark.

ACT2003 PERFORMANCE: OTHERS

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study provides students with a developmental practice in relation to working with, on, or for others in a performance or dance and theatre context. Structures will be provided that allow for the development and communication of student ideas physically, verbally and in written form to others. Dynamics and range in the relationship of self to others will be explored in performance, social and cultural contexts.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Demonstrate, in greater detail, an understanding of material introduced in first semester in the unit Performance: Self; Employ a range of strategies to work collaboratively on performance or dance and theatre material; Communicate ideas physically, verbally and in a written form to others; Investigate a range of perspectives in the relationship of self and others; Apply an ongoing practice of listening through improvisation structures.

Class Contact: This unit of study will comprise the equivalent of 2.5 hours contact per week for one semester, seminar/workshop.


Assessment: Progressive assessment (attention to and completion of practical task and processes within workshop classes) 50%; Presentations 30%; Documentation and evaluation of process 20%. Total EWL 3000 words. Students must attend 80% of classes to be considered for a mark.

ACT2004 CRITICAL PRACTICE B

Locations: Footscray Park.

Prerequisites: Nil.

Description: These units of study represent an elective stream within the Performance Studies degree. Students will be able to take one or all of these units, or any other units of study from within the University subject to the approval of the Course Coordinator. The Critical Practice electives are designed to allow the Performance Studies unit to offer important practitioners and theorists a chance to pursue specific projects with students. These may include traditional academic work, small scale performance projects, and intensive practical/technical sessions. Like the Performance Studios their content will be driven by the expertise and interests of the practitioner and/or theorist. These projects represent a chance for students to explore the intersection of diverse contemporary cultural theories, performance, and performance techniques without the demands of large-scale performance. This intersection can be crucial for students’ understanding of performance processes, contexts and politics. This unit aims to expose students to the diversity and depth
of research, practice and critical thought in performance and related fields by asking them to work with staff and invited practitioners/theorists from a wide range of disciplines (dance, drama, performance, philosophy etc) to provide a forum in which students can investigate specific ‘theoretical’ and ‘practical’ knowledges around current critical thinking in the arts, sciences, and humanities. This will enable students to foster knowledge and debate of contemporary themes, issues and performance and artistic processes, and to find ways of realising and exploring them through performance. This unit will also provide students with an understanding of the complex contextual and conceptual role of performance in contemporary critical thought. Themes and issues for this unit of study will depend on the performer/theorist running the unit but will generally fall under the following four themes: ecologies; interventions; deviations; activism.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Synthesise and articulate current critical thinking and practice in significant areas of the arts, sciences and humanities in verbal, written and other performance forms; Demonstrate the complex contextual and conceptual role of dance, drama and performance in contemporary thought.

Class Contact: This unit of study will comprise a 1 hour lecture and 1.5 hour tutorial per week for one semester.


Assessment: Progressive assessment (attention to and completion of presentations and practical tasks and processes within workshop classes) 40%; Documentation of process 30%; Presentations 30%. Total EWL 3000 words. Students must attend 80% of classes to be considered for a mark.

ACT2005 PERFORMANCE STUDIO A

Locations: Footscray Park.

Prerequisites: Nil.

Description: The content for this unit of study will be determined by the individual lecturer in consultation with the Course Coordinator. Content will be drawn from a wide range of possibilities, including: a consideration of the relationships between written text and performer and written text and audience; the redefinition of space through the placement and manipulation of two and three dimensional elements, sound and light and a consideration of the relationship and engagement of viewers with the work and how it is activated or mediated by them; processes for the selection and transformation of either movement material, written text, visual imagery, memory, and/or sound into a performance; exploration of the ways in which visual images can be included within a performance, and the use of each visual technology in the composition of a work; basic concepts of sound, hearing and the vibratory nature of the human body and an understanding of the language of music through practical exercises in traditional and contemporary forms.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Demonstrate the skills and processes required to compose organise, rehearse and perform an original work across a range of forms (dance, drama, performance art, site-specific performance or other related art-form) to be determined by the practitioner; Research and evaluate both their own and others’ performance-making processes.

Class Contact: One 2.5 hour workshops per week for one semester.


Assessment: Class participation 30%; Class presentations 30%; Performance 40%. Total EWL 3000 words. Students must attend 80% of classes to be considered for a mark.

ACT2006 PERFORMANCE STUDIO B

Locations: Footscray Park.

Prerequisites: Nil.

Description: The content for this unit of study will be determined by the individual lecturer in consultation with the Course Coordinator. Content will be drawn from a wide range of possibilities, including: a consideration of the relationships between written text and performer and written text and audience; the redefinition of space through the placement and manipulation of two and three dimensional elements, sound and light and a consideration of the relationship and engagement of viewers with the work and how it is activated or mediated by them; processes for the selection and transformation of either movement material, written text, visual imagery, memory, and/or sound into a performance; exploration of the ways in which visual images can be included within a performance, and the use of each visual technology in the composition of a work; basic concepts of sound, hearing and the vibratory nature of the human body and an understanding of the language of music through practical exercises in traditional and contemporary forms.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Demonstrate the skills and processes required to compose organise, rehearse and perform an original work across a range of forms (dance, drama, performance art, site-specific performance or other related art-form) to be determined by the practitioner; Research and evaluate both their own and others’ performance-making processes.

Class Contact: One 2.5 hour workshop per week.

ACT2008 PERFORMANCE STUDIO D

Locations: Footscray Park.

Prerequisites: Nil.

Description: The content for the unit of study will be determined by the individual lecturer in consultation with the Course Coordinator. Content will be drawn from a wide range of possibilities, including: a consideration of the relationships between written text and performer and written text and audience; the redefinition of space through the placement and manipulation of two and three dimensional elements, sound and light and a consideration of the relationship and engagement of viewers with the work and how it is activated or mediated by them; processes for the selection and transformation of either movement material, written text, visual imagery, memory, and/or sound into a performance; exploration of the ways in which visual images can be included within a performance, and the use of each visual technology in the composition of a work; basic concepts of sound, hearing and the vibratory nature of the human body and an understanding of the language of music through practical exercises in traditional and contemporary forms.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to demonstrate the skills and processes required to compose, organise, rehearse and perform an original work across a range of forms (dance, drama, performance art, site-specific performance or other related art form) to be determined by the practitioner; Research and evaluate both their own and others' performance-making processes.

Class Contact: 2.5 hours of workshops weekly.


Assessment: Class participation 30%; Class presentations 30%; Performance 40%. Total EWL 3000 words. Students must attend 80% of classes to be considered for a mark.

ACT2020 EXPERIENTIAL ANATOMY FOR DANCE

Locations: Footscray Park.

Prerequisites: Nil.

Description: This studio-based, practical unit aims to establish a foundation for the recognition, understanding and development of the students’ potential for movement and dance performance. The unit introduces somatic approaches to dance and movement education, with an emphasis on ideokinetic method. Students are engaged in a creative learning process in which the development of an intellectual understanding of the structural balance of the body is integrated with the experience of moving. Content exploration of selected approaches to body awareness and integration and their implications for dance training, education and performance; mechanisms of movement, focusing on skeletal and neuromuscular organisation;
the development of anatomical imagery for alignment and movement; exploration of anatomical imagery as a support and stimulus for dance/movement, through improvisation and rule game structures.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Develop techniques for writing for the theatre/performance in both solo and small scale performance projects and intensive practical/technical sessions. Like the development of anatomical imagery, Station Hill Press, Barrytown, New York.

Assessment: Progressive assessment (attention to and completion of practical tasks and processes within workshop classes) 40%; Documentation of process 30%; Presentations 30%. Total EWL 3000 words. Students must attend 80% of classes to be considered for a mark.

ACT3023 PERFORMANCE IMPROVISATION 2

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study provides students with advanced practice and understanding of productive improvisational practices in dance, drama and performance. Students will develop their understanding of working in a place, with themselves, and with others. Moving, seeing, vocalising, speaking, touching and proxemics will be used as key organising elements in further developing improvisational skills in textual, visual and kinetic performance modes.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Identify ethical and productive ways of approaching and interacting with spaces and places, themselves and others in the context of dance, drama and performance; Demonstrate the basic performance elements of moving, seeing, vocalising, speaking, touching and proxemics; Apply advanced skills to improvising alone and with others; Apply an advanced embodied understanding of textual, visual and kinetic performance modes.

Class Contact: This unit of study will comprise three hours of workshops per week for one semester.


Assessment: Progressive assessment (attention to and completion of practical tasks and processes within workshop classes) 50%; Documentation of process 20%; Presentations 30%. Total EWL 3000 words. Students must attend 80% of classes to be considered for a mark.

ACV1001 BASIC VIETNAMESE A

Locations: Footscray Park.

Prerequisites: This unit of study is offered at both undergraduate and postgraduate levels.

Description: As an introduction to the Vietnamese language and culture, Basic Vietnamese A is designed for students with no (or very little) previous knowledge of Vietnamese. It provides students with a foundation in pronunciation and grammar, a range of vocabulary, and a basic conversational ability through an interactive and communication-oriented approach. Students use all skills but emphasis is on the development of listening and speaking skills. In addition, students are introduced to basic information regarding the society of Vietnam. The cultural aspects of the language are an integral part of the unit.
**ACV1002 BASIC VIETNAMESE B**

**Locations:** Footscray Park.

**Prerequisites:** Nil

**Description:** This unit of study is designed to improve students' oral and written communicative skills in Vietnamese through the study of vocabulary, grammar and culture. Emphasis is placed on developing beginning-level competence in the four basic skills: speaking, listening, reading and writing. Topics centre on Vietnamese society and people so that students can acquire knowledge of the culture in which Vietnamese is spoken. Video material is used where appropriate to augment the topics discussed in class.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to: Compose short paragraphs, notes and messages in Vietnamese; Demonstrate Vietnamese language skills for the purpose of socialising and further study; and Identify the diversity of Vietnamese society and culture.

**Class Contact:** Three hours per week for one semester, comprising two 1.5 hour workshops.

**Required Reading:** Basic Vietnamese B textbook (written by the coordinator) will be supplied.

**Assessment:** Test, In-class tests, 40%. Essay, Narrative composition of 500 words, 20%. Presentation, Report of community observations, 15%. Examination, Final written, 25%. Total effective word limit is 3000 words.

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**ACV2001 INTERMEDIATE VIETNAMESE A**

**Locations:** Footscray Park.

**Prerequisites:** Nil

**Description:** This unit of study is designed for students who have some knowledge of spoken and written Vietnamese and who wish to further enhance their skills. It aims to develop students' communicative skills in listening, reading, speaking and writing while further developing their general understanding of the culture. Topics for conversations are everyday life situations and issues in Vietnam as well as in the Vietnamese community in Australia. Audio tapes, video clips and similar materials are used to enhance students' listening skills.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to: Demonstrate an ability to participate successfully in basic conversations; Demonstrate an ability to read and understand simple texts; Compose short writing about people's lives in Vietnamese; and Demonstrate an understanding of contemporary Vietnamese society and culture.

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

**Required Reading:** Intermediate Vietnamese A textbook (written by the coordinator) will be supplied.

**Assessment:** Test, In-class tests, 40%. Essay, Reflective essay of 800 words, 20%. Presentation, Report on community observations, 20%. Examination, Final written, 20%. Total effective word limit is 3000 words.

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**ACV2002 INTERMEDIATE VIETNAMESE B**

**Locations:** Footscray Park.

**Prerequisites:** Nil

**Description:** This unit of study provides continued development of skills attained in ACV2001 Intermediate Vietnamese A. It continues to emphasise further expansion of vocabulary and grammatical structures in the language. The focus will be the comprehension of Vietnamese non-literary works combined with increased cultural awareness. Simplified texts and selected passages from Vietnamese newspapers and magazines are read with attention to lexical and semantic features. Grammar is systematically reinforced. Film, tapes and videos are used. It is expected that at the end of the unit, students will be able to express themselves with confidence on a wide range of subjects.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to: Demonstrate an ability to express themselves with confidence on a wide range of subjects; Demonstrate an ability to read Vietnamese newspapers with the aid of a dictionary; Demonstrate an ability to write short essays on several topics; and Demonstrate an understanding of contemporary Vietnamese society and culture.

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

**Required Reading:** Intermediate Vietnamese B textbook (written by the coordinator) will be supplied.

**Assessment:** Test, In-class tests, 40%. Essay, Reflective essay of 800 words, 20%. Presentation, Report on community observations, 20%. Examination, Final written, 20%. Total effective word limit is 3000 words.

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**ACV3001 VIETNAMESE CULTURE AND SOCIETY**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study is designed to introduce students to Vietnamese culture and society from the earliest times to the present with special attention paid to traditional Vietnamese ways of thinking, behaving and organising their lives. It aims to provide a sound understanding of several aspects of Vietnamese culture for those who want to work in Vietnam or with the Vietnamese community in Australia. Topics to be addressed in this unit include: history, politics, religion and customs; the dialogue between community-oriented attitudes and individualism or the Vietnamese conception of the self; food and styles of eating; the gendered models of virtue; family structure and the role of women; verbal and non-verbal communication; and views of body and beauty.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to: Demonstrate understanding of Vietnamese culture and society, both historical and contemporary; Demonstrate understanding of the Vietnamese modes of experience in thinking, feeling, valuing and perceiving themselves and the external world; Demonstrate understanding of comparative civilisations and cross-cultural environments; and Demonstrate an ability to work with Vietnamese people in Vietnam and abroad, including Australia.

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

**Required Reading:** A Book of Readings will be supplied.
ACV3002 VIETNAM: GLOBALISATION, DIASPORA AND IDENTITY

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study is designed to introduce students to contemporary Vietnamese culture and society, particularly since the end of the Vietnam War (1975) after which Vietnam faced two striking phenomena: the impact of increased globalisation and the establishment of the Vietnamese diaspora. In both cases, Vietnamese people have had to define and redefine their identity. This process of defining and redefining identity is reflective of on the one hand, the cultural construction undertaken by Vietnamese people during the post-war era; and on the other hand, the interaction between Vietnam and the world. Topics include: the culture of war; the politics of globalisation and poetics of diaspora; the postcolonial mentality; post-communist culture; the link and dialogue between diaspora and homeland; the concept of identity as a cultural product; the changing face of ‘Vietnameseness’; and the cultural memory of the Vietnamese community in Australia. These topics will be studied through the eyes of historians, artists, journalists, filmmakers and writers in Vietnam and abroad.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to Demonstrate understanding of the continuity and change in Vietnamese culture and society after the Vietnam War; Demonstrate understanding of the impact which the Vietnamese culture of war left on post-war Vietnam; Demonstrate understanding of the impact of globalisation on Vietnamese society; Demonstrate understanding of the relationship between the Vietnamese diaspora and their homeland; Demonstrate an ability to understand the politics of globalisation and diaspora generally; and Demonstrate an ability to work with Vietnamese people in Vietnam and abroad, including Australia.

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

**Required Reading:** A Book of Readings will be supplied.

**Assessment:** Review, Film/book review, 20%. Essay, Analytical essay on aspects of Vietnamese culture and society, 40%. Examination, Final written, 40%. Total effective word limit is 3000 words.

ACV3013 VIETNAMESE FOLKLORE

**Locations:** Footscray Park.

**Prerequisites:** Nil

**Description:** Designed for students who have already completed a two year beginners stream or three years of secondary school Vietnamese or obtained some equivalent qualifications, this unit of study is an in-depth study of Vietnamese culture as seen in the folk literature, arts and festivals. It aims at further development of overall language proficiency through work on reading and to enhance students' understanding of the set of basic values underpinning ways of thinking and social interaction, including the use of language within the Vietnamese community. It also aims to enrich the students' vocabulary and to enable them to use the Vietnamese language with accuracy. A systematic overview of Vietnamese grammatical and syntactic structures is introduced. Vietnamese is the main medium of instruction.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to Demonstrate understanding of Vietnamese traditions, beliefs and customs; Demonstrate an ability to read complex writings in Vietnamese; Demonstrate an ability to write long essays in Vietnamese; and Demonstrate an ability to work with Vietnamese people in Vietnam and abroad, including Australia.

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

**Required Reading:** A Book of Readings will be supplied.

**Assessment:** Test, In-class tests, 20%. Presentation, Class presentation and paper, 20%. Essay, Reflective essay, 30%. Examination, Final written, 30%. Total effective word limit is 3000 words.

ACV3022 VIETNAMESE FILM AND MEDIA

**Locations:** Footscray Park.

**Prerequisites:** ACV3013 - VIETNAMESE FOLKLORE

**OR equivalent language level.

**Description:** This unit of study provides an interdisciplinary understanding of the historical, social, cultural and linguistic aspects of Vietnamese film and media. Films, videos and journalistic texts are studied in terms of their cultural background, their treatment of reality, and their aesthetics. Emphasis is placed on textual analysis, especially the treatment of visual images, and their position in the society. It also aims to develop students' understanding of the relationship between the media, culture and society. At the end of the semester, students are expected to have a basic understanding and appreciation of cinematic form and Vietnamese society and culture as reflected in film and media, and to be able to analyse visual and written texts, and present ideas clearly. Conducted in Vietnamese.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to Demonstrate a command of modern Vietnamese as used in mass media; Apply analytical and interpretative skills; and Compose book/film reviews and essays in Vietnamese.

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

**Required Reading:** A Book of Readings will be supplied.
ACV3023 VARIATION AND CHANGE IN THE VIETNAMESE LANGUAGE

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study is a continued study of fundamental Vietnamese semantics and grammar. It is designed to provide students with a better understanding of the Vietnamese language in terms of its historical development and its geographical variations. Selected readings and audiovisual materials are chosen in order to enhance students' familiarisation of Vietnamese register and style in a variety of contexts. Dialects in Vietnamese and the Vietnamese language as spoken and written in Australia are studied. Conducted in Vietnamese.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate understanding of historical linguistics; demonstrate understanding of change and variation in the Vietnamese language; demonstrate understanding of the scholarly writings in Vietnamese; demonstrate an ability to use Vietnamese material as a tool for research; and demonstrate an ability to work with Vietnamese people in Vietnam and abroad, including Australia.

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

Required Reading: A Book of Readings will be supplied Song Vô Chữ Nguyễn Hùng Quốc 2004, 1st edn. California: Van Môi.

Assessment: Test, In-class tests, 20%. Presentation, Class presentation and paper, 20%. Essay, Analytical essay on Vietnamese language as used in Australia, 30%. Examination, Final written, 30%. Total effective word limit is 3000 words.

ACV3032 SPECIAL TOPICS IN VIETNAMESE LITERATURE

Locations: Footscray Park.

Prerequisites: Nil.

Description: Advanced reading, essay writing, book review, discussion and other activities aim to give students increased confidence and pleasure in their speaking, reading and writing. Themes and texts will vary from year to year, depending on students' interest, and will be drawn from the following topics: love, gender, war, colonialism and postcolonialism in Vietnamese literature; influences of China and the West on Vietnamese literature; the historical development of genres; tradition and innovation in 20th century Vietnamese literature, etc. Attention will be devoted to both aesthetic and ideological aspects of literature. Works of prose and poetry will be read in conjunction with discussions of the social conditions of the time. Conducted in Vietnamese.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate understanding of the history of Vietnamese literature; demonstrate an ability to analyse and interpret literary texts; demonstrate an ability to write satisfactory essays on a wide range of topics; demonstrate an ability to use Vietnamese material for further research, and demonstrate an ability to work with Vietnamese people in Vietnam and abroad, including Australia.

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

Required Reading: A Book of Readings will be supplied Von Hóc Viet Nam Tu Dien Nhìn H(a)u H(ien) Dai, Nguyễn Hùng Quóc 2000, California: Van Nghe.

Assessment: Test, In-class tests, 20%. Presentation, Class presentation and paper, 20%. Essay, Critical essay involving close reading of Vietnamese literary texts, 30%. Examination, Final written, 30%. Total effective word limit is 3000 words.

ACW1020 SEX AND GENDER

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

Description: This first-year unit is designed to introduce students to the discipline of Gender studies. Gender studies is an independent scholarly discipline that intersects with sociology and humanities. The unit is interdisciplinary with links to many other fields of study such as anthropology, literary studies, film studies, cultural studies, politics, history, psychology and philosophy. This unit introduces students to the complex notions of sex and gender, sexualities and gendered subjectivities. It considers gender as a socially constructed category and the ways in which this construction impacts on our everyday lives. The unit examines the complex array of processes at work that construct specific types of gendered subjects, and challenges traditional gender binaries, gender stereotypes and conventional sex/gender roles.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate an understanding of gender and apply this in a variety of contexts; identify social and cultural influences on the construction of gender and sexuality; undertake and complete an observational research report; identify and interact with a variety of gender debates and theories; demonstrate familiarity with resources relevant academic material from the library and online.

Class Contact: Three class hours per week consisting of a two-hour lecture/workshop combined, Plus a one hour additional tutorial.

Required Reading: Unit reader.

Assessment: Review, Literary review - summary and questions, 30%. Project, Observational research project, 50%. Test, Final test, 20%. Total effective word limit 3000 words.

ACW1021 FASHIONING GENDER

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

Description: This unit of study explores some of the ways in which femininity and masculinity are 'fashioned' through popular cultural images and other forms of representation. Body image, magazines, soap operas and film will be examined. Some constructions and interpretations of sexuality will be explored. The main, but not exclusive, focus of this unit will be on contemporary Australian examples.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to understand theories of gender representation; engage with a variety of texts (written, visual and spoken) in which gender is represented; read and understand the representation of femininity and masculinity in texts through the application of theoretical frameworks; think critically and participate in debates around gender representation in tutorials.

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

Required Reading: Unit reader.

Assessment: Article review 30%; Tutorial paper 30%; Essay 40%.

ACW2021 GENDER ON THE AGENDA

Locations: St Albans, Footscray Park.

Prerequisites: Normally first year Gender Studies or Sociology units of study.

Description: This unit of study explores some of the ways that gender and gender relations have become a focus of public policy and practice in contemporary Australia. The major focus will be upon the institutions of the State including the political and judicial systems, but also the economy, which has become increasingly
dominant in public policy decisions. The influence of other major institutions in determining public agendas such as religion and the media will also be considered through examination in the weekly topics, as well as students’ own choice of research topics. The unit specifically examines gendered work experience in the public and private sectors. The focus is on contemporary feminist theories and analyses of current issues including: balancing paid work and family; labour market restructuring and industrial relations; citizenship and globalisation; immigration and race relations; violence; law reform and gender in politics.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to identify major discourses and academic contributors to those discourses on the contemporary Australian state; Provide a ‘gender analysis’ of these discourses; Apply their knowledge to constructing a critical case study utilising social research methods; Apply these knowledges and skills in roles in research, policy and service delivery in human service professional areas.

Class Contact: One-hour lecture and one-hour tutorial per week, and three hours per semester of mixed-mode or self-directed learning.

Required Reading: Unit reader.

Assessment: Article review 30%; Major research project 70%.

ACW2022 RESEARCHING GENDERED LIVES

Locations: St Albans, Footscray Park.

Prerequisites: Normally first year Gender Studies units of study.

Description: This unit of study raises questions about the written record of people’s lives in Australia and in particular the marginalisation of issues of gender, class, race and ethnicity. The importance and difficulty of recovering the ordinary and extraordinary lives of people is explored. Issues of identity and memory, and the links of the personal to wider histories are examined. Students are introduced to oral history methods and complete their own oral history project.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to identify some major themes in 20th century Australian social history with a focus upon gender relations; Understand the meaning of inclusion and exclusion in the study of history and historiography, with particular reference to Australian history; Identify and apply feminist interpretations of history and historiography; Understand oral history methodology and undertake original research utilising oral history methods.

Class Contact: One one-hour lecture and one one-hour tutorial per week, and three hours per semester of mixed-mode or self-directed learning.

Required Reading: Unit reader.

Assessment: Tutorial paper 40%; Oral history project 60%.

ACW2023 QUEER IDENTITIES

Locations: St Albans, Footscray Park.

Description: Queer identities introduces the study of gay, lesbian, bisexual, queer, trans and intersex history, politics, and culture. This interdisciplinary unit explores contemporary sexual identity and politics under the umbrella term ‘queer’. Queer Identities deconstructs intellectual and cultural traditions and dominant discourses around sexuality and gender. The unit challenges traditional thinking and presents new theoretical paradigms. Queer Identities also navigates the complexities of sexual orientation and gender identity via cultural representation; historical and political change; life and health experiences; and queer, trans (gender) theories.

Credit Points: 12

Learning Outcomes: On successful completion of this units, students are expected to be able to: Identify dominant discourses around sexuality and gender order; Apply the ability to identify and articulate prejudice and discrimination; Demonstrate a familiarity with contemporary debates around sexuality; Apply skills developed in a variety of professional and occupational settings; Apply academic texts and e-learning to the study of sexuality and gender.

Class Contact: One hour lecture and one hour tutorial per week for 12 weeks, Plus three additional screening hours per semester.

Required Reading: Unit reader.

Assessment: Literature Review, Critical text review, 30%. Assignment, Minor paper, 20%. Essay, Major research essay, 50%. Total effective word limit is 3000 words.

ACW2033 WOMEN AND INTERNATIONAL DEVELOPMENT

Locations: St Albans, Footscray Park.

Prerequisites: Normally first year Gender Studies, Sociology or Community Development units of study.

Description: This unit of study will explore theories, strategies and discourses on women and feminism in the context of international political, economic and social development. Gender-conscious analysis and critique of development theories, policies, implementation and evaluation will also be examined. The focus will be on the intersections between gender and feminist analyses and sustainability in the era of globalisation. Topics will include: international trade and the movement of people; racism; conflict and militarisation; environmental crises and critiques of western paradigms. Recommended for Gender Studies, Community Development and International Studies.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to identify the major discourses of international development theory and practice; Provide a ‘gender analysis’ of these discourses; Apply their knowledge to constructing a critical case study; Apply this knowledge to make a professional contribution to the international development sector (postgraduate).

Class Contact: One one-hour lecture and one one-hour tutorial per week, and three hours per semester of mixed-mode or self-directed learning.


Assessment: Case study 70%; Class exercises 30%.

ACW3019 GENDER, SCREEN, IDENTITY

Locations: St Albans, Footscray Park.

Prerequisites: Second year unit of study in Gender Studies and/or Communication Studies.

Description: This unit of study examines feminist approaches to representations of masculinity and femininity in film, television and new media (such as blogs or online social sites), and the ways that interacting with the media feed into the construction of gendered social identities. It looks at the development of feminist screen theories and classical film texts; the impact of feminism on popular culture; and productions that question, subvert or critique conventional gender representations.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to identify key issues in feminist screen theory; Understand theories about gender and representation, and why this field of study is of importance to scholars of gender; Analyse psychoanalytic approaches to understanding the pleasures of viewing narrative film; Consider arguments about gender and genre; Think theoretically about culture and cultural productions; Read theoretically-informed articles about film and television; Contrast theoretical paradigms; Undertake analyses of media texts; Research and summarise; Write synthesis and argumentation.

Class Contact: Five hours per week for one semester comprising one two-hour lecture, one two-hour screening and one one-hour tutorial.

Required Reading: Gender, Screen, Identity: Book of Readings.

Assessment: Essay 40%; Analysis 30%; Seminar paper 30%.

ACW3022 RETHINKING THE FAMILY

Locations: St Albans, Footscray Park.

Prerequisites: Normally ACW1020 Sex and Gender and ACW1021 Fashioning Gender and/or first year Sociology.

Description: The aim of this unit of study is to examine the ways the family is changing in contemporary Australia. Various theories seeking to explain these changing patterns are explored and debated. The unit covers a history of the family in Australia, the role of the family in contemporary capitalist societies, the development of alternatives to the nuclear family, the rise of divorce, the issue of childlessness and new reproductive technologies, family violence, and the likely changes to the family over the next 50 years.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Consider the historical forces which shaped the contemporary range of family formations; Understand the range of family patterns within Australia; Understand the cultural, gendered and sexual issues which impact on familial behaviour; Comprehend the role of the state in terms of the family; Understand the likely changes to the family, and their causes, over the next 50 years.

Class Contact: One one-hour lecture and one one-hour tutorial per week Plus three hours per semester of mixed-mode or self-directed learning.

Required Reading: Unit reader. 

Assessment: Exploratory essay 60%; Test 40%.

ACW3023 GENDER CROSS-CULTURALLY

Locations: St Albans, Footscray Park.

Prerequisites: Normally first year Gender Studies units.

Description: This unit of study raises questions about gender relations and gender order from cross-cultural perspectives both within and outside Australia. In doing so, the Anglocentricity and gender-blindness of much mainstream disciplinary discourses such as anthropology are examined. The impact of gendered beliefs and assumptions on political and social discourse and on policy, locally and internationally, will be considered through case study research undertaken by students.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Identify gender difference and gender in different cultures and in cross-cultural situations; Provide an analysis of the role of gender order and relations in cross-cultural settings; Apply this knowledge to specific situations and events within and across communities and in broader national and international realms; Contribute a gendered perspective to policy and debate on matters of multiculturism, immigration and other relevant fields; Apply skills learned in relevant professional positions and community settings.

Class Contact: One one-hour lecture and one one-hour tutorial per week Plus three hours per semester of mixed-mode or self-directed learning.

Required Reading: Unit reader.

Assessment: Article review 40%; Case study and presentation 60%.

ACW3024 VARIETIES OF FEMINIST THOUGHT

Locations: St Albans, Footscray Park.

Prerequisites: Normally ACW1020 Sex and Gender, ACW1021 Fashioning Gender.

Description: This unit of study explores a number of streams of feminist thought ranging from liberal feminism to postfeminism. It looks at the ‘waves’ of feminism and the social conditions which generated these waves. It also examines issues of difference and the relevance of feminism for globalised societies and contemporary social issues.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Demonstrate an understanding of a comparative and stimulating interdisciplinary introduction to the methods and concerns of contemporary feminism; Apply feminist theory to a range of contemporary social contexts; Assess, analyse and synthesise political theory; Apply research methods using the internet, and interrogate a site.

Class Contact: One one-hour lecture and one one-hour tutorial per week Plus three hours per semester of mixed-mode or self-directed learning.

Required Reading: Unit reader.

Assessment: Essay (2000 words) 50%; Test 30%; Online discussion 20%.

ACW3025 KNOWING BODIES

Locations: St Albans, Footscray Park.

Prerequisites: ACW1020 - SEX AND GENDER

ACW1021 - FASHIONING GENDER

Description: This unit of study examines some of the dominant western cultural constructs of the body, and contemporary interest in body issues with some feminist critiques of those constructs. The unit will combine a study of some theories of abjection and mind/body dualisms with some case studies drawn from performance, law, medicine, and sport. There will be a continuing discussion of the impact on theories and perceptions of ‘the body’ of new technologies.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Understand the ways in which religion, medicine, science, law, art, sport and other social institutions construct bodies; Demonstrate an understanding of the ways in which the traits connected with specific types of bodies have changed over time; Demonstrate familiarity with the major trends and transitions in feminist thinking about bodies in the 20th century; Assess the strategies for bringing about changes in body, self and society proposed by different strands of feminism, especially equity feminism, radical feminism, social construction feminism, and sexual difference feminism; Analyse the links between theoretical thinking about bodies and political activism.

Class Contact: One one-hour lecture and one one-hour tutorial per week Plus three hours per semester of mixed-mode or self-directed learning.

Required Reading: Unit reader.

Assessment: Test 40%; Research project 60%.

ACK1000 COMMUNICATING TRANSCULTURALLY

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study introduces students to theories and research concerning the influences of culture on patterns and strategies of communication
to build their academic skills, especially in discussing, researching and writing about
and Knowledge A is not a prerequisite. Knowing and Knowledge B helps students
locations:
assessment:
Class Contact: Three hours per week, comprising one one-hour lecture and one two-
Required Reading: Ting-Toomey, S 1999 Communicating across cultures, Guilford
Assessment: Written assignments 50%; Interactive exercise 20%; Exam 30%.

ACX1001 KNOWING AND KNOWLEDGE A

Locations: St Albans, Footscray Park.
Prerequisites: Nil.
Description: This unit aims to build a solid foundation of core study skills; for use
at university and in other professional and community settings. This includes skills
related to note taking, group discussions, research (including library and online
database work), essay writing, and formal presentations. This unit also probes
how we know what we know, what it means to be human, and how academic
study might help us to answer these and other big questions. A key theme of
this unit relates to the way knowledge is a constructed, contested and changing
phenomenon.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students are expected to
be able to Demonstrate knowledge of cultural and linguistic diversity and difference and
apply this knowledge to the analysis of intercultural encounters, whether at the
level of individual, group, organisation or system; Understand the concept of
cultural competence and its application in intercultural encounters; Assess cultural
competence using appropriate tools; Demonstrate competence as a communicator in
a range of culturally and linguistically diverse contexts.

Class Contact: One three-hour seminar per week.
Required Reading: ACX1001 Unit Book of Readings (current year).
Assessment: Essay, Short essay based on a Harvard library search skills, 30%.
Presentation, Powerpoint presentation and hardcopy hand-up version, 40%. Test, Test
on lecture content, 30%. Total effective word limit 3000 words.

ACX2001 INTERNATIONAL STUDY

Locations: Footscray Park.
Prerequisites: Normally completion of first year.
Description: This unit of study is designed for students undertaking an approved
program of international study as part of their course. This may be through
participation in an organised short term study tour to a specified country for the
purposes of formal study of the country’s language, culture and society combined
with experiential learning through living in the country and dealing with real-life
intercultural interactions; or as part of a more sustained period of international
study through a student exchange program to a university or other similar location
in the designated country approved by the student’s course coordinator and Victoria
University.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to
Demonstrate an understanding of other cultures and societies through experiential
learning (a program of study in another country); Develop core graduate attributes
in problem-solving, using information, oral and written communication, working
autonomously and collaboratively and working in socially and culturally diverse
contexts; Demonstrate specific disciplinary knowledge and skills in areas of the
negotiated content of the program of international study.

Class Contact: Equivalent to a quarter of a semester’s load of full-time study. Format
of classes and other learning activities and experiences will be negotiated for each
specific program.

Required Reading: ACX2001 Unit Book of Readings (current year).
Required Reading: Footscray Campus bookshop.
Assessment: Essay, Short essay on building academic summarising skills & Harvard
referencing skills, 30%. Essay, Longer essay on using library research skills, 40%.
Test, Test on lecture content, 30%. Total effective word limit 3000 words.

ACX3002 SPECIAL PROJECT

Locations: Other.
Prerequisites: Normally completion of first year.
Description: This unit of study is designed to enable students to demonstrate interest and capacity to engage in independent work to participate in an interdisciplinary collaborative project in their final year of undergraduate

complex social and ethical issues. These issues include: our use of and relationship
to technologies, our use of and relationship to animals, our understanding and
response to climate change, our use of the media and issues of media ownership
and censorship, our understanding of how our identities are formed and intersected
by our different backgrounds and experiences. Knowing and Knowledge B equips
students to research and work collaboratively, and helps students to develop the
skills and confidence to prepare and deliver formal class presentations (making use
of such platforms as Powerpoint, and embedding presentations with videos, weblinks
and other materials).

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students are expected to
be able to Demonstrate advanced research and essay writing skills; Explain and
demonstrate their capacity to source relevant academic articles and other material
through online search; Demonstrate, through formal classroom presentations,
effective spoken communication skills for academic purposes; Share complex ideas
and information with class peers and tutors; Show confident use of a range of
supportive ICT platforms, including Powerpoint.

Class Contact: One one-hour lecture and one two-hour tutorial per week.

Required Reading: ACX3002 Unit Book of Readings (current year).

Assessment: Essay, Short essay based on a Harvard library search skills, 30%.
Presentation, Powerpoint presentation and hardcopy hand-up version, 40%. Test, Test
on lecture content, 30%. Total effective word limit 3000 words.
study. Students will form teams based on the complementary knowledge and skills required for each specifically identified project. They will work under the supervision of a designated academic supervisor, contributing to the planning and production of a negotiated ‘project’ outcome. An important focus of this unit is the opportunity for students from different disciplines to work together on a project. The unit can be credited to a major whose content reflects the nature of the contribution the student makes to the group project or can be an elective unit of study.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to
- Produce the negotiated project outcome, which would normally be a tangible product such as a print publication, media programming (film/video, multimedia, website, sound), work/s for exhibition, or project report and presentation; Demonstrate core graduate attributes in problem-solving, using information, oral and written communication, working autonomously and collaboratively and working in socially and culturally diverse contexts, to the level required for novice professional practice;
- Apply specific disciplinary knowledge and skills in areas of the negotiated content of the project.

Class Contact: Equivalent to a quarter of a semester’s load of full-time study, but with limited class contact in the supervisory meetings.

Required Reading: Dependent on the negotiated program.

Assessment: Negotiated project production 80%; Reflective diary (including log of contribution to the team effort) 20%.

ACK3004 RESEARCH PROJECT

Locations: Other.

Prerequisites: Normally completion of first year.

Description: This unit of study is designed to enable students who have demonstrated interest and capacity to engage in independent work to participate in an interdisciplinary collaborative or individual research project, usually in their final year of undergraduate study. Students will usually form teams based on the complementary knowledge and skills required for each specifically identified project. They will work under the supervision of a designated academic supervisor, contributing to the planning and production of a negotiated ‘project’ outcome. An important focus of this unit is the opportunity for students from different disciplines to work together on a project, where appropriate. The unit can be credited to a major whose content reflects the nature of the contribution the student makes to the group project or can be an elective unit of study in the Bachelor of Arts.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to
- Produce the research project outcome, which would normally be a tangible product such as a print publication, media programming (film/video, multimedia, website, sound), work/s for exhibition, or project report and presentation; Demonstrate the development of core graduate attributes in problem-solving, using information, oral and written communication, working autonomously and collaboratively and working in socially and culturally diverse contexts, to the level required for novice professional practice;
- Apply specific disciplinary knowledge and skills in areas of the negotiated content of the project.

Class Contact: Equivalent to a quarter of a semester’s load of full-time study, but with limited class contact in the supervisory meetings.

Required Reading: Dependent on the negotiated program.

Assessment: Negotiated project production 80%; Reflective diary 20%. (Equivalent to 3000 words).

ACK3005 GRADUATING PROJECT 1

Locations: St Albans, Footscray Park.

Prerequisites: Completion of years one and two of the Bachelor of Arts.

Description: The purpose of this first semester project unit is to develop a project concept, partnership and plan. The ways that these are developed will vary with the students’ specialisations, interests and career orientation. Students will work with a tutor who is expert in their field of specialisation. Projects may be developed in specialised groups or interdisciplinary groups. In developing this project students are expected to utilise their learning throughout the course in their core units and specialisations. Students are encouraged to assist each Other, and working groups will be established to support student collaboration. The work undertaken will be with an industry and/or community partner.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to
- Evaluate challenges affecting practical implementation of their learnings in their specialisation(s); Identify issues and propose solutions in working with external clients and partners; Utilise skills developed in interdisciplinary teamwork; Develop and apply new ways of integrating knowledge; Present and advocate, in written and oral formats, a project concept and plan for development and production.

Class Contact: Two hours per week for one semester comprising a two-hour workshop or equivalent.

Required Reading: Arts Graduating Project manual and reader.

Assessment: Presentation, Concept pitch (oral presentation), 20%. Project, Project documentation, 30%. Journal, Working journal, 20%. Other, Partnership contract, 10%. Equivalent to 3000 words.
Placement students will work within a clearly developed contract with the organisation commissioning or sponsoring their group project.

**ACY1001 Principles and Practice of Public Relations**

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

**Prerequisites:** Nil.

**Description:** This unit of study provides an introduction to the background, fundamental principles and different forms of public relations. The focus is upon outlining the history and development of public relations, and examining major theoretical concepts, case studies and their practical application in different environments. Personal and professional ethics are explored throughout the unit. Experienced professional guest speakers provide a grounded instruction to practice in Australia today. Students are encouraged to begin exploring their particular interests in the broad field of public relations and to begin positioning themselves to develop a career in public relations management.

**Credit Points:** 12

**Learning Outcomes:**
- Describe key aspects of the history and development of public relations;
- Explain the ethical and social contexts of public relations;
- Articulate a range of principles and practices of public relations;
- Identify forms of persuasion and their difference from propaganda;
- Critically examine different public relations paradigms operating in corporate areas, government, non-government organisations, community groups and social movements;
- Account for the increasing role of public relations in the mass media;
- Understand the critical issues involved in crisis management.

**Class Contact:** Thirty-six hours over one semester comprising a one-hour lecture, one-hour tutorial and one-hour workshop per week.


**Assessment:**
- Short essay 30%;
- Class exercises 20%;
- Review of a public relations campaign (presentation and report) 30%. (Equivalent to 3000 words).

**ACY1002 Public Speaking and Communication**

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

**Prerequisites:** Nil.

**Description:** This unit will focus on the development of professional (English language) communication skills appropriate to workplace and professional settings. Students will be introduced to different communications models/theories and to the specific features involved in key communicative processes. The main areas of study and assessment will be divided between theoretical material and practice-oriented workshops. The unit develops awareness of the differences between spoken and written language and their implications for the projection of a speaking persona in professional contexts. Students develop skills in the analysis of structures of oral language as well as an awareness of language variation (rhetorical practice) relative to professional contexts. This unit builds practice in developing and performing some of the key interactions and presentations in an interpersonal and organisational setting. Specific areas covered include: presentation skills, including the use of audio and visual digital aids; committee participation, including membership, secretariat, and leadership; and interview skills for both research and employment settings.

**Credit Points:** 12

**Learning Outcomes:**
- To be able to describe the processes involved in oral communication, particularly in professional contexts;
- To prepare and perform a variety of interpersonal and presentational functions involving oral communication in professional/organisational contexts;
- To use a high level of spoken language in a variety of professional contexts with confidence, accuracy and the use of appropriate grammar and vocabulary;
- To distinguish and apply the theoretical and practical requirements of typical interpersonal and organisational/communications, especially presentations, committee proceedings, and interview work;
- To demonstrate the interfaces between written preparation, oral performance, and written and oral evaluation in interpersonal and organisational communication.

**Class Contact:** Three hours per week comprising a lecture and interactive workshop over 12 weeks or equivalent.

**Required Reading:** In addition to readings available online, the following textbook is required reading. The art of public speaking, Lucas, S 2009, Sydney: McGraw Hill.
Assessment: Presentation, 8 x short speech in-class, 40%. Presentation, Scripted speech exercise, 20%. Presentation, Major group presentation and work report, 40%. Total effective word limit 3000 words.

ACY2003 MEDIA MANAGEMENT IN PUBLIC RELATIONS

Locations: St Albans.

Prerequisites: Nil.

Description: Media Management in Public Relations develops public relations students’ understanding and appreciation of the area of media relations. The focus is on media management across the range of mediums in which contemporary public relations are practised. There is strong emphasis on practical application of PR media techniques during class discussion and in the assessment tasks. Theories and analyses of how the media is constructed and understood provide a context for developing skills effective for media management. This unit of study aims to develop public relations students’ understanding and appreciation of the critical area of media relations. The focus is upon media management across the range of mediums in which contemporary public relations is practised. Media organisations and media players will be studied to provide a way of developing effective skills for media management. Students will be introduced to operational practices of different media organisations in print, radio, television, internet and mobile phones. They will explore the relationship between public relations and media practitioners, focusing upon perceptions and realities of this dynamic relationship. Ethical concerns of both journalists and public relations practitioners are highlighted. Students will be exposed to the techniques in media production across different mediums. Students will learn specific skills in media relations including interview techniques and planning a media campaign, to enable them to work with the main media players in industry.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Identify and describe the range of Australian media products, key media organisations, and the operational methods and management expectations of those organisations; Analyse the complex relationship between public relations and the media; Examine how news is constructed and relayed across different formats and mediums; Identify and consider ethical issues in dealing with media people and organisations; Identify the key issues of a PR campaign in the media, and the key target markets for such a campaign; Develop and implement a media campaign, the best strategy, assess media outlets and methods to communicate a PR campaign; Use key media skills including basic interviewing skills, interview planning skills, and program planning skills.

Class Contact: Weekly one-hour seminar and one-hour tutorial over one semester.


Assessment: Media campaign 40%; Classroom Assessment: tests, classroom exercises professional interview and class exam 60%. Students are also expected to demonstrate an active interest in the media and be prepared to listen, read and watch key media outlets (especially news and current affairs programs) on a daily basis. (Equivalent to 3000 words).

ACY2005 COMMUNICATION RESEARCH

Locations: St Albans.

Prerequisites: Nil.

Description: There are many problems in applied communication and public relations which require the use of evaluative or formative research to develop solutions. Research helps set objectives for communications programs and campaigns, enables communication practitioners to monitor issues and organisational image and persona and provides a way to evaluate and judge the success of particular campaigns. This unit of study will consider the use of research methods in applied communication and public relations. Students will learn how to research audiences and publics in the context of developing actual communication programs and how to interpret the results of commissioned research. The unit will familiarise students with a range of relevant research methodologies and develop students’ skills in the practice of a selection of research techniques that are most relevant to the communication professional. Students will be familiarised with a range of relevant research methodologies and methods, including qualitative research and action research, surveys, content analysis, interviewing and focus groups. They will be introduced to theoretical discourses in research methodologies, in order to better choose and evaluate appropriate research tools. Ethical considerations in the choice of research methods, as well as in communicating and interpreting research data is a major focus. On completion of this unit, students should have a thorough understanding of how to develop a research question and design; interpret, examine and present findings and recommendations in an applied situation. Students will learn how to schedule work; work in groups on a major project; develop interpersonal skills in group situations; understand the difficulties associated with undertaking communication research.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Identify the major characteristics of communication research methods and applications; List a range of methods and describe how they are applied in communication research; Define research questions and choose a research design; Distinguish and describe the uses of market research, audience studies and public research; Critically read research studies undertaken in public relations and communication research; Identify the range of research skills needed when dealing with human informants, including issues of ethical practice; Present and interpret data in a professional manner.

Class Contact: Thirty hours over one semester, delivered in various modes including weekly seminar.

Required Reading: ACY2005 Communication Research Book of Readings.

Assessment: Literature review and research proposal 20%; In-class tests and exercises 30%; Group research report and assignment 30%; Group presentation 20%. (Equivalent to 3000 words).

ACY3001 PUBLIC RELATIONS CAMPAIGNS AND MANAGEMENT

Locations: St Albans.

Prerequisites: Normally the first two years of the Public Relations specialisation.

Description: Public relations campaigns usually involve planning, setting of objectives, production and distribution of materials and evaluation. The public relations campaign is a concerted effort of an organisation to build socially responsible relationships by achieving research-based goals through the application of communicative strategies and the measurement of outcomes. The term campaign in its general usage means a connected series of operations designed to bring about a particular result. Public Relations Campaigns and Management builds on work undertaken in other units in the Public Relations specialisation by taking students through the steps involved in a public relations campaign, and applying the skills which they have developed. Students will learn how to plan and manage a campaign, develop campaign material and evaluate the results. They will also examine public relations theory and ethics in campaigns. The focus is on not just doing campaign tasks, but upon planning and management, including staff and financial management.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Methodically plan and implement a public relations campaign as part of a team; Pitch a campaign brief to a client; Write a strategic campaign plan and an evaluative report; Explain the various issues and challenges in campaigning in the contemporary PR and broader social, economic and political climate.

Class Contact: Thirty hours over one semester, comprising one seminar per week.


Assessment: Campaign portfolio 75%; Tests 25%. (Equivalent to 3000 words).
ACY3004 CAREER DEVELOPMENT FOR COMMUNICATION PROFESSIONALS

Locations: St Albans.

Prerequisites: Normally the first two years of the Bachelor of Communication.

Description: This critical unit of study provides students with key skills in planning a career, especially as a communication professional. Whilst there is a general focus, the unit focuses in upon the particularities for those specialising in Digital Media, Public Relations or Professional Writing. The unit prepares students for their professional practice placement, and helps students find graduate employment on completion of the Bachelor of Communication course. The unit considers how to communicate and work in a professional situation in a collaborative and autonomous manner: types of workplace cultures; managing problems in workplace contexts; employment rights, issues of equity and industrial relations; and processes of accountability and responsibility in work environments. The unit also assists students to develop a career plan for future employment destination; and provides instruction in basic job-finding skills, such as resume writing, preparation for interviews and responding to position descriptions and job advertisements. Guest speakers from industry will discuss with students future trends in employment and how to network in industry. Students will also have the opportunity to reflect on skills they have learned in their course and how to relate those learnings to their graduate attributes, develop a ‘skills portfolio’ and learn key skills in interviewing to gain a job in industry.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Undertake a placement in an industry organisation in the second semester unit Communication Professional Practice; Identify and document what is required to communicate and work in a professional situation in a collaborative and autonomous manner; Confidently recognise how to manage problems in workplace contexts and seek resolutions; Explain employment rights, issues of equity and industrial relations and processes of accountability and responsibility in work environments; Construct a personal career plan; Use basic job-finding skills, such as resume writing, preparation for interviews and responding to position descriptions and job advertisements; Identify future trends in employment and how to network in industry; Compile a skills portfolio, a professional resume and personal core graduate attribute map.

Class Contact: Twelve hours per semester delivered in various modes in a fortnightly seminar. In addition there is also 12 hours of self-directed learning.


Assessment: Professional Portfolio and career plan 50%; Application and interview including core graduate attribute map 50%. (Equivalent to 3000 words).

ACY3005 COMMUNICATION PROFESSIONAL PRACTICE

Locations: St Albans.

Prerequisites: Normally the first two years of the Bachelor of Communication.

Description: This unit of study is normally taken in the last semester of the degree and is intended to complete the preparation of the student for entering professional communication practice. Students will be placed in a workplace under the supervision of a communications professional in their field of specialisation in Public Relations, Professional Writing or Digital Media. The site and activities for the professional practice placement will be negotiated between the student and their lecturer and onsite supervisor. The placement will usually be for 15 days or equivalent undertaken in either block or concurrent mode. Consideration of issues of ethical practice will be expected in all assessment submissions and during professional placement.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Undertake a graduate position utilising their specialisation in communication studies; Describe and analyse the dynamics of working individually, as part of a hierarchy and/or part of a team in a professional communication context; Apply the learning gained throughout their degree in a professional communication position; Use their learning and experience in professional practice to gain a graduate position; Use reflective and evaluative analysis to examine and improve upon their professional practice.

Class Contact: Two hours per fortnight workshop on campus or 24 hours delivered as flexible delivery over a semester; 15 day professional practice placement off campus.

Required Reading: Communication Professional Practice Manual.

Assessment: Report, Mid-placement oral and written report, 20%. Journal, Placement reflective journal of fifteen substantive entries, 50%. Other, Log of hours and assessment of duties submitted by the student and confirmed by site supervisor, 30%. Total effective word limit 3000 words.

ACY3006 MARKETING COMMUNICATION

Locations: St Albans.

Prerequisites: Usually first year of the Bachelor of Communication.

Description: Marketing Communication has been developed as an intensive introduction to these two areas to ensure that students completing the public relations specialisation, or students interested in entering applied communication professions have an up-to-date understanding of the fundamental concepts and practices of marketing as they relate to the contemporary practice of public relations and applied communication professions in Australia and the global environment. The unit prepares students to work in integrated communication environments, particularly where a marketing background is required as well as public relations to develop promotional campaigns. Students learn about integrated marketing approaches and the connection of public relations to marketing through practices such as sales promotion, direct selling and strategic marketing. Students are also introduced to basic marketing concepts such as promotion, concept development and pricing and learn how market research helps communication practitioners understand publics and consumers.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Describe and analyse the ways public relations converges with marketing and advertising; Identify basic marketing principles as they are applied to public relations and communication practice; Explain the roles of advertising, integrated marketing, promotion, concept development and pricing in public relations work and campaigns; Identify how market research helps public relations practitioners relate to publics and consumers; Explain links between pricing, positioning and marketing strategies and communication campaigns.

Class Contact: Two-hour seminar weekly over one semester.

Required Reading: ACY3006 Marketing Communication Book of Readings.

Assessment: Marketing assignment 50%; Class work 50%. (Equivalent to 3000 words).

UMC2062 ENSEMBLE 2.2

Locations: St Albans.

Prerequisites: UMC2061 - ENSEMBLE 2.1

Description: This unit of study aims to develop students' skills in choosing, negotiating, preparing (inclusive of arranging/transposing) repertoire within the context of a musical ensemble. Students will develop skills in researching and locating repertoire, and investigating artistic values, goals and intents. Students will demonstrate self-discipline in individual preparation. Students will examine their own personal conduct, including interpersonal interactions within an ensemble, and make the necessary adjustments to facilitate the optimum rehearsal and performance
Outcomes for each individual piece of music. The unit also aims to explore the character of selected repertoire to achieve an understanding of styles and/or substyles. Successful completion of this unit will provide students with some of the information, skills and processes necessary to develop repertoire and perform at a professional level.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate skills in selecting appropriate repertoire as a means of developing the sound, character and musical direction of an ensemble; Prepare scores and parts for members of the ensemble to rehearse and perform; Demonstrate fluency in transposing scores and parts to keys that are appropriate for members of the ensemble, transcribing music and lyrics from recordings and arranging parts to meet the specific instrumentation of the ensemble; Develop rehearsal techniques and communication skills within the ensemble - address and solve problems that may occur in the process of rehearsing; Develop techniques and language for critically appraising ensemble performance and rehearsal; Develop improvisation skills within the ensemble; Develop critical listening skills for playing in an ensemble (ie. balance, intonation, rhythm, frequency range, dynamics and interpretation); Demonstrate individual organisational protocols as is required to attend ensemble classes fully prepared to engage in rehearsing repertoire; Demonstrate performance preparation skills; Demonstrate musical and stylistic awareness; Develop good teamwork; Present works publicly to an advanced standard.

Class Contact: Two hours per week for one semester.

Required Reading: Other material/works to be advised by the lecturer.

Assessment: Other, Progressive assessment (monitoring and critique of rehearsals, workshops sessions, participation, attendance & performance), 50%. Creative Works, Recital (30 minutes), 50%.

UMC2230 MUSIC DIRECTION - PRODUCTION 2

Locations: St Albans.

Prerequisites: A recognised State or National Diploma in Music Performance or Technical Production or equivalent.

Description: This unit of study aims to develop students' communication, organisational, technical, and management skills in live and studio based recording situations. Topics include: roles of the producer/engineer/musical director in a recording session; communicating with artists in recording sessions; preparation and organisation of a recording session; time management; common digital recording formats; advanced mixing console signal flow; basic pre-production methods; practical studio production techniques; overdubbing techniques and performance issues; integrating MIDI technologies with live digital recordings; basic mastering and CD production methods; critical thinking and problem solving skills; critical listening skills.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate an understanding of organisational, interpersonal communication skills necessary to manage efficient and creative recording sessions; Apply technical knowledge to the development and creation of a recording; Develop and apply critical listening, critical thinking and problem solving skills.

Class Contact: Two hours per week for one semester comprising lectures and tutorials.


Assessment: Project, Up to 10 minutes with logs, 50%. Report, Report from student (500 words), 20%. Other, Session plan (500 words), 20%. Creative Works, Artist's survey, 10%.
BACHELOR OF ARTS (INTERNATIONAL STUDIES)/BACHELOR OF BUSINESS (INTERNATIONAL TRADE)

Course Code: ABDI

Campus: St Albans, Footscray Park.

This course is for Continuing students only.

About this course: This combined degree program is managed by the School of Social Sciences in the Faculty of Arts, Education and Human Development. The BA (International Studies) maintains the opportunity for a student to tailor their degree to an Asian focus, while introducing the opportunity to study a European language and a broader raft of majors with an international focus. In addition, Australia is strategically located in the Asian region and our economic future is, to a large extent, dependent on how well we utilise the trade opportunities which exist. The importance of trade to Australia’s economic future and the need to improve our level of Asian consciousness is reflected in this multidisciplinary study of the history, development, political systems and cultural context of the countries of the Southeast Asian region with an opportunity to study one of three Asian languages: Mandarin (Chinese), Japanese or Vietnamese. Graduates seeking positions in companies or government agencies which are involved in trade, economic or cultural relations with countries in the Asian region, will have both a good knowledge of the technical aspects of trade and a strong understanding of the cultural, political and historical development of the countries of the Asian region. This combined degree will give students a good grounding in both these aspects and considerably improve their attractiveness to potential employers in either the private or public sectors.

Course Objectives: The aims of the course are to provide graduates with: a comprehensive overview of the theories, principles and practice of international trade and the relevant techniques and research skills; a strong understanding of the history, economic development, cultural traditions, political systems and social traditions in a number of countries in the Asian region; a solid grasp of an Asian language; and a broad education not normally associated with a single undergraduate degree.

Careers: Excellent career prospects exist for graduates to assume managerial and executive positions with companies and business organisations who wish to promote their interests in Asia. Typical employers come from a broad band of industry sectors including trading (export/import companies, commodity traders, multinational enterprises) and the service sectors. Career paths may include international trade negotiations; export development, international operations management, international marketing and export/import administration.

Course Duration: 4 years.

Admission Requirements Year 12: Satisfactory completion of Year 12 or equivalent with a grade average of D in English. Applicants may also apply on an Alternative Category Entry basis.

COURSE STRUCTURE
All undergraduate degree units of study carry a value of 12 credit points in this course. Students must complete 384 credit points to graduate. Students must complete 32 semester-length units of study, a sequence of eight units of study to pursue an Arts major in a language or another international studies major, Plus a further six units of study in a language or another international studies major for the Arts Strand. International Study majors
- Advanced English for Speakers of other Languages (AESOL)
- Asian Studies
- Chinese
- History
- International Cultural Studies
- Japanese
- Political Science
- Sociology of the Global South
- Spanish
- Vietnamese

Year 1
ACX1001 KNOWING AND KNOWLEDGE A 12
BCO1102 INFORMATION SYSTEMS FOR BUSINESS 12
BEO1103 MICROECONOMIC PRINCIPLES 12
BEO1104 MACROECONOMIC PRINCIPLES 12
BEO1106 BUSINESS STATISTICS 12
Plus Arts major unit 1
Plus Arts major unit 2
Plus Arts strand unit 1

Year 2
Semester 1
Arts Major - Unit 3
Arts Strand - Unit 2
BLO1105 BUSINESS LAW 12
BAO1101 ACCOUNTING FOR DECISION MAKING 12
Semester 2
Arts Major - Unit 4
Arts Strand - Unit 3
BEO1252 INTERNATIONAL BUSINESS CONTEXT 12
BEO2254 STATISTICS FOR BUSINESS AND MARKETING 12

Year 3
Semester 1
Arts Major - Unit 5
Arts Strand - Unit 4
BM01102 MANAGEMENT AND ORGANISATION BEHAVIOUR 12
BEO3378 INTERNATIONAL ECONOMICS AND FINANCE 12
Semester 2
Arts Major - Unit 6
Arts Strand - Unit 5
BHO1171 INTRODUCTION TO MARKETING 12
### Bachelor of International Studies/Bachelor of Arts

**Course Code:** ABIA  
**Campus:** St Albans, Footscray Park.

This course is for Continuing students only.

**About this course:** This course is not offered to new students. The Bachelor of International Studies, in combination with another degree, will normally involve students completing 16 units of International Studies together with 2/3 of the normal unit requirements for their other degree (i.e., 16 units of study for a three-year degree; 24 units of study for a four-year degree). In this combination, students will also need to fulfill all the stipulated mandatory requirements for each of the degrees. All International Studies specialisations are existing major sequences offered by the Faculty of Arts, Education and Human Development. Where the International Studies Project and/or the International Studies Professional Learning units relate to the area of specialisation, one may be counted as one unit out of the eight required for the specialisation. Students choosing this option are then able to include an additional elective within the overall course structure. Note: All students in the Bachelor of International Studies are required to undertake core studies in international and intercultural learning through project and professional placement. For many students this would include spending a semester studying abroad through student exchange and/or participation in a study tour or participation in work or community service learning.

**Course Duration:** 4 years.

**Admission Requirements Year 12:** To qualify for admission to the course, applicants must apply for internal course transfer. Applicants must have satisfactory academic performance in the first year of university studies completed to date.

### Course Structure

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<td>Other Degree Unit 14</td>
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<tr>
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<td>IS Elective 3 (may be capstone unit*)</td>
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<td>IS Elective 6</td>
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<td>IS Specialisation: Unit 7</td>
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<td>Other degree Unit 15 (may be capstone unit*)</td>
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<td>IS Elective 4</td>
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<td>Other degree Unit 16</td>
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SPECIALISATIONS: Eight units of study selected from one of the following specialisation sequences:  
- Advanced English for Speakers of Other Languages (AESOL) - Footscray Campus  
- Asian Studies - Footscray Campus  
- Chinese - Footscray Campus  
- History - Footscray Campus, International Cultural Studies - Footscray Campus  
- Japanese - Footscray Campus, Political Science - Footscray Campus, Sociology of the Global South - St Albans Campus, Spanish - Footscray Campus, Vietnamese - Footscray Campus  
- Capstone unit - the capstone unit of study would normally be completed as the capstone unit in the other professional degree, however, where the course structure makes it more appropriate, the generic capstone unit, ACX3003 Professional and Career Development may be completed by a student. This may be included as one of the International Studies electives in the final year of the course.
BACHELOR OF INTERNATIONAL STUDIES/BACHELOR OF BUSINESS
Course Code: ABIB
Campus: Footscray Park.

About this course: In our rapidly globalising world, we understand that you need to determine your own path in life as you pursue your individual career within business or the community. The Bachelor of International Studies/Bachelor of Business offers you the flexibility to tailor your degree to your own requirements, allowing you to specialise in both the business and international studies sectors of your course. The Bachelor of International Studies/Bachelor of Business is a four year course comprising core units in both business and international studies, as well as specialisations drawn from business and a range of social sciences. The result is a degree offering a more personalised learning experience; one that you can tailor to your own needs.

Course Objectives: The Bachelor of International Studies/Bachelor of Business enables students to experience a range of educational processes and curricula that will equip graduates for entry into a constantly changing local and global workforce requiring intellectual, analytical, organisational, personal, interpersonal, and intercultural skills. Graduates from this course are provided with the opportunity to: locate, manage and use information efficiently and effectively; solve problems effectively in industry and community settings and within both domestic and international environments; exhibit high levels of numeracy skills in a range of business and community settings; communicate effectively in spoken and written form on a range of topics to professional, industry and community groups; apply an evidence-based research approach to problems; respond with social and cultural awareness within local and global environments; work autonomously and collaboratively as a professional in both industry and community settings.

Careers: Bachelor of International Studies/Bachelor of Business graduates find employment in a wide range of occupations in a wide range of professional settings including private corporations, professional service firms, the public service and community sector, and especially in those settings that involve interaction across national and cultural boundaries.

Course Duration: 4 years.

Admission Requirements Year 12: VCE with minimum study score of 20 in English units 3 and 4 (any).

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).

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

Admission Requirements VET: Applicants with relevant VET study may be considered.

COURSE STRUCTURE
To graduate, students must successfully complete:

• 5 core international studies units
• 6 units (1 specialisation) selected from the International Studies specialisations list below
• 5 electives selected from the Bachelor of Arts
• 9 core business units
• 7 units (1 specialisation) selected from the Business specialisations list below
• Advanced English for Speakers of Other Languages (AESOL)
• Asian Studies
• History
• Political Science
• Sociology
• Vietnamese Business specialisations:
  • Accounting
  • Banking and Finance
  • Financial Risk Management
  • Global Logistics and Transport
  • Human Resource Management
• International Business
• International Trade
• Management
• Marketing
• Music Industry
• Retail Commerce
• Small Business and Entrepreneurship.

Year 1, Semester 1
BAO1101 ACCOUNTING FOR DECISION MAKING 12
BEO1105 ECONOMIC PRINCIPLES 12
BEO1106 BUSINESS STATISTICS 12
International Studies specialisation unit 1
Year 1, Semester 2
ACX1000 COMMUNICATING TRANSCULTURALLY 12
ASX1003 FOUNDATIONS OF SOCIAL SCIENCE RESEARCH 12
BCO1102 INFORMATION SYSTEMS FOR BUSINESS 12
International Studies specialisation unit 2
Year 2, Semester 1
BFP1100 PROFESSIONAL DEVELOPMENT 1 - CRITICAL THINKING AND PROBLEM SOLVING 12
BMO1102 MANAGEMENT AND ORGANISATION BEHAVIOUR 12
International Studies specialisation unit 3
Year 2, Semester 2
AAP3014 DIMENSIONS OF GLOBAL POLITICS 12
BHO1171 INTRODUCTION TO MARKETING 12
BLO1105 BUSINESS LAW 12
International Studies specialisation unit 4
Year 3, Semester 1
ASX3000 INTERNATIONAL STUDIES PROJECT 12
International Studies specialisation unit 5
Business specialisation unit 1
Business specialisation unit 2
Year 3, Semester 2
BFP2100  PROFESSIONAL DEVELOPMENT 2  - ANALYSIS AND STRATEGY  12
International Studies specialisation unit 6
Business specialisation unit 6
Arts elective 2 (selected from the Bachelor of Arts)
Year 4, Semester 1
ASX3001  INTERNATIONAL STUDIES: PROFESSIONAL LEARNING  12
Business specialisation unit 4
Business specialisation unit 5
Arts elective 3 (selected from the Bachelor of Arts)
Year 4, Semester 2
Business specialisation unit 6
Business specialisation unit 7
Arts elective 4 (selected from the Bachelor of Arts)
Arts elective 5 (selected from the Bachelor of Arts)

SPECIALISATIONS OFFERED
ASPAES  ADVANCED ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (AEOSL)
ASPSI  ASIAN STUDIES
ASPHS  HISTORY
ASPPOL  POLITICAL SCIENCE
ASPSOC  SOCIOLOGY
ASPVIE  VIETNAMESE
BSPACC  ACCOUNTING
BSPBAF  BANKING AND FINANCE
BSPFRM  FINANCIAL RISK MANAGEMENT
BSPGLT  GLOBAL LOGISTICS AND TRANSPORT
BSPHRM  HUMAN RESOURCE MANAGEMENT
BSPIBU  INTERNATIONAL BUSINESS
BSPITR  INTERNATIONAL TRADE
BSPMAN  MANAGEMENT
BSPMAR  MARKETING
BSPMUI  MUSIC INDUSTRY
BSPREC  RETAIL COMMERCE
BSPSBE  SMALL BUSINESS AND ENTREPRENEURSHIP

BACHELOR OF INTERNATIONAL STUDIES (I)
Course Code: ABIS
Campus: Footscray Park.

About this course: The Bachelor of International Studies is designed to produce graduates who will be particularly competitive in seeking employment internationally as well as strengthening their personal understanding and skill in linguistically and culturally diverse contexts locally. It has the following distinctive features: First-year level students in the program will have the opportunity to participate in a student circle mentoring group. This involves facilitation by peer mentors to assist new students in making the transition to higher education studies. In later years, students will have the opportunity to participate in the same program as mentors, including the option of mentoring a group of international students. An international experience component is highly recommended. For most students this will comprise a semester or year abroad, and/or opportunity to participate in study tours for credit. All specialisations within the program include the option for project work (including work-integrated and community service learning) that directly relates to, and complements, students' other disciplinary interests in a way that involves a focus on the international context. A key focus of the international and intercultural learning through international study and project-based learning will be the application of theory to practice. International and intercultural learning components will draw on the extensive range of VU student exchange partner institutions and other external community engagement and professional learning linkages across various industry clusters. The capstone task will be completed in conjunction with a final year international project or professional learning unit of study.

Course Objectives: The objectives of the course are: to provide students with the opportunity to complete a course of study that develops their knowledge of and capacity to engage effectively in international contexts; through choice of specialisation/s, to enable students to develop their knowledge and skills in two or three specific areas relevant to the international context; to enhance opportunities for students to participate in an extended international experience (such as student exchange) as part of their studies; to provide the opportunity for students to develop interpersonal and intercultural awareness and skills that will equip them for future employment in culturally diverse contexts both within Australia and globally.

Careers: As a stand alone, three-year degree, this course provides graduates with a strong grounding in two discipline specialisations of direct relevance to working in fields such as international relations, diplomacy, international education, international business, such as languages, international politics, Asian studies, history, international cultural studies. As part of the larger proposal for Bachelor of International Studies, in combination with other degrees, it will enable students to combine the international and intercultural learning of the International Studies degree with another substantive professional area.

Course Duration: 3 years.

Admission Requirements Year 12: VCE with minimum study score of 20 in English units 3 and 4 (any).

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).

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 also be considered.

COURSE STRUCTURE
All students in the Bachelor of International Studies are required to undertake core studies in international and intercultural learning through project and professional placement. For many students this would include spending a semester studying abroad through student exchange and/or participation in a study tour or participation in work or community service learning.

Year 1, Semester 1
ASX1002  CRITICAL LITERACY IN THE SOCIAL SCIENCES  12
Plus Specialisation 1, Unit 1
Plus Specialisation 2, Unit 1
Plus elective
Year 1, Semester 2
### Course Structure

To be awarded the degree of Bachelor of International Studies/Bachelor of Business (International Trade) students must have successfully completed a total of 384 credit points.

<table>
<thead>
<tr>
<th>Year 1, Semester 1</th>
<th>Year 2, Semester 1</th>
<th>Year 2, Semester 2</th>
<th>Year 3, Semester 1</th>
<th>Year 4, Semester 1</th>
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<tbody>
<tr>
<td>BA01001</td>
<td>ACCOUNTING FOR DECISION MAKING</td>
<td>12</td>
<td>AAP3014</td>
<td>DIMENSIONS OF GLOBAL POLITICS</td>
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<tr>
<td>BEO1005</td>
<td>ECONOMIC PRINCIPLES</td>
<td>12</td>
<td>ASX1003</td>
<td>FOUNDATIONS OF SOCIAL SCIENCE RESEARCH</td>
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<tr>
<td>BEO1006</td>
<td>BUSINESS STATISTICS</td>
<td>12</td>
<td>BCO1012</td>
<td>INFORMATION SYSTEMS FOR BUSINESS</td>
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<tr>
<td>Plus Specialisation Unit 1</td>
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<td>Year 1, Semester 2</td>
<td>Year 2, Semester 2</td>
<td>Year 2, Semester 3</td>
<td>Year 2, Semester 4</td>
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<td>ACX1000</td>
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<td>AAP3014</td>
<td>DIMENSIONS OF GLOBAL POLITICS</td>
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<td>ASX1003</td>
<td>FOUNDATIONS OF SOCIAL SCIENCE RESEARCH</td>
<td>12</td>
<td>BHO1171</td>
<td>INTRODUCTION TO MARKETING</td>
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<tr>
<td>Plus Specialisation Unit 2</td>
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</table>

### Course Objectives

The objectives of the course are to: provide students with the opportunity to complete a course of study that develops their knowledge of, and capacity to, engage effectively in international contexts; through choice of specialisation/s enable students to develop their knowledge and skills in two or three specific areas relevant to the international context; enhance opportunities for students to participate in an extended international experience (such as student exchange) as part of their studies; provide the opportunity for students to develop interpersonal and intercultural awareness and skills that will equip them for future employment in culturally diverse contexts both within Australia and globally; complement other degree studies in a chosen professional area (for students completing the Bachelor of International Studies within a combined degree program).

### Careers

This four-year combined degree will provide students with a strong grounding in an International Studies specialisation and a variety of International Trade units. Graduates will be well-placed to obtain employment in international business and government organisations as they will have an understanding of business in its social/political/historical and cultural contexts. Graduates will have had the opportunity to combine formal study with workplace and community-based learning, along with study abroad.

### Course Duration

4 years.

### Admission Requirements

- **Year 12:** VCE with minimum study score of 20 in English units 3 and 4 (any).
- **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).
- **Mature Age:** Applicants with relevant work, education and/or community experience may be considered on the basis of equivalence.
- **VET:** Applicants with relevant VET study may be considered.

### Course Code

ABIT

### Campus

Footscray Park.

### About this course

This combined degree integrates core business studies with studies focusing on international dimensions of political, cultural and social change and cross-cultural communication.
<table>
<thead>
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<th>Course Title</th>
<th>Credit Points</th>
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<tbody>
<tr>
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<td>Plus Specialisation Unit 4</td>
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<td></td>
<td>Plus elective</td>
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<td>Year 3, Semester 1</td>
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<td>ASX3000</td>
<td>INTERNATIONAL STUDIES PROJECT</td>
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<td>BEO1252</td>
<td>INTERNATIONAL BUSINESS CONTEXT</td>
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<td>BEO2254</td>
<td>STATISTICS FOR BUSINESS AND MARKETING</td>
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<td>Plus Specialisation Unit 5</td>
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<td>BEO3378</td>
<td>INTERNATIONAL ECONOMICS AND FINANCE</td>
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<td>BFP2100</td>
<td>PROFESSIONAL DEVELOPMENT 2 - ANALYSIS AND STRATEGY</td>
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<td>Plus Specialisation Unit 6</td>
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<td>ASX3001</td>
<td>INTERNATIONAL STUDIES: PROFESSIONAL LEARNING</td>
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<td>BEO3432</td>
<td>STRATEGIC INTERNATIONAL TRADE OPERATIONS</td>
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<td>BEO3430</td>
<td>INTERNATIONAL ECONOMIC ANALYSIS</td>
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<td>Year 4, Semester 2</td>
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<tr>
<td>BEO3517</td>
<td>INTERNATIONAL TRADE PRACTICES</td>
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<td>BHO3373</td>
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<td>Plus two electives</td>
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</table>

**SPECIALISATIONS OFFERED**

- ASPAES: ADVANCED ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (AESOL)
- ASPASI: ASIAN STUDIES
- ASPHIS: HISTORY
- ASPPOL: POLITICAL SCIENCE
- ASPSOC: SOCIOLOGY
- ASPVIE: VIETNAMESE

**BACHELOR OF PSYCHOLOGICAL STUDIES (I)**

**Course Code:** ABPA

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

**About this course:** The Bachelor of Psychological Studies is a three-year undergraduate course offered at the Footscray Park and St. Albans campuses for those students who want to study psychology in combination with Arts related units of study, eg. Interpersonal and Organisational Skills, Communication Studies, Sociology, Political Science, Vietnamese, Asian Studies, History, Literary Studies or Social Research Methods.

**Course Objectives:** This degree is designed to give students a strong foundation in the scientist-practitioner model of Psychology. It will prepare them to pursue professional studies in Psychology, or to use the theoretical, practical and research skills gained to pursue a wide range of career and study options.

**Careers:** The Bachelor of Psychological Studies is designed to provide preparation for a fourth year of study in psychology for graduates wishing to achieve professional accreditation. Graduates of the course may also find employment in areas such as welfare, community services and human resources, or may undertake further study to qualify as teachers or social workers.

**Course Duration:** 3 years.

**Admission Requirements Year 12:** Satisfactory completion of Year 12 or equivalent with a grade average of D in English. Applicants may also apply on an Alternative Category Entry basis.

**COURSE STRUCTURE**

All students must complete a total of 288 credit points. Students must complete 24 semester-length units of study as follows:

- A specialisation in Psychology (10 sequential semester units of study);
- Qualitative Social Research Methods and Quantitative Social Research Methods;
- Foundations of Psychological Research and Foundations of Social Science Research (Compulsory first-year units);
- The Capstone Unit APP3023 Psychological Issues in the Workplace;
- Eight electives which must include a specialisation;
- No more than eight first-year units of study can be counted towards the 24 units of study required for the degree.

**Year 1, Semester 1**

<table>
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<th>Course Title</th>
<th>Credit Points</th>
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<td>APP1016</td>
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<td>Year 1, Semester 2</td>
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<td>APP1013</td>
<td>PSYCHOLOGY 1B</td>
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<td>ASX1003</td>
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<td></td>
<td>Plus Elective 3</td>
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<td>Plus Elective 4</td>
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<td>APP2013</td>
<td>PSYCHOLOGY 2A</td>
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<td>APP2101</td>
<td>INTERCULTURAL AND DEVELOPMENTAL ISSUES IN PSYCHOLOGY</td>
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<td>APS2030</td>
<td>QUALITATIVE SOCIAL RESEARCH METHODS 1</td>
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<td>APP2014</td>
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<td>APS2040</td>
<td>QUANTITATIVE SOCIAL RESEARCH METHODS 1</td>
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<td></td>
<td>Plus Elective 6</td>
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<tr>
<td>APP3035</td>
<td>RESEARCH METHODS IN PSYCHOLOGY</td>
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<td>APP3036</td>
<td>HISTORY AND THEORIES IN PSYCHOLOGY</td>
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<td>APP3023</td>
<td>PSYCHOLOGICAL ISSUES IN THE WORKPLACE</td>
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<td>APP3028</td>
<td>FIELDWORK</td>
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</table>
and curricula that will equip graduates for entry into a constantly changing local
specialisations will enable students to experience a range of educational processes
Small Business and Entrepreneurship. Completion of the psychology and business
International Trade, Management, Marketing, Music Industry, Retail Commerce and
Logistics and Transport, Human Resource Management, International Business,
include: Accounting, Banking and Finance, Financial Risk Management, Global
psychology specialisation and also a business specialisation. Business specialisations
directly in either a general business or related environment. Students will complete a
them a variety of business, research and vocational skills which they can utilise
exposes them to the psychological theory and practice, while at the same time giving

Course objectives:

About this course: The Bachelor of Psychological Studies/Bachelor of Business
degree allows students the flexibility to combine their studies in psychology with a
business specialisation. Combining studies in psychology and business will enable
students to gain expertise in understanding the behaviour of individuals in group and
organisational settings. The combination of psychology and business specialisations
will enable students to pursue careers in areas such as community services, human
resource management and marketing. As this course is accredited by the Australian
Psychology Accreditation Council, graduates are also eligible for entry into fourth
year studies in psychology. The Bachelor of Psychological Studies/Bachelor of
Business may be studied full-time or part-time. Minimum completion time is four
years full-time. Students are required to complete a total of 32 semester-length
units of study. For the Psychological Studies degree, students must complete a
specialisation in Psychology Plus one Qualitative and Quantitative research methods
units and three arts electives. For the Business degree, students must complete
seven compulsory core business units, seven specialisation units of study and two
Professional Development units of study. The course offers business specialisations
in twelve disciplines as listed below: Accounting, Banking and Finance, Financial
Risk Management, Global Logistics and Transport, Human Resource Management,
International Business, International Trade, Management, Marketing, Music Industry,
Retail Commerce, Small Business and Entrepreneurship.

Course objectives: The combined Bachelor of Psychological Studies/Bachelor of
Business degree aims to provide a thorough educational experience to students. It
exposes them to the psychological theory and practice, while at the same time giving
them a variety of business, research and vocational skills which they can utilise
directly in either a general business or related environment. Students will complete a
psychology specialisation and also a business specialisation. Business specialisations
include: Accounting, Banking and Finance, Financial Risk Management, Global
Logistics and Transport, Human Resource Management, International Business,
International Trade, Management, Marketing, Music Industry, Retail Commerce and
Small Business and Entrepreneurship. Completion of the psychology and business
specialisations will enable students to experience a range of educational processes
and curricula that will equip graduates for entry into a constantly changing local
and global workforce requiring intellectual, analytical, organisational, personal and
interpersonal skills. Graduates from this course are provided with the opportunity
to: locate, manage and use information efficiently and effectively; solve problems
effectively in a range of settings including industry and community; exhibit high
levels of numeracy skills in a range of organisational settings; communicate
effectively in spoken and written form on a range of topics to professional, industry
and community groups; apply an evidence-based research approach to interpersonal,
group and organisational problems; respond with social and cultural awareness
within local and global environments; work autonomously and collaboratively as a
professional in both industry and community settings.

Careers: Graduates will be in demand for work in community service organisations,
human resource departments, marketing research agencies, banking and financial
institutions and government departments. A variety of professions are available to
graduates as the degree is accredited by the Australian Psychological Accreditation
Council and other accreditation bodies. For example completion of the human
resource management specialisation counts as five years credit towards the
mandatory eight-year chartered membership of the Australian Human Resources
Institute whilst completion of the accounting specialisation has been accredited by
CPA Australia and the Institute of Chartered Accountants Australia.

Course Structure:

To graduate, students must successfully complete:

1. 11 core psychological studies units
2. 2 psychology electives
3. 3 electives selected from the Bachelor of Arts
4. 9 core business units
5. 7 units (1 specialisation) selected from one of the 12 Business specialisations listed below Business specialisations:
   - Accounting
   - Banking and Finance
   - Financial Risk Management
   - Global Logistics and Transport
   - Human Resource Management
   - International Business
   - International Trade
   - Management
   - Marketing
   - Music Industry
   - Retail Commerce
   - Small Business and Entrepreneurship

Year 1, Semester 1

APP1012 PSYCHOLOGY 1A 12
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

BE01105 ECONOMIC PRINCIPLES 12
BM01102 MANAGEMENT AND ORGANISATION BEHAVIOUR 12

Elective unit 1 (selected from the Bachelor of Arts)

Year 1, Semester 2
APP1013 PSYCHOLOGY 1B 12
BC01102 INFORMATION SYSTEMS FOR BUSINESS 12
BFP1100 PROFESSIONAL DEVELOPMENT 1 - CRITICAL THINKING AND PROBLEM SOLVING 12

Elective unit 2 (selected from the Bachelor of Arts)

Year 2, Semester 1
APP2013 PSYCHOLOGY 2A 12
APP2101 INTERCULTURAL AND DEVELOPMENTAL ISSUES IN PSYCHOLOGY 12
BE01106 BUSINESS STATISTICS 12
BHO1171 INTRODUCTION TO MARKETING 12

Year 2, Semester 2
APP2014 PSYCHOLOGY 2B 12
BA01101 ACCOUNTING FOR DECISION MAKING 12
BLO1105 BUSINESS LAW 12

Psychology elective 1 (Electives listed below)

Year 3, Semester 1
APP3036 HISTORY AND THEORIES IN PSYCHOLOGY 12
APS2030 QUALITATIVE SOCIAL RESEARCH METHODS 1 12
BFP2100 PROFESSIONAL DEVELOPMENT 2 - ANALYSIS AND STRATEGY 12

Business specialisation unit 1

Year 3, Semester 2
APP3037 CLINICAL ASPECTS OF PSYCHOLOGY 12
APS2040 QUANTITATIVE SOCIAL RESEARCH METHODS 1 12

Business specialisation unit 2

Business specialisation unit 3

Year 4, Semester 1
APP3035 RESEARCH METHODS IN PSYCHOLOGY 12

Business specialisation unit 4

Business specialisation unit 5

Elective unit 3 (selected from the Bachelor of Arts)

Year 4, Semester 2
APP3023 PSYCHOLOGICAL ISSUES IN THE WORKPLACE 12

Business specialisation unit 6

Business specialisation unit 7

Psychology elective 2 (Electives listed below)

PSYCHOLOGY ELECTIVE UNIT OPTIONS - may be offered at St Albans and/or Footscray Park, - only a selection of these units are offered each year.

APP3015 COUNSELLING THEORY AND PRACTICE 12
APP3016 GROUP BEHAVIOUR 12
APP3018 ORGANISATIONS AND WORK 12
APP3019 PSYCHOBIOLOGY 12
APP3020 PSYCHOANALYSIS 12
APP3021 PSYCHOLOGY OF ADJUSTMENT 12
APP3025 PSYCHOLOGICAL ASSESSMENT 12
APP3026 COGNITIVE PSYCHOLOGY 12

SPECIALISATIONS OFFERED

BSPACC ACCOUNTING
BSPBFA BANKING AND FINANCE
BSPFRM FINANCIAL RISK MANAGEMENT
BSPGLT GLOBAL LOGISTICS AND TRANSPORT
BSPHRM HUMAN RESOURCE MANAGEMENT
BSPIBU INTERNATIONAL BUSINESS
BSPITR INTERNATIONAL TRADE
BSPMAN MANAGEMENT
BSPMAR MARKETING
BSPMUI MUSIC INDUSTRY
BSPREC RETAIL COMMERCE
BSPSBE SMALL BUSINESS AND ENTREPRENEURSHIP

BACHELOR OF PSYCHOLOGICAL STUDIES (INTERPERSONAL AND ORGANISATIONAL)

Course Code: ABPO

Campus: St Albans.

This course is for Continuing students only.

About this course: This is an APAC accredited course. It provides an opportunity for students to combine an education in the discipline of psychology (via the accredited undergraduate psychology specialisation) with a specialisation that directly links important psychological interpersonal and organisational concepts with workplace settings.

Course Objectives: The course is designed to: prepare entry into a fourth year of studies which will enable graduates to meet the academic requirements for professional accreditation with the Victorian Psychologists’ Registration Board and Associate Membership of the Australian Psychological Society; develop generic interpersonal and organisational skills, eg. listening, communicating, leading, interviewing, observing and decision-making, in students; enable students to acquire the basis for skilled interactions in a class setting and practise these through a fieldwork component; encourage reflection on such interactions with individuals and groups from a theoretical and psychological point of view.

Careers: The Bachelor of Psychological Studies (Interpersonal & Organisational) is designed to provide preparation for a fourth year of study in psychology for graduates wishing to achieve professional accreditation. Graduates of the course may also find employment in areas such as welfare and community services, human resources or may undertake further study to qualify as teachers or social workers. Successful completion of a fourth year of study will enable graduates of the Psychology degree to receive Associate Membership with the Australian Psychological Society (APS), and will meet the academic requirements for professional accreditation with the Australian Psychology Accreditation Council (APAC).

Course Duration: 3 years.

Admission Requirements Year 12: Satisfactory completion of Year 12 or equivalent with a grade average of D in English. Applicants may also apply on an Alternative Category Entry basis.
Course Structure

To be awarded the degree of Bachelor of Psychological Studies (Interpersonal & Organisational), students must successfully complete a total of 288 points. Students are required to complete a specialisation in Psychology (ten units) and a required sequence in Interpersonal & Organisational (eight units). Students will also be required to complete Foundations of Social Science Research and Foundations of Psychological Research at first-year level. In addition, students will select four general electives across Years 1 and 2 chosen from units offered at the general Bachelor of Arts. To complete the course, students will be required to complete 24 units of study in all.

Core Units

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<tr>
<th>Code</th>
<th>Name</th>
<th>Points</th>
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<td>APP1014</td>
<td>INTERPERSONAL SKILLS</td>
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<td>APP1013</td>
<td>PSYCHOLOGY 1B</td>
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<tr>
<td>APP1016</td>
<td>FOUNDATIONS OF PSYCHOLOGICAL RESEARCH</td>
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<td>APP1015</td>
<td>ORGANISATIONAL SKILLS 1</td>
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<tr>
<td>ASX1003</td>
<td>FOUNDATIONS OF SOCIAL SCIENCE RESEARCH</td>
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<td>INTERPERSONAL SKILLS 2</td>
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<tr>
<td>APP2014</td>
<td>PSYCHOLOGY 2B</td>
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<td>APP2024</td>
<td>ORGANISATIONAL SKILLS 2</td>
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<tr>
<td>APP2101</td>
<td>INTERCULTURAL AND DEVELOPMENTAL ISSUES IN PSYCHOLOGY</td>
<td>12</td>
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<tr>
<td>APP3028</td>
<td>FIELDWORK</td>
<td>12</td>
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<tr>
<td>APP3035</td>
<td>RESEARCH METHODS IN PSYCHOLOGY</td>
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<tr>
<td>APP3036</td>
<td>HISTORY AND THEORIES IN PSYCHOLOGY</td>
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<tr>
<td>APP3029</td>
<td>SKILLS IN CONTEXT</td>
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<td>APP3037</td>
<td>CLINICAL ASPECTS OF PSYCHOLOGY</td>
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Plus four Psychology Electives
Plus four Electives from General Bachelor of Arts

Bachelor of Psychological Studies/Bachelor of Business (Human Resource Management)

Course Code: ABPR

Campus: Footscray Park.

This course is for Continuing students only.

About this course: The changing nature of the workforce and demands on managers requires that they have a broader view and understanding of their roles. This has led to a demand for well trained managers with a range of skills who can manage high quality and appropriate staff, programs, training, and services to a cross-section of users. The Bachelor of Psychology/Bachelor of Business (Human Resource Management) may be studied full-time or part-time. Minimum completion time is four years full-time. Students are required to complete a total of 32 semester-length units of study. From the Psychology degree, students must complete a major in Psychology Plus one Qualitative and Quantitative research methods units and three arts electives. From the Business degree, students must complete seven compulsory core business units, seven specialisation units of study in human resource management, and two Professional Development units of study.

Course Objectives: The combined Bachelor of Psychology/Bachelor of Business (Human Resource Management) degree aims to provide a thorough educational experience to students. It exposes them to the psychological and managerial forces that have shaped and continue to shape, Australia’s institutions, while at the same time giving them a variety of business, research and vocational skills which they can utilise directly in either a general business or related environment. The course focuses on management, psychological and research competencies with particular emphasis on human resource issues.

Careers: Graduates will be in demand for work in human resource departments, community service organisations, marketing research agencies and government departments. A variety of professions are available to graduates as the degree is accredited by the Australian Psychological Society and also counts as five years credit towards the mandatory eight-year chartered membership of the Australian Human Resources Institute.

Course Duration: 4 years.

Admission Requirements Year 12: VCE with minimum study score of 20 in English units 3 and 4 (any).

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).

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

Admission Requirements VET: Applicants with relevant VET study may be considered.

Course Structure

To be awarded the Bachelor of Psychological Studies/Bachelor of Business (Human Resource Management), students must have completed a total of 384 credit points. Each unit of study in this course is worth 12 credit points. There are 32 units of study in total. Normally, full-time students would complete an average of 48 credit points per semester.

Core Units of Study - Psychology

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<th>Name</th>
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<tr>
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Core Units of Study - Business

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<td>BMD102</td>
<td>MANAGEMENT AND ORGANISATION BEHAVIOUR</td>
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BACHELOR OF SCIENCE (PSYCHOLOGY) (I)

Course Code: ABPY

Course Structure: The Psychology degree is designed to prepare entry to a fourth year of studies which will enable graduates to meet the academic requirements for professional accreditation with the Victorian Psychologists’ Registration Board. The course provides a strong grounding in psychology, social research methods and a science discipline.

CAREERS: This is the three-year undergraduate program in psychology accredited by the Australian Psychology Accreditation Council (APAC). Graduates with this degree can apply for the fourth year program in psychology (honours or graduate diploma in psychology).

COURSE DURATION: 3 years.

Admission Requirements Year 12: Normal entry: VCE (or equivalent). Prerequisite units: Year 12 English, one Year 12 Science unit. VCE Biology is not a formal prerequisite but students will find a background in biology very helpful.

COURSE STRUCTURE

To be awarded the Bachelor of Science (Psychology) students must have successfully completed a total of 288 credit points. The Science Specialisation comprises a recognised three-year sequence of elective units within the Faculty of Health, Engineering and Science. By selecting appropriate combinations of elective units, students may obtain a specialisation in psychology together with a second science specialisation including, but not limited to, the following discipline areas:

- Human Bioscience;
- Human Bioscience/Wellness;
- Human Bioscience/Nutrition;
- Social Research Methods;
- Chemistry/Biochemistry/Nutrition;
- Variations to specialisation, or alternative specialisation will be considered, subject to approval from the course coordinator and unit availability. Social Research Methods Specialisation Students wishing to complete this specialisation must do APS3020 Qualitative Research Methods 2, APS3021 Quantitative Research Methods 2 and APS3040 Independent Research Project as well as a two-year sequence of units selected from those available for the science specialisation (as listed).

Students must complete 15 core units and 9 elective units of study selected from the lists below.

CORE UNITS OF STUDY

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<th>Code</th>
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ELECTIVE UNITS OF STUDY

Students are required to complete nine elective units of study comprising of:

First Year
Two Science electives (12 credit points each)

Second Year
Two 2nd year Science electives (12 credit points each)
and one Psychology elective (12 credit points)

Third Year
Four 3rd year Science electives (12 credit points each)

PSYCHOLOGY ELECTIVE UNIT OPTIONS

All electives are Year 2 or 3 - maybe available St Albans or Footscray Park. Only a selection of these units are offered each year.

FIRST-YEAR SCIENCE ELECTIVE UNIT OPTIONS
Offered as guide only check science timetable to confirm availability

SECOND YEAR SCIENCE ELECTIVE UNIT OPTIONS
Offered as guide only check science timetable to confirm availability

THIRD YEAR SCIENCE ELECTIVE UNIT OPTIONS
Offered as guide only check science timetable to confirm availability

BACHELOR OF ARTS (HUMAN SERVICES)
Course Code: ABSB
Campus: Footscray Park.

This course is for Continuing students only.

About this course: This three-year Bachelor of Arts course aims to provide students with a knowledge and skills base in the human services field so they may graduate with an entry-level qualification for a range of human services occupations. The course also aims to provide existing workers in the industry with the opportunity to gain accreditation in their sector and enhance their career prospects.
Careers: The course gives students an understanding of the policy context and policy options within human services work and provides them with a sequence of study in one of the key areas of human service practice, such as: social work, community development, gender studies, psychology, or social research.

Course Duration: 3 years.

Admission Requirements Year 12: To qualify for admission to the first year of the course, an applicant must have normally successfully completed a course of study at Year 12 or equivalent, including at least a grade average of D or above in English, or be eligible for special admission. In the case of students articulating from TAFE courses, graduates from TAFE human services oriented courses, such as diploma courses in welfare, community justice, community development, financial counselling, youth and child care, and certificate or advanced certificate courses in home and community care, residential and community services, and legal practice, applicants will be granted advanced standing in the course depending on the level of their qualifications and nature of the course undertaken. In the case of TAFE diploma courses in welfare, community justice, and community development, the advanced standing would generally be from 12 to 18 months of the degree depending on the course; in the case of other TAFE courses it would generally be from six to 12 months depending on the course. In all cases, the final decision on advanced standing would be made at the discretion of the Course Coordinator, taking into account the academic history and human service work experience of the applicant.

COURSE STRUCTURE
To qualify for the award of Bachelor of Arts (Human Services), students must complete a total of 288 credit points. Students must complete a major sequence in Policy Studies; a major sequence in Social Science; three core units of study in Human Services; two first-year foundation units; four elective units and two fieldwork units.

Year 1
- ACX1001 KNOWING AND KNOWLEDGE A
- ASS1012 SOCIOLOGY 1A: INTRODUCTION TO AUSTRALIAN SOCIETY AND CULTURES
- ASB1011 HUMAN SERVICES 1
- Plus one unit of study from the student’s chosen stream
- ASS1013 SOCIOLOGY 1B: ISSUES IN AUSTRALIAN SOCIETY AND CULTURE
- ACX1002 KNOWING AND KNOWLEDGE B
- Plus one unit of study from the student’s chosen stream
- Plus Year 1 elective

Year 2
- ASS2040 SOCIOLOGY 2C: SOCIOLOGY OF POWER AND THE STATE 1: CONCEPTS, CRITIQUES AND PRACTICES
- ASC2003 RESEARCH AND FIELDWORK 1
- ASB2011 HUMAN SERVICES 2A
- Plus one unit of study from the student’s chosen stream
- ASS2050 SOCIOLOGY 2D: SOCIOLOGY OF POWER AND THE STATE 2: THE CONTEMPORARY STATE AND SOCIAL IDENTITY IN THE 21ST CENTURY
- ASC2004 RESEARCH AND FIELDWORK 2
- ASS3013 SOCIOLOGY 3B: INTERNATIONAL SOCIAL POLICY
- Plus one unit of study from the student’s chosen stream

Year 3
- ASS3011 HUMAN SERVICES 2B
- ACK3003 PROFESSIONAL AND CAREER DEVELOPMENT
- Plus one unit of study from the student’s chosen stream
- ASS3032 SOCIOLOGY 3D: FORMATIONS OF POWER: GOVERNING CULTURAL IDENTITY IN A ‘POSTCOLONIAL’ WORLD
- ASS3039 HUMAN SERVICES INTERNSHIP
- Plus one unit of study from the student’s chosen stream
- Plus one elective

Stream Information
Psychology Stream
Year 1
- APP1012 PSYCHOLOGY 1A
- APP1013 PSYCHOLOGY 1B

Year 2
- APP2013 PSYCHOLOGY 2A
- APP2014 PSYCHOLOGY 2B
- Plus two Psychology electives in Year 3

Gender Studies Stream
Year 1
- ACW1020 SEX AND GENDER
- ACW1021 FASHIONING GENDER

Years 2 and 3
- Plus four units of study from:
  - ACW2033 WOMEN AND INTERNATIONAL DEVELOPMENT
  - ACW3025 KNOWING BODIES
  - ACW2021 GENDER ON THE AGENDA
  - ACW2022 RESEARCHING GENDERED LIVES
  - ACW3019 GENDER, SCREEN, IDENTITY

International Community Development Stream
Year 1
- ASA1023 COMMUNITY DEVELOPMENT FROM THE LOCAL TO THE GLOBAL
- ASA1024 APPLIED HUMAN RIGHTS

Year 2
- ASA2023 WORKING WITH ORGANISATIONS: PROBLEMS AND POSSIBILITIES
- ASA2024 SOCIAL MOVEMENTS, SOCIAL ACTIONS

Year 3
- Plus two units of study from:
  - ASA3023 THEORY AND PRACTICE OF INTERNATIONAL DEVELOPMENT
  - ASA3024 PROJECT DESIGN AND IMPLEMENTATION
  - ASC3022 COMMUNITY DEVELOPMENT: THEORY AND PRACTICE
BACHELOR OF ARTS (COMMUNITY DEVELOPMENT)
Course Code: ABSC
Campus: Footscray Park.

This course is for Continuing students only.

About this course: Prospective students please look at the new course ABSE Bachelor of Arts (Community Development) The Bachelor of Arts (Community Development) Australian Stream course aims at providing professional education and training in a wide range of community development roles and skills, including local, urban and rural community work, and work with communities and groups sharing common ties or interests, including migrant groups, environmental groups, advocacy organisations, and community-based programs for youth, the aged, and people with disabilities. Students undertake core community development theory and practice units of study, communication units, research units, and contextual units in sociology and policy studies. The course also involves applied work-integrated learning in the form of fieldwork projects undertaken with community-based agencies and organisations.

Careers: The Australian Stream is designed for students who intend working in Australian community work contexts.

Course Duration: 3 years.

Admission Requirements Year 12: All applicants are required to provide evidence of interest and experience in community or human service work on either a paid or voluntary basis, and to complete a selection interview and short written selection exercise. Students seeking to undertake the BA (Community Development) Australian Stream should enrol first in the TAFE diploma course in community development (also offered at Victoria University). This is a two-year course that currently provides credit for the first two years of the BA Community Development degree.

COURSE STRUCTURE

Students undertaking the Australian Stream normally enter at third-year level. Students must successfully complete the TAFE diploma course in Community Development (also offered at Victoria University) and 96 credit points in third year to be awarded the degree of Bachelor of Arts (Community Development) Australian Stream.

Students enter at third-year level. The duration for each unit is one semester unless specified otherwise.

Year 3 Semester 1

- ASC3021 COMMUNITY DEVELOPMENT: THEORY AND PRACTICE 5 12
- ASS3031 SOCIOLGY 3C: GOVERNING CIVIC LIFE: CITIZEN, NATION, SELF 12
- ASC3005 RESEARCH AND FIELDWORK 3 12
- ASC3031 COMMUNICATION THEORY: WORKSHOPS A 12

Year 3 Semester 2

- ASC3022 COMMUNITY DEVELOPMENT: THEORY AND PRACTICE 6 12
- ASC3095 CONFLICT RESOLUTION IN GROUPS AND COMMUNITIES 12
- ASS3032 SOCIOLOGY 3D: FORMATIONS OF POWER: GOVERNING CULTURAL IDENTITY IN A 'POSTCOLONIAL' WORLD 12
- ASC3006 RESEARCH AND FIELDWORK 4 12

BACHELOR OF ARTS (INTERNATIONAL COMMUNITY DEVELOPMENT)
Course Code: ABSD
Campus: Footscray Park.

This course is for Continuing students only.

About this course: Prospective students please look at the new course ABSE Bachelor of Arts (Community Development) This course combines skills and training for the community development sector with studies of social, economic and cultural change in the Pacific Islands, Africa, Latin America and Asia. Students in the BA (International Community Development) undertake units of study in community development theory and practice. There are also contextual units of study in international development, African, Latin American, and Pacific and Asian studies, cultures and politics, and policy issues. PRACTICAL COMPONENT Three fieldwork placements are completed in appropriate community-based organisations. Students can undertake one field placement in a country other than Australia, subject to suitable supervision being available. EXCHANGE PROGRAMS: Victoria University has an active exchange program with the University of the South Pacific and community development students have been regular participants in this program. Other university exchanges and programs such as the University Mobility Asia Pacific program and study tours are available to students seeking overseas experience.

Careers: Graduates of this course are working as project workers and field staff in government, non-government and intergovernmental development organisations operating in areas such as: community learning centres; community health associations; rural community development groups; women’s advocacy organisations’ youth programs; environmental organisations; social and community development programs; policy and research institutes; co-operatives; post-conflict reconstruction situations and intergovernmental organisations.

Course Duration: 3 years.

Admission Requirements Year 12: All applicants are also required to provide evidence of interest and involvement in community or human services work on either a paid or voluntary basis. Applicants are required to apply through VTAC. Overseas applicants under the age of 21 are required to demonstrate satisfactory completion of a secondary qualification equivalent to the Victorian VCE qualification.

COURSE STRUCTURE

Credit transfer may be arranged for previous studies. Recognition of prior learning is also offered for students who have relevant work or life experience that relates and equates to the skills and knowledge required in specific units of study. Students must complete 288 credit points to be awarded the degree of Bachelor of Arts (International Community Development).

Year 1 Semester 1

- ASA1023 COMMUNITY DEVELOPMENT FROM THE LOCAL TO THE GLOBAL 12
- ASS1005 SOCIAL AND CULTURAL CHANGE IN SOUTH PACIFIC ISLANDS 12
- ASC1033 COMMUNICATIONS WORKSHOP 12

Plus one elective

Year 1 Semester 2

- ASA1024 APPLIED HUMAN RIGHTS 12
- ASC1010 FIELDWORK PLACEMENT 1 12
- ASS2001 SOCIAL ISSUES IN CONTEMPORARY ASIA 12

Plus one elective

Year 2 Semester 1

- ASA2023 WORKING WITH ORGANISATIONS: PROBLEMS AND POSSIBILITIES 12
BACHELOR OF ARTS (COMMUNITY DEVELOPMENT) (I)
Course Code: ABSE
Campus: Footscray Park.

About this course: The Bachelor of Arts (Community Development) has an innovative curriculum comprising two foundational elements: a strong theoretical orientation and a Learning in the Workplace/Community (LiWC) component. The theoretical component leads to two specialisations. One specialisation is International orientation and a Learning in the Workplace/Community (LiWC) component. The innovative curriculum comprising two foundational elements: a strong theoretical

Admission Requirements Year 12: VCE with minimum study score of 20 in English units 3 and 4 (any) or equivalent.

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).

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

Admission Requirements VET: VET applicants will be considered and pathways are available from a range of VET courses.

Course Structure
Students undertake streams in either International Community Development or General Community Development.

Year 1, Semester 1
ASA1023 COMMUNITY DEVELOPMENT FROM THE LOCAL TO THE GLOBAL 12
ASS1051 SOCIOLOGY 1A 12
ASX1002 CRITICAL LITERACY IN THE SOCIAL SCIENCES 12
Plus ONE elective*

*It is strongly recommended that students select this elective from one of the following two units:
ASS1005 SOCIAL AND CULTURAL CHANGE IN SOUTH PACIFIC ISLANDS 12
AEK1101 INDIGENOUS AUSTRALIAN ISSUES AND UNDERSTANDINGS 12
Year 1, Semester 2
ASA1024  APPLIED HUMAN RIGHTS 12
ASC1012  FIELDWORK 1: WORKING WITH ORGANISATIONS 12
Plus TWO electives**
**It is strongly recommended that students select one of the elective from the following two units:
ASI1002 SOURCES OF ASIAN MODERNITIES 12
ASS1052 SOCIOLOGY 1B 12
Year 2, Semester 1
International Community Development Stream
ASC2010  FIELDWORK PLACEMENT 2 12
ASS3050  MIGRATION, MOBILITY AND GLOBALISATION 12
ASA2030  REGIONAL AND INTERNATIONAL ORGANISATIONS AND POLICY 12
OR
ASA2033  MANAGEMENT IN NON-GOVERNMENT ORGANISATIONS 12
Plus ONE elective selected from the Bachelor of Arts
General Community Development Stream
ASC2010  FIELDWORK PLACEMENT 2 12
ASS3050  MIGRATION, MOBILITY AND GLOBALISATION 12
ASA2030  REGIONAL AND INTERNATIONAL ORGANISATIONS AND POLICY 12
OR
ASA2033  MANAGEMENT IN NON-GOVERNMENT ORGANISATIONS 12
Plus ONE elective selected from the Bachelor of Arts
Year 2, Semester 2
International Community Development Stream
ASA2024  SOCIAL MOVEMENTS, SOCIAL ACTIONS 12
ASC2004  RESEARCH AND FIELDWORK 2 12
ASS2082  CONTEMPORARY AFRICA AND SOCIAL CHANGE 12
ASC2023  COMMUNICATION FOR SUSTAINABLE DEVELOPMENT 12
General Community Development Stream
ASA2024  SOCIAL MOVEMENTS, SOCIAL ACTIONS 12
ASC2004  RESEARCH AND FIELDWORK 2 12
ASC3095  CONFLICT RESOLUTION IN GROUPS AND COMMUNITIES 12
ASC2023  COMMUNICATION FOR SUSTAINABLE DEVELOPMENT 12
Year 3, Semester 1
International Community Development Stream
ASA3023  THEORY AND PRACTICE OF INTERNATIONAL DEVELOPMENT 12
ASS3012  SOCIOLOGY 3A: COLONISATION, DECOLONISATION AND DEVELOPMENT 12
ASC3005  RESEARCH AND FIELDWORK 3 12
ASA2030  REGIONAL AND INTERNATIONAL ORGANISATIONS AND POLICY 12
OR
ASA2033  MANAGEMENT IN NON-GOVERNMENT ORGANISATIONS 12
General Community Development Stream

BACHELOR OF ARTS (CRIMINAL JUSTICE STUDIES) (I)
Course Code: ABSJ
Campus: Footscray Park.
About this course: Criminal justice has becoming increasingly complex, with systemic interactions with social welfare organisations, law and judicial administration, penal and correctional institutions, family and community, and policing. Key parts of the industry and profession, including Victoria Police, have recognised the need for a more highly educated workforce with a developed understanding of the philosophies and objectives of modern criminal justice and the role of various agencies within it. This course responds to recent needs of the profession, as well as the development of new knowledge and understandings in the social sciences and law, including criminology, sociology and social philosophy. This course signals a generalist liberal studies/social sciences undergraduate degree. This orientation is reflected in the number of electives that will complement core units, including, where available, units in cross-cultural communication, Indigenous studies, human services, community development, advocacy and mediation, languages, gender studies and psychology.

Course Objectives: The course enables students to experience a range of educational processes and curricula to equip them for entry into a constantly changing workforce in which they will need effective intellectual, analytical and social skills to operate as professionals in the diverse and challenging settings of the modern criminal justice system. The course provides students with the opportunity to develop critical awareness and understanding of relevant areas of law, the social sciences and research in specific areas of study; develop the capacity to generate, organise and undertake research into relevant aspects of community wellbeing; develop academic skills in reading, note-taking and collection and organisation of resource materials including the presentation of oral and written material; develop skill and confidence in group discussion and activity; and develop interpersonal skills consistent with professional practice.

Careers: When students graduate, they will be qualified to seek employment in...
the criminal justice system, which is increasingly becoming professionalised and requiring graduates with a broad knowledge of justice in a range of professional and community settings. Graduates can also seek employment in community legal settings, law firms, security and intelligence organisations and related welfare and support agencies.

Course Duration: 3 years.

Admission Requirements Year 12: VCE with minimum study score of 20 in English units 3 and 4 (any).

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).

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

Admission Requirements VET: Articulation with VET justice studies courses.

Admission Requirements Other: All prospective students must attend an interview. Students will be selected on the understanding that the course, although not providing entry to an Australian police force, will improve their preparedness to work in a range of criminal justice professions. The University does not determine entry requirements to Australian police organisations.

Course Structure
To be awarded the degree of Bachelor of Arts (Criminal Justice Studies) students must successfully complete a total of 288 credit points. Students must complete 24 semester-length units of study.

Year 1, Semester 1
ASS1051  SOCIOLOGY 1A 12
AEK1201  INDIGENOUS AUSTRALIAN KNOWING 12
BLB1114  LEGAL RESEARCH METHODS 12
Plus Arts elective 1

Year 1, Semester 2
ASL1003  CRIMINAL JUSTICE SYSTEMS 12
ASS1052  SOCIOLOGY 1B 12
BLB3352  LEGAL TOPICS B 12
Plus Arts elective 2

Year 2, Semester 1
ASL2003  ETHICS 12
BLB1101  AUSTRALIAN LEGAL SYSTEM IN CONTEXT 12
Plus Arts elective 3

Year 2, Semester 2
ASL2004  SOCIAL STUDIES OF SCIENCE TECHNOLOGY AND JUSTICE 12
BLB1115  TORTS 12
Plus
ASS2013  SOCIOLOGY OF THE BODY 12

OR
ASS2052  MEANING AND SOCIAL CONTEXT 12
Plus
BLB4145  HUMAN RIGHTS LAW 12

OR
One Law elective

Year 3, Semester 1
ASS3009  SOCIOLOGY OF LAW 12
BLB3128  CRIMINAL LAW 12
ACK3003  PROFESSIONAL AND CAREER DEVELOPMENT 12
Plus Arts elective 4

Year 3, Semester 2
ASS3007  SPACE, KNOWLEDGE AND POWER 12
ASL3002  LAW AND GOVERNANCE 12
Plus Arts elective 5
Plus
ASS3037  INQUIRING INTO THE SOCIAL 12

OR
Arts elective 6

Bachelor of Arts (Legal Studies) (I)

Course Code: ABSL

Campus: Footscray Park.

About this course: The three-year Bachelor of Arts (Legal Studies) degree aims to provide a broad education in aspects of the law and a variety of legal issues which complement studies in arts and social sciences. The course also provides opportunities for students to pursue related studies as electives. The degree equips graduates to more effectively compete in the employment market for those positions in the private and public sectors, which Arts graduates have traditionally pursued - that is, in the broad field of administration, research, and personnel work. It also equips graduates to compete for positions in the recently emerged and rapidly growing ‘paralegal’ field in the commercial setting of law firms and in the relevant public sector agencies, providing legal assistance to law professionals. The degree is not aimed at, nor does it qualify students for, admission to practice as a solicitor or barrister of the Supreme Court of Victoria.

Course Objectives: This course aims to: Develop knowledge and understanding in socio-legal studies, social sciences, law and social research in order to explore relevant problems in the social distribution of justice; Develop skills to problematise work in legal and justice settings; Develop effective communication and organising skills in the fields of law and justice; Develop broad awareness of theory and practice in relevant para-legal fields; Promote a scholarly approach to researching and reporting issues and problems in socio-legal studies.

Careers: The degree equips graduates to more effectively compete in the employment market for those positions in the private and public sectors, which Arts graduates have traditionally pursued, that is, in the broad field of administration, research and personnel work. It also equips graduates to compete for positions in the recently emerged and rapidly growing ‘paralegal’ field in the commercial setting of law firms and in the relevant public sector agencies, providing legal assistance to law professionals. The degree is not aimed at, nor does it qualify students for, admission to practice as a solicitor or barrister of the Supreme Court of Victoria.
Course Duration: 3 years.

Admission Requirements Year 12: Satisfactory completion of Year 12 or equivalent with a grade average of D in English. Applicants may also apply on an Alternative Category Entry basis.

COURSE STRUCTURE
To be awarded the degree of Bachelor of Arts (Legal Studies) students must have successfully completed a total of 288 credit points. All units of study are worth 12 credit points. Full-time students will normally complete an average of 48 points each semester. In addition students must satisfy the following requirements:

- successful completion of 24 semester units of study, including 10 in the Faculty of Business and Law and 14 in the Faculty of Arts, Education and Human Development.

- students may not enrol in more than 10 units of study overall at first-year level. An Arts specialisation is six units of study in the same subject area - two at first-year level and then another four at second and third-year levels.

- students in the BA (Legal Studies) course are strongly advised to undertake Sociology as their Arts specialisation. Information on other Arts units of study/specialisations offered at Footscray Park campus is available to assist in students’ selection of units of study. Information regarding which law units of study are available in each semester for this year is available during the enrolment period.

CORE UNITS

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<tr>
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<th>Credit Points</th>
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<tr>
<td>ASL3002</td>
<td>LAW AND GOVERNANCE</td>
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<tr>
<td>ASS3009</td>
<td>SOCIOLOGY OF LAW</td>
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<tr>
<td>ACK3003</td>
<td>PROFESSIONAL AND CAREER DEVELOPMENT</td>
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<tr>
<td>ASS3037</td>
<td>INQUIRING INTO THE SOCIAL</td>
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</table>

Plus three electives from the general Bachelor of Arts

Plus six arts specialisation units

Plus ten law units as follows:

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<th>Course Title</th>
<th>Credit Points</th>
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<tr>
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</tr>
<tr>
<td>BLB3352</td>
<td>LEGAL TOPICS B</td>
<td>12</td>
</tr>
</tbody>
</table>

and seven law electives (two of which must be learning in the workplace and community units)

(BLO1105 Business Law is a prerequisite for future BLO units)

BACHELOR OF ARTS (ADVOCACY & MEDIATION)

Course Code: ABSM

Campus: Footscray Park.

This course is for Continuing students only.

About this course: The Bachelor of Arts (Advocacy & Mediation) prepares students for entry into a range of community-based, government or non-government positions involving advocacy, mediation, organisational and liaison skills on behalf of disadvantaged groups and individuals involved in conflict situations. Students complete specialisations in both advocacy/mediation and sociology/social policy. The course also includes social research and human services units of study and a work-integrated fieldwork project in an appropriate agency. Students have the opportunity to tailor their degree through an additional elective specialisation.

Course Objectives: The objectives of the course are to provide: a grounding in the social policy discipline, particularly as it relates to issues of social equity and justice; a critical understanding of the social, political and social contexts of human services and justice programs in Australia; specialist knowledge and skills in community-based legal and justice systems; development of skills in alternative dispute settlement, including mediation, advocacy and conflict resolution; knowledge and understanding of justice and mediation issues in the wider context of human service policies and strategies; familiarity with social research methods as they apply to human services and justice contexts; work-integrated learning opportunities to enable students to develop their theory and practice skills in community-based agencies.

Careers: The course equips students with the skills and understandings for a range of strategies, including mediation, conflict resolution and advocacy. As such the course is also relevant to a wide range of government and non-government positions, which involve conflict or dispute settlement as a key responsibility. Graduates go into such positions as: community legal centre workers and coordinators, police community liaison officers, welfare counsellors and advocacy agency workers, community outreach workers, Aboriginal outreach workers, consumer advocates, workers in community-based ‘early intervention’ programs targeted at young offenders, disability worker advocate positions, equal opportunity workers, affirmative action, or equity officers in large organisations.

Course Duration: 3 years.

Admission Requirements Year 12: Prerequisites: Units 3 and 4, a study score of at least 20 in English (any). Middle-band: Completing any of classical societies and cultures, English language, history (any), international politics: international studies, legal studies, psychology, literature, LOTE (any) or media = an aggregate 2 points higher per study, to a maximum 10 points. Selection mode: CY12: ENTER and two-stage process with a middle-band of approximately 20. NONY12: Academic record and interview. Extra requirements: NONY12 Interview (some applicants only): Details will be provided by telephone or mail to the applicants required to attend. Applicants may also apply on an Alternative Category Entry basis.

COURSE STRUCTURE
Students undertake specialisations in advocacy/mediation and sociology/social policy and an elective stream. A total of 288 credit points are required for award of the degree.

CORE UNITS

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<td>BLB1114</td>
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<td>ACK1002</td>
<td>KNOWING AND KNOWLEDGE B</td>
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<td>BLO3352</td>
<td>LEGAL TOPICS B</td>
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<tr>
<td>ASC3095</td>
<td>CONFLICT RESOLUTION IN GROUPS AND COMMUNITIES</td>
<td>12</td>
</tr>
<tr>
<td>ASS2009</td>
<td>MAKING MODERN IDENTITIES</td>
<td>12</td>
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<tr>
<td>ASC1010</td>
<td>FIELDWORK PLACEMENT 1</td>
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<td>FIELDWORK PLACEMENT 2</td>
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<td>ASM2002</td>
<td>RESTORATIVE JUSTICE</td>
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<td>ASS2013</td>
<td>SOCIOLOGY OF THE BODY</td>
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<td>BLO2207</td>
<td>EMPLOYMENT LAW</td>
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<td>BLO3332</td>
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<tr>
<td>ASM3001</td>
<td>ADVOCACY AND MEDIATION INTERNSHIP 1</td>
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### BACHELOR OF SOCIAL WORK (PRELIMINARY YEAR) (I)

**Course Code:** ABSP  
**Campus:** St Albans, Footscray Park.

**About this course:** At the completion of the course students are eligible for entry to the Bachelor of Social Work degree or alternatively may continue into the second year of the Bachelor of Arts. The course provides the prerequisite one-year of tertiary study in social sciences for entry to the three-year Bachelor of Social Work course (St Albans Campus).

**Course Objectives:** This course provides the prerequisite one year (full-time) tertiary study in social sciences for entry to the three year Bachelor of Social Work course (ABSW) or alternatively continue in the second year of the Bachelor of Arts degree (ABBA). Broadly the objectives are: Obtain knowledge from the humanities and social sciences that informs social work; Gain an understanding of the socio-economic, political, psychological, and cultural forces that shape people’s lives; Become aware of how society has developed and is organised and Obtain knowledge that enables students to broaden an understanding of themselves and the world.

**Careers:** Students who progress to complete the Bachelor of Social Work will be eligible for membership of the Australian Association for Social Workers and will be qualified to pursue a career in human services.

**Course Duration:** 1 year.

**Admission Requirements Year 12:** Satisfactory completion of Year 12 or equivalent with a grade average of D in English. Applicants may also apply on an Alternative Category Entry basis.

**COURSE STRUCTURE**

Students must complete a total of 96 credit points including the following:

- Knowing and Knowledge A and Knowing and Knowledge B;
- two units of study in either Psychology and/or Sociology;
- two or four electives (depending on whether both Psychology and Sociology are undertaken).

**CORE UNITS**

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<td>KNOWING AND KNOWLEDGE A</td>
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<tr>
<td>ACX1002</td>
<td>KNOWING AND KNOWLEDGE B</td>
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Students must select one or both of these pairs of units

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<th>Title</th>
<th>Units</th>
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<td>APP1012</td>
<td>PSYCHOLOGY 1A</td>
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<tr>
<td>APP1013</td>
<td>PSYCHOLOGY 1B</td>
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</tbody>
</table>

Plus two or four electives to make a total of eight units in the course

**BACHELOR OF SOCIAL WORK (I)**

**Course Code:** ABUW  
**Campus:** Footscray Nicholson.

**About this course:** Social Work is a key profession in the promotion of social justice and social welfare in Australian society, and internationally. Social workers are involved with people at individual, family, and community levels to bring about change. Social workers require strong analytical skills and a high level of knowledge in order to understand and address the causes and dynamics of social disadvantage. At the same time, they require a large repertoire of skills for working with individuals, groups and communities to assist them in gaining greater control over resources and decision-making. The degree course is designed to provide students with the knowledge and skills necessary for contemporary social work practice. Upon completion of the course, students will have a strong grounding in the following areas: interpersonal and groupwork, community development, policy analysis, social research and social action. Industry-based education is an integral part of the teaching program and over the duration of the course, students will normally complete two field education placements in different human services agency settings. The Bachelor of Social Work is a total of four years’ full-time study or part-time equivalent. Usually, the first year is undertaken as the first year of a Bachelor of Arts or Social Sciences degree. The Faculty of Arts, Education and Human Development also offers a Bachelor of Social Work (Preliminary Year), which fulfills this first year requirement. The Bachelor of Social Work course is accredited by the Australian Association for Social Workers. Maximum Credit Transfer Policy Bachelor of Social Work students may apply for credit transfer for previous studies. If you think you may be eligible for credit transfer, you will need to consult with the course coordinator and unit coordinators for the relevant units. In accordance with Victoria University policy, BSW students must complete a minimum of eight units of study in addition to Field Education placements.

**Course Objectives:** The Bachelor of Social Work course aims to prepare students for effective professional practice as social workers in the social and community services industries. (a) General Objectives The general objectives of the curriculum are associated with the liberal arts component of the BSW Course, which in time sequence precedes the professional component of the BSW course. There is variation among students in terms of the number of years of tertiary education completed. It ranges from a minimum of one year to completed degrees. We advise those students who are about to enter university and are inquiring about which units of study they ought to pursue to prepare them for social work, to take a broad range of units from different disciplines rather than concentrating on only one or two disciplines. The objectives of the liberal arts component of the BSW course at Victoria University are: to obtain knowledge from the humanities and social sciences that informs social work; to gain an understanding of the socioeconomic, political, psychological, and cultural forces that impinge upon people’s lives; to become aware of how society has developed and is organised; and to obtain knowledge that enables students to broaden the understanding of themselves and the world. (b) Professional Objectives The objectives of the professional component of the BSW programs are: to help meet the social welfare labour force needs of Australia generally and the western region of Melbourne in particular; to increase students’ knowledge and understanding of social welfare in the Australian context; to emphasise origins, ideological bases, development, functions, contradictions, administrative forms, and impacts on oppressed groups including Indigenous people, women, people of colour and people with disabilities; to expand students’ understanding of the historical development of social work and of social work practice, including its scope and limitations, its internal debates, and its interrelationship with other bodies of knowledge; to introduce students to the origins, manifestations, dynamics, causes and consequences of social inequality and oppression; to facilitate students’ development of purposeful use of skills within a wide range of social work roles and methods of intervention necessary for the elimination of social inequality and obstacles to social functioning; to enhance students’ development, intellectual inquisitiveness, creative problem-solving skills, reflective practices, and proper use of a range of research methods; a facility for critical questioning, and a goal of life-long learning; and to strengthen students’ understanding of, and commitment to, social work purposes, values, ideals, beliefs, and identity; particularly to understand it from an anti-oppressive framework.

**Careers:** The course is aimed at preparing graduates for employment across a range of settings including: local government human services, federal and state
government, hospitals and community health centres, and non-government and community-managed human services organisations. Graduating students will also be qualified to practise as professional Social Workers and will be eligible for membership of the Australian Association of Social Workers (AASW).

Course Duration: 3 years.

Admission Requirements Year 12: Entry to the degree may be at various levels depending on prior study and work experience. Applicants with prior tertiary studies or substantial work experience in the social and community services may be eligible for recognition of prior learning. In addition, students who have successfully completed the following courses may be eligible to enrol directly into ABUW: 3113GA0208 Diploma of Arts at Victoria University 21794VIC Diploma of Liberal Arts at Victoria University Associate in Arts Programme at Yew Chung Community College in China or Hong Kong Applicants for the Bachelor of Social Work should complete the direct admission/supplementary information form. Please note the additional information requirements for social work in Sections E (ii) - two references and two 500 word statements and E (iii) - work experience.

COURSE STRUCTURE
The structure of the BSW qualification is: Preliminary Year One year minimum of tertiary study including completion of at least two semesters of relevant social science units, eg. sociology and psychology, politics and economics. The preliminary year can be undertaken as part of either a Bachelor of Arts or the Bachelor of Social Work Preliminary Year (ABSP) offered at Victoria University, or equivalent degree courses at other universities, or one of the courses outlined in Admission Requirements above. Applications for the Bachelor of Social Work Preliminary Year (ABSP) are through VTAC.

CORE UNITS

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<td>ASW2103</td>
<td>HUMAN DEVELOPMENT IN SOCIAL CONTEXT</td>
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<td>SOCIAL WORK THEORIES</td>
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<td>INTERPERSONAL AND COMMUNICATION SKILLS</td>
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<td>INTRODUCTION TO SOCIAL POLICY</td>
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<td>ASW2090</td>
<td>GROUPWORK THEORY AND PRACTICE</td>
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<td>WORKING IN HUMAN SERVICE ORGANISATIONS</td>
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<td>ASW3101</td>
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<td>ASW3202</td>
<td>FIELD EDUCATION 1: INTEGRATIVE SEMINAR</td>
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<tr>
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<td>WORKING WITH INDIVIDUALS AND FAMILIES</td>
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<td>ASW4044</td>
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<td>ASW4090</td>
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Two professional units from the list below
(Please note that only two of these units are offered each year)

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If undertaking Honours

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<tr>
<td>ASW5003</td>
<td>SOCIAL WORK HONOURS: THESIS</td>
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BACHELOR OF ARTS (INTERNATIONAL STUDIES)
Course Code: ABXI
Campus: Footscray Park.

This course is for Continuing students only.

About this course: The BA (International Studies) allows students to design a coherent degree with majors that offer international perspectives: Advanced English for Speakers of Other Languages, Asian Studies, Chinese, Japanese, Spanish, Vietnamese, History, Political Science, Sociology of the Global South. The BA (International Studies) program will develop advanced analytical and critical skills relevant to a rapidly globalising professional environment and changing labour market needs.

Careers: Career opportunities for graduates with knowledge of Asia’s societies and cultures and an Asian language are burgeoning. Graduates can expect careers in businesses: Australian companies in Asia and Asian companies operating in Australia and Europe. Other opportunities exist in the service sectors of aid, tourism, foreign affairs, journalism, teaching and the public service.

Course Duration: 3 years.

COURSE STRUCTURE
To be awarded the degree of Bachelor of Arts (International Studies), students must successfully complete a total of 288 credit points.

For a normal full-time load:

Year 1 Semester 1
1st Major - Unit of Study 1
2nd Major - Unit of Study 1

Year 1 Semester 2
1st Major - Unit of Study 2
2nd Major - Unit of Study 2

Year 2 Semester 1
ACX1001 KNOWING AND KNOWLEDGE A
Plus Elective

Year 2 Semester 1
ACX1002 KNOWING AND KNOWLEDGE B
Plus Elective

103
GRADUATE DIPLOMA IN INTERNATIONAL COMMUNITY DEVELOPMENT (I)

Course Code: AGIC

Campus: Footscray Park.

About this course: This program provides education and training for those interested in, or already involved in community development work, at the local or global level. This includes social action and change, advocacy and human rights, livelihood creation and sustainable development practices. This course is also suitable for those wishing to advance their careers, or who have completed a Bachelor’s degree in another field and are now considering a career in community development. The key focus areas of the program include: community development theories and practices; international project design, planning and management; social research and evaluation; an understanding of globalisation and its impacts on communities; leadership in community development, and governance of international organisations. Students normally enrol in the Graduate Certificate and then proceed to the Graduate Diploma. Students may then enter the Master’s program, depending on the results they have achieved in the first year.

Course Objectives: This course provides students with the opportunity to: Identify historical and contemporary issues in international community development; Identify different schools of thought on the meaning and character of globalisation and its impact on international community development; Use critical analytical skills as well as communication and writing skills to discuss and debate key theories and academic concepts; Apply knowledge and skills in a real world context, and network with industry partners and stakeholders.

Careers: This course prepares students for work in a diverse range of fields including international humanitarian and development aid, human rights, child protection, gender and culture, environmental sustainability, and community and lifelong education. Graduates have become advocates for social change in fields with international implications such as: climate change; sustainable agriculture; international health including HIV/AIDS; youth work; gender and development; housing advocacy; human rights; adult education; conflict resolution and policy development in government and non-government organisations, and international organisations concerned with community development.

Course Duration: 1 year.

Admission Requirements Mature Age: The entry requirement to the Graduate Diploma is the completion of a three-year undergraduate degree or equivalent, normally with a credit rating or above in the final year units of study.

COURSE STRUCTURE

To qualify for the Graduate Diploma in International Community Development students must complete a total of 96 credit points. Elective units may be available during summer and winter semesters to give students the options of fast tracking their studies.

Semester 1

ASA5001 COMMUNITY DEVELOPMENT: THEORY AND PRACTICE 12
ASA5010 TRANSNATIONAL GENDER ISSUES AND HUMAN RIGHTS 12
Plus two electives (12 credit points each)

Semester 2

ASA5002 COMMUNITY DEVELOPMENT: PROJECT PLANNING AND MANAGEMENT 12
ASA5024 MANAGEMENT IN NON-GOVERNMENT ORGANISATIONS 12
Plus two electives (12 credit points each)

Recommended Electives

Please note that only a selection of these electives will be offered each semester

AAA5002 RESEARCH METHODS 12
AAA5011 INTERPRETING ‘ASIA’ AND THE ‘PACIFIC’ 12
AG5200 APPROACHES TO RESEARCH 12
APT5080 CROSS-CULTURAL ISSUES IN COUNSELLING 12
ASA5003 HIV/AIDS AND INTERNATIONAL DEVELOPMENT 12
ASA5004 ENGAGING COMMUNITIES FOR SUSTAINABILITY 12
ASA5005 PSYCHOSOCIAL APPROACHES IN AID AND DEVELOPMENT 12
ASA5008 PEACE, VIOLENCE AND CONFLICT 12
ASA5009 WORKING IN CROSS-CULTURAL CONTEXTS 12
ASA5022 APPROACHES TO GLOBALISATION 12
ASA5023 BUILDING CAPACITY AND MOBILISING CIVIL SOCIETY 12
ASA5050 CONFLICT RESOLUTION IN GROUPS AND COMMUNITIES 12
ASA5055 REGIONAL AND INTERNATIONAL ORGANISATIONS AND POLICY 12
ASS5002 OCEANIA IN THE MODERN WORLD 12
ASS5027 TIMOR LESTE: HISTORY, POLITICS AND SOCIETY 12
ASS5080 CONTEMPORARY AFRICA AND SOCIAL CHANGE 12
GRADUATE DIPLOMA IN COUNSELLING
Course Code: AGPD

Campus: St Albans, City Flinders.

About this course: The course is a two-year part-time qualification that is designed to provide a professional foundation in counselling theory and practice. The course is therefore appropriate for both individuals working within professional contexts that require the application of counselling skills or those wishing to move towards employment in these human service fields. Course participants have included social workers, nurses, teachers, community workers and students with an undergraduate psychology specialisation. The course provides students with the opportunity to develop their theoretical view of counselling, to practise skills acquired in the field placement and to integrate theory and practice of counselling. Please note: this course is not designed for students wanting an Australian Psychological Society (APS) accredited course. Professional accreditation of counsellors is currently being considered by several Australian organisations and the course is monitored to satisfy the requirements of these organisations as they develop.

Course Objectives: The objectives of the course are to: develop an awareness of a range of theoretical orientations in counselling, develop practical skills in the application of specified counselling paradigms; identify the impact of social structures upon the counsellor/client relationship and the community to which the client belongs; explore aspects of cultural difference relevant to counselling practice; develop an awareness of ethical issues relevant to professional practice; explore the interface of counselling theory and practice; develop and implement the skills acquired during field placement within a community organisation.

Careers: Upon completion of this course, students will have gained knowledge and experience in counselling and be eligible to join the counselling accreditation body - ACA (Australian Counselling Association). Furthermore, career outcomes include opportunities to obtain counselling and welfare positions within the human service field - community or government-based, or in educational settings, as well as specialist positions within their professional area (e.g. Social Worker or Welfare Teacher).

Course Duration: 2 years.

Admission Requirements Mature Age: The entry requirements are an undergraduate degree and demonstration of a commitment to professional development in the field of counselling. An interview may be required for applicants to this course.

 COURSE STRUCTURE
Students would normally be expected to complete eight units of study over two years. Day and evening classes are usually available. The practice require daytime placement in a community or counselling agency. To qualify for the award of Graduate Diploma in Counselling, students must complete a total of 96 credit points. Students must successfully complete six core units of study and two elective units for the general stream and seven core units and one elective unit for the child and adolescent stream. Where students are eligible for exemption from APT5035 units for the general stream and seven core units and one elective unit.

Please note this course is for Continuing students only.

CORE UNITS OF STUDY COMMON TO BOTH GENERAL STREAM AND CHILD AND ADOLESCENT STREAM

APT5025 INDIVIDUAL AWARENESS 12
APT5070 SOCIAL AND ETHICAL ISSUES IN COUNSELLING 12

AND enrol in the following unit for two semesters

APT5085 PRACTICUM 12

Plus four units - specific to general stream

APT5035 THEORIES AND TECHNIQUES OF COUNSELLING 12
APT5060 APPLIED TECHNIQUES OF COUNSELLING 12

AND two electives selected from the following list of five units:

APH4061 PRINCIPLES AND PRACTICE OF COGNITIVE BEHAVIOUR 12
APT5005 DOMESTIC VIOLENCE AND SEXUAL ASSAULT 12
APT5010 APPLIED TECHNIQUES OF GRIEF COUNSELLING 12
APT5037 CHILD AND ADOLESCENT: THEORIES AND TECHNIQUES OF COUNSELLING 12
APT5080 CROSS-CULTURAL ISSUES IN COUNSELLING 12

Plus units - specific to child and adolescent stream

APT5037 CHILD AND ADOLESCENT: THEORIES AND TECHNIQUES OF COUNSELLING 12
APT5062 CHILD & ADOLESCENT: APPLIED TECHNIQUES IN COUNSELLING 12
APT5022 APPLIED PSYCHODYNAMIC PRACTICE 12
APT5070 SOCIAL AND ETHICAL ISSUES IN COUNSELLING 12

AND one elective selected from the following list of three units:

APH4050 CURRENT ISSUES IN PSYCHOLOGY A 12
APH4061 PRINCIPLES AND PRACTICE OF COGNITIVE BEHAVIOUR 12
APT5080 CROSS-CULTURAL ISSUES IN COUNSELLING 12

GRADUATE DIPLOMA IN COUNSELLING (CHILD AND ADOLESCENT)
Course Code: AGPE

Campus: St Albans.

This course is for Continuing students only.

About this course: This course is a postgraduate qualification that is designed to provide a professional foundation in counselling theory and practice pertinent to counselling children and adolescents. The course is therefore appropriate for individuals working in professional contexts that require the application of counselling skills in the human services. Course participants can be social workers, nurses, allied health professionals, teachers, community workers, and students with an undergraduate major in psychology. The course provides students with the opportunity to develop their theoretical view of counselling, to practice skills acquired in the field placement and to integrate theory and practice of counselling children and adolescents. There is an articulation pathway to the Master of Counselling. Please note this course is not designed for students wanting an Australian Psychological Society (APS) accredited course. Professional accreditation of counsellors is currently being considered by several Australian organisations and the course is monitoring the requirements of these organisations as they develop.

Course Objectives: The aim of this course is to develop students' theoretical views of child and adolescent counselling, to practise skills acquired in the child or adolescent field placement, and to integrate theory and practice of child and adolescent counselling.

Careers: Social worker, nurse, allied health professional, teacher, community worker; also for students with an undergraduate major in psychology who want to pursue a counselling career.

Course Duration: 2 years.

Admission Requirements Mature Age: This course has been designed to be a postgraduate course taking in students who have completed an undergraduate degree (or equivalent). This course will be open to non-psychology graduates. Students will be selected for their suitability in working with children and adolescents and commitment to professional development in the field of counselling. An interview will be required for all applicants. The number of students that can be taken into the course depends on available child and adolescent field placements.
COURSE STRUCTURE
The Graduate Diploma of Counselling (Child and Adolescent) is designed as a two-year part-time course. Students would normally be expected to complete eight units of study over two years, this includes seven core units and one elective unit. Day and evening courses are usually available. The practicum requires daytime placements in a community or counselling agency.

Year 1, Semester 1
APTS025  INDIVIDUAL AWARENESS 12
APTS037  CHILD AND ADOLESCENT: THEORIES AND TECHNIQUES OF COUNSELLING 12

Year 1, Semester 2
APTS068  CHILD AND FAMILY DEVELOPMENT 12
APTS062  CHILD & ADOLESCENT: APPLIED TECHNIQUES IN COUNSELLING 12

Year 2, Semester 1
APTS070  SOCIAL AND ETHICAL ISSUES IN COUNSELLING 12
APTS085  PRACTICUM 12

Year 2, Semester 2
APTS085  PRACTICUM 12

Plus one Elective

Examples of Electives:
APH4050  CURRENT ISSUES IN PSYCHOLOGY A 12
APH4061  PRINCIPLES AND PRACTICE OF COGNITIVE BEHAVIOUR 12
APTS080  CROSS-CULTURAL ISSUES IN COUNSELLING 12

A pass in the practicum units is required to pass the course. Students must pass the practicum on their first attempt.

Electives from other disciplines may also be chosen for credit with the permission of the Course Coordinator.

GRADUATE DIPLOMA IN ARTS (SOCIAL RESEARCH METHODS)
Course Code: AGPM
Campus: Footscray Park.

About this course: No intake in 2012 This program embraces qualitative and quantitative methods as valuable tools in enabling the researcher to understand our social world. This Graduate Diploma is available to students who have completed a basic level in qualitative and quantitative research methods and want to obtain further research methodological skills and knowledge for application in diverse areas of human behaviour. This course is unique in that graduate courses in research methods tend to focus on only quantitative methods. In this course there is an equal emphasis on qualitative methods and in particular, includes field research in Community and Cultural Studies. This latter area of research is increasingly influential, as seen in the growth of fields such as cultural and community psychology in the USA, United Kingdom and Europe. In short, this course will capture this new development, as well as provide an education in more established qualitative methods and report and research writing. Upon completion of the course, students will have the intellectual skills to make sound practical and ethical research decisions and be able to choose, implement, analyse and write up research using a variety of tools and processes. Please note: this Graduate Diploma is not designed as an Australian Psychological Society (APS) accredited course. Its applications are broader than psychology and fall within a wider area of the social sciences.

Course Objectives: The purpose of the course is to introduce and further develop students in the art of inquiry using quantitative and qualitative techniques and equip them with skills to achieve high quality and sophisticated forms of qualitative and quantitative research.

Careers:

Course Duration: 1 year.

Admission Requirements Mature Age: To qualify for admission, a candidate must have successfully completed a degree in a relevant discipline from an approved tertiary institution, or equivalent and satisfy the Course Coordinator that they have the relevant skills to undertake the course.

GRADUATE DIPLOMA IN PSYCHOLOGICAL STUDIES
Course Code: AGPP
Campus: St Albans, Footscray Park.

About this course: The Graduate Diploma in Psychological Studies is a three-year part-time course for graduates wishing to gain an introduction to psychology as a discipline. It comprises a professionally accredited major sequence in undergraduate psychology. This fee-paying program is designed for those who already have a first degree (without psychology qualifications) and wish to supplement this with a psychology specialisation, for interest or for satisfaction of preliminary entry requirements into the profession of psychology. Important note: The Graduate Diploma in Psychological Studies is designed to: offer an accredited undergraduate sequence in psychology for students who have already completed a degree in another discipline. give students a strong foundation
in the scientist-practitioner model of psychology, prepare students to apply for a fourth year of study in psychology (Honours year or equivalent) which is an essential prerequisite to a career as a fully registered psychologist. Develop conceptual and research skills which have application in a range of careers.

**Careers:** See Professional Recognition. For qualified teachers this course provides a strong foundation for teaching psychology in secondary schools.

**Course Duration:** 3 years.

**Admission Requirements Mature Age:** To qualify for the course, applicants must have successfully completed an undergraduate degree from a recognised Australian University (or overseas equivalent).

### COURSE STRUCTURE

The course can only be studied part-time only over a minimum duration of three years. The three-year minimum is required because units of study taken in earlier years provide the basis for studies in later years, that is, there is sequential development of knowledge and skills throughout the course. This sequence is important pedagogically, and is also necessary for professional accreditation. To qualify for the Graduate Diploma in Psychological Studies, students must complete a total of 120 credit points.

This course consists of 8 compulsory units and 2 psychology electives

#### CORE UNITS OF STUDY

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Points</th>
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<td>APP1012</td>
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<td>APP1013</td>
<td>PSYCHOLOGY 1B</td>
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<td>APP2013</td>
<td>PSYCHOLOGY 2A</td>
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<tr>
<td>APP2014</td>
<td>PSYCHOLOGY 2B</td>
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<td>APP2101</td>
<td>INTERCULTURAL AND DEVELOPMENTAL ISSUES IN PSYCHOLOGY</td>
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<td>APP3036</td>
<td>HISTORY AND THEORIES IN PSYCHOLOGY</td>
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<td>APP3035</td>
<td>RESEARCH METHODS IN PSYCHOLOGY</td>
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<tr>
<td>APP3037</td>
<td>CLINICAL ASPECTS OF PSYCHOLOGY</td>
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Plus 2 Psychology Electives

#### PSYCHOLOGY ELECTIVES

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<td>APP3015</td>
<td>COUNSELLING THEORY AND PRACTICE</td>
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<tr>
<td>APP3016</td>
<td>GROUP BEHAVIOUR</td>
<td>12</td>
</tr>
<tr>
<td>APP3018</td>
<td>ORGANISATIONS AND WORK</td>
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<td>APP3019</td>
<td>PSYCHOBIOLOGY</td>
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<td>APP3020</td>
<td>PSYCHOANALYSIS</td>
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<td>APP3021</td>
<td>PSYCHOLOGY OF ADJUSTMENT</td>
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<td>APP3025</td>
<td>PSYCHOLOGICAL ASSESSMENT</td>
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<tr>
<td>APP3026</td>
<td>COGNITIVE PSYCHOLOGY</td>
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### PLUS ONE ELECTIVE (12 CREDIT POINTS)

#### List of Psychology Electives

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<td>APA4003</td>
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<td>APA4004</td>
<td>PSYCHOLOGY OF GROUP PROCESSES</td>
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<td>APA4015</td>
<td>COMMUNITY PSYCHOLOGY</td>
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<td>APA4050</td>
<td>CURRENT ISSUES IN PSYCHOLOGY A</td>
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<tr>
<td>APA4061</td>
<td>PRINCIPLES AND PRACTICE OF COGNITIVE BEHAVIOUR</td>
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**GRADUATE DIPLOMA IN PSYCHOLOGY (I)**

**Course Code:** AGPS

**Campus:** St Albans.

**About this course:** The Graduate Diploma in Psychology provides an integrated and comprehensive education within the discipline of Psychology. It provides a fourth year that is recognised by the Australian Psychological Society. It also provides the opportunity to study further in Psychology with the option of continuing with the Graduate Diploma in Psychology, which is an essential step towards the PhD in Psychology. Professional Recognition This course is accredited by the Australian Psychological Society as an approved fourth year in Psychology.

**Course Objectives:** To provide a course of advanced study in psychology at Fourth-year level that builds on knowledge and skills developed in undergraduate degrees in Arts or Science. To prepare students for postgraduate research or professional careers in psychology and to satisfy the educational requirements for Associate Membership of the Australian Psychological Society. To enable students to develop skills in independent research, theoretical analysis and critical evaluation in psychology. To enable students to acquire advanced knowledge in selected areas of psychology and applied psychology. To provide students with an understanding of the nature of psychology as a profession, the ethical and legal responsibilities of the psychologist and the role of the Australian Psychological Society.

**Careers:** Students who complete one of the fourth year APAC accredited fourth year courses are eligible to register as a provisional psychologist with the Victorian Psychologists Registration Board. Some students choose this option and others opt for further training at Masters level in Psychology or other professional pathways such as teaching.

**Course Duration:** 1 year.

**Admission Requirements Mature Age:** A first degree with an Australian Psychological Society accredited specialisation in Psychology (or equivalent) will be the minimum entrance requirement. Relevant experience in either private or public sector organisations will be an advantage. Applicants may be interviewed and requested to provide academic letters of recommendation (referee forms) to assess their suitability for the course. Special consideration for admission will be given to students with disabilities.

**COURSE STRUCTURE**

To qualify for the award Graduate Diploma in Psychology, students must complete a total of 96 credit points.

#### CORE UNITS

<table>
<thead>
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<th>Code</th>
<th>Title</th>
<th>Credit Points</th>
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<td>APA4019</td>
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<td>APA4027</td>
<td>SOCIAL RESEARCH METHODS IN CONTEXT A</td>
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<td>APA4071</td>
<td>PROFESSIONAL ORIENTATION (PSYCHOLOGICAL ASSESSMENT)</td>
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<td>APA4020</td>
<td>EXTENDED FIELD RESEARCH</td>
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<td>APA4028</td>
<td>SOCIAL RESEARCH METHODS IN CONTEXT B</td>
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<tr>
<td>APA4011</td>
<td>PSYCHOLOGY IN PRACTICE</td>
<td>6</td>
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</tbody>
</table>

Plus one elective (12 credit points)
GRADUATE DIPLOMA OF PUBLIC ADVOCACY AND ACTION
Course Code: AGSA
Campus: Footscray Park, Other.

This course is for Continuing students only.

About this course: This innovative postgraduate course has been specifically designed to enhance the knowledge of professionals working in international and local advocacy, community, human rights and environment areas. Given the significant increases in both the number of civil society initiatives and organisations, and the global scope of their activities over the past 30 years, this Masters program is at the forefront of intellectual developments in this area. Just as global communications networks have enhanced the advocacy role of organisations, so these technologies are employed in teaching and research to provide a global forum where civil society initiatives, skills and strategies can be discussed.

Course Objectives: The aims of the program in Public Advocacy ad Action include: providing an opportunity for experience advocates and activists for social change to undertake structured studies to both build upon their skills and facilitate critical reflection and practice; enable students to theorise and understand contemporary forms of global civic engagement; provide a forum in which to critique and debate different models of civic society; introduce and develop student’s skills in the application of contemporary social and management theory to forms of advocacy for social transformation in the global environment; develop professional skills in advocacy project management, financing, campaigning, evaluation, conflict resolution and negotiation through a variety of teaching and learning strategies; developing advanced skills of analysis and critique relevant to both professional practice and research.

Careers: .

Course Duration: 1 year.

Admission Requirements Year 12: Normally a three-year first degree or equivalent. Each application will be individually considered and applicants may be interviewed.

COURSE STRUCTURE
To qualify for the Graduate Diploma in Public Advocacy and Action, students must complete a total of 96 credit points. To progress from the Graduate Diploma to the Masters program, students must achieve a H2A or above in at least four units of study and those choosing the minor thesis option must have undertaken an approved research methods unit. To qualify for the Master of Public Advocacy and Action, students must complete a total of 144 credit points.

Year 1 Semester 1
ASAS020 THE CHALLENGES OF SOCIAL TRANSFORMATION 12
ASAS021 NEGOTIATING ADVOCACY: CONTEXTS, STRATEGIES, ACTIONS 12
ASAS022 APPROACHES TO GLOBALISATION 12

Plus one Financial or Project Management elective

Year 1 Semester 2
ASAS023 BUILDING CAPACITY AND MOBILISING CIVIL SOCIETY 12

ASAS024 MANAGEMENT IN NON-GOVERNMENT ORGANISATIONS 12
AGSO098 MANAGING PUBLIC RELATIONS CAMPAIGNS 12
BMO5520 ORGANISATION ANALYSIS AND BEHAVIOUR 12
BMO5547 EMPLOYEE DEVELOPMENT AND CHANGE 12
BMOS590 MANAGEMENT IN THE ASIA-PACIFIC REGION 12

Financial or Project Management Electives

ASAS002 COMMUNITY DEVELOPMENT: PROJECT PLANNING AND MANAGEMENT 12
BAO6504 ACCOUNTING FOR MANAGEMENT 12
BAGO522 MANAGERIAL ACCOUNTING 12
BAO5734 FINANCIAL ANALYSIS 12

Research Electives

AAA5002 RESEARCH METHODS 12
AGSO500 RESEARCH METHODS 12
RCS5100 RESEARCH METHODOLOGY 12
APM5003 QUALITATIVE RESEARCH METHODS 12

BACHELOR OF ARTS (HONOURS) (I)
Course Code: AHBA
Campus: St Albans, Footscray Park.

About this course: The BA Honours program provides a course of advanced study which builds on and extends knowledge gained in the BA or a relevant undergraduate degree. It also provide students with the research experience, advanced analytical skills and theoretical background necessary as the preferred prerequisite for a higher degree by Research (Masters or PhD).

Course Objectives: The primary functions of this course are to: To provide students with the research experience, advanced analytical skills and theoretical background necessary as a pathway to a higher degree by research (Masters or PhD) To promote the development of creative, independent and innovative research. To promote the highest understanding of ethical research and the ethics of the emerging field of e-research. To facilitate the learning required to complete a year-long research thesis written under the guidance of a supervisor. To facilitate and extend understanding of the most contemporary theories and debates in the humanities and social sciences with a particular focus on the global context. To build on and extend the knowledge developed in the Bachelor of Arts or relevant undergraduate programs. To provide the opportunity for students to specialize in a chosen area of study or discipline or to engage in interdisciplinary research. To improve students success and entry into the graduate employment market as honours graduates with a recognized higher qualification. To facilitate effective learning in on-line, face-to-face, seminar and group contexts.

Careers: Students with the higher qualification of a BA honours degree have better employment prospects than students with a BA. Honours appears to give students a ‘leading edge with employers’ and is a criteria for acceptance into many of the graduate positions within government institutions and larger commercial
organisations. Honours is also the usual prerequisite for entry into postgraduate research degrees and is utilised as a ranking system for the awarding of postgraduate scholarships.

Course Duration: 1 year.

Admission Requirements Mature Age: Normally, to be considered for entry into the Honours year, students must have: completed a three-year undergraduate course with results at the level of Distinction or above (or equivalent grades) in at least the last two units of their two specialisations (or equivalent studies); and obtained results at the level of credit or above (or equivalent grades) in at least 60% of the total number of undergraduate units attempted. Students should contact the Honours Coordinator prior to application in order to discuss their research proposal and availability of supervision. To apply for the Honours year students must complete and submit a direct application form.

Admission Requirements Other: In consultation with the honours coordinator.

COURSE STRUCTURE

To qualify for the degree with honours, students must complete 96 credit points in their honours year. This comprises of 48 credit points of coursework units and a thesis to the value of 48 credit points. Each student’s honours year program must be approved by the Honours Coordinator to ensure an appropriate balance of theoretical, methodological and disciplinary studies. Honours units other than the thesis may be provided through class work or through directed studies. The following units are specific to the Honours year. They are offered subject to demand at Footscray Park and/or St Albans.

Year 1 Semester 1

ASH4004   HONOURS RESEARCH: THEORY, METHOD AND DEBATES 24

Plus one of the following (after discussion with supervisor):

ASH4011  SOCIOLOGY HONOURS 24
AAX4001  ASIAN STUDIES HONOURS 24
AAX4003  HISTORY HONOURS 4 24
ACX4001  HUMANITIES HONOURS 4 24

Year 1 Semester 2

ASH4001   HONOURS THESIS (FULL-TIME) 48
Or, if part-time enrol in the following unit for two semesters:
ASH4002   HONOURS THESIS (PART-TIME) 24

BACHELOR OF ARTS (HONOURS)

Course Code: AHPF

Campus: Footscray Park.

This course is for Continuing students only.

About this course: The Honours year provides the opportunity to extend undergraduate degree work and attain a higher qualification. It develops further capacities for informed, conceptual thinking and research skills.

Course Objectives: The primary functions of this course are to: provide the first stage towards a higher degree (ie. a Masters or a Doctorate) by research; give greater depth to your undergraduate studies; gain a greater understanding of the contemporary theories and debates in the humanities and social sciences; develop research skills; learn to analyse and write at a more abstract and theoretical level.

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

Course Duration: 1 year.

Admission Requirements Mature Age: Normally, to be considered for entry into the Honours year, students must have: completed a three-year undergraduate course with results at the level of Distinction or above (or equivalent grades) in at least the last two units of their two specialisations (or equivalent studies); and obtained results at the level of credit or above (or equivalent grades) in at least 60% of the total number of undergraduate units attempted. Students should contact the Honours Coordinator prior to application in order to discuss their research proposal and availability of supervision. To apply for the Honours year students must complete and submit a direct application form.

COURSE STRUCTURE

To qualify for the degree with honours, students must complete 96 credit points in their honours year. This comprises of 48 credit points of coursework units and a thesis to the value of 48 credit points. Each student’s honours year program must be approved by the Honours Coordinator to ensure an appropriate balance of theoretical, methodological and disciplinary studies. Honours units other than the thesis may be provided through class work or through directed studies. The following units are specific to the Honours year. They are offered subject to demand at Footscray Park and/or St Albans.

Year 1 Semester 1

ASH4003   KEY DEBATES IN THE HUMANITIES AND SOCIAL SCIENCES 24

Plus one of the following (after discussion with supervisor):

ASH4011  SOCIOLOGY HONOURS 24
AAX4001  ASIAN STUDIES HONOURS 24
AAX4003  HISTORY HONOURS 4 24
ACX4001  HUMANITIES HONOURS 4 24

Year 1 Semester 2

ASH4001   HONOURS THESIS (FULL-TIME) 48
Or, if part-time enrol in the following unit for two semesters:
ASH4002   HONOURS THESIS (PART-TIME) 24

BACHELOR OF PSYCHOLOGICAL STUDIES (HONOURS) (I)

Course Code: AHPA

Campus: St Albans.

About this course: The Honours program provides a course of advanced study in Psychology at fourth-year level which builds on the knowledge developed in undergraduate Arts or Science courses.

Course Objectives: The Honours program aims to develop skills in critical analysis and independent research in psychology and to prepare students for postgraduate research or professional careers. The course is designed to meet the Australian Psychology Accreditation Council’s requirements for a fourth-year course in Psychology.

Careers: Students who complete one of the fourth year APAC accredited fourth year courses are eligible to register as a provisional psychologist with the Victorian Psychologists Registration Board. Some students choose this option and others opt for further training at Masters level in Psychology or other professional pathways such as teaching.

Course Duration: 1 year.
Admission Requirements Mature Age: The minimum requirement for entry to Honours in Psychology will normally be: the completion of all requirements for an ordinary degree conferred by Victoria University; the completion of an APAC accredited major in psychology; a minimum of distinction level (70%) performance in psychology at third-year level. Students who have completed their degree at a University or similar institution apart from Victoria University may apply for entry to the Bachelor of Arts Honours course. This course is identical to the Honours in Psychology course and equivalent entry requirements apply.

COURSE STRUCTURE
One year course delivered over 2 semesters - total 96 credit points.

CORE UNITS
APH4012 RESEARCH THESIS  24
APH4027 SOCIAL RESEARCH METHODS IN CONTEXT A  12
APH4071 PROFESSIONAL ORIENTATION (PSYCHOLOGICAL ASSESSMENT)  12
APH4015 EXTENDED RESEARCH THESIS  24
APH4011 PSYCHOLOGY IN PRACTICE  6
APH4028 SOCIAL RESEARCH METHODS IN CONTEXT B  6

Plus one elective (12 credit points)

Electives:
APA4015 COMMUNITY PSYCHOLOGY  12
APA4003 ORGANISATIONAL PSYCHOLOGY 1  12
APA4004 PSYCHOLOGY OF GROUP PROCESSES  12
APH4050 CURRENT ISSUES IN PSYCHOLOGY A  12
APH4061 PRINCIPLES AND PRACTICE OF COGNITIVE BEHAVIOUR  12
APT5080 CROSS-CULTURAL ISSUES IN COUNSELLING  12
APT5005 DOMESTIC VIOLENCE AND SEXUAL ASSAULT  12

Other electives may be possible with the consent of the Course Coordinator. This is a guide only and offerings on each campus may be subject to sufficient enrolments.

BACHELOR OF ARTS (HONOURS) (PSYCHOLOGY)
Course Code: AHPH
Campus: St Albans.
About this course: The Honours program provides a course of advanced study in Psychology at fourth-year level which builds on knowledge developed in undergraduate Arts or Science courses.
Course Objectives: The Honours program aims to develop skills in critical analysis and independent research in psychology and to prepare students for postgraduate research or professional careers. The course is designed to meet the Australian Psychological Society’s requirements for a fourth-year course in Psychology.
Careers: Students who complete one of the fourth year APAC accredited fourth year courses are eligible to register as a provisional psychologist with the Victorian Psychologists Registration Board. Some students choose this option and others opt for further training at Masters level in Psychology or other professional pathways such as teaching.
Course Duration: 1 year.

BACHELOR OF SCIENCE (HONOURS) (PSYCHOLOGY)
Course Code: AHPY
Campus: St Albans.
About this course: The Honours program provides a course of advanced study in Psychology at fourth-year level which builds on the knowledge developed in undergraduate Arts or Science courses.
Course Objectives: The Honours program aims to develop skills in critical analysis and independent research in psychology and to prepare students for postgraduate research or professional careers. The course is designed to meet the Australian Psychology Accreditation Council’s requirements for a fourth-year course in Psychology.
Careers: Students who complete one of the fourth year APAC accredited fourth year courses are eligible to register as a provisional psychologist with the Victorian Psychologists Registration Board. Some students choose this option and others opt for further training at Masters level in Psychology or other professional pathways such as teaching.
Course Duration: 1 year.
Admission Requirements Mature Age: The minimum requirement for entry to Honours in Psychology will normally be: the completion of all requirements for an ordinary degree conferred by Victoria University; the completion of an APAC accredited major in psychology; a minimum of distinction level (70%) performance in psychology at third-year level. Students who have completed their degree at a University or similar institution apart from Victoria University may apply for entry to the Bachelor of Arts Honours course. This course is identical to the Honours in Psychology course and equivalent entry requirements apply.

**COURSE STRUCTURE**
One year course delivered over 2 semesters - total 96 credit points.

**CORE UNITS**
- APH4012 RESEARCH THESIS 24
- APH4027 SOCIAL RESEARCH METHODS IN CONTEXT A 12
- APH4071 PROFESSIONAL ORIENTATION (PSYCHOLOGICAL ASSESSMENT) 12
- APH4015 EXTENDED RESEARCH THESIS 24
- APH4011 PSYCHOLOGY IN PRACTICE 6
- APH4028 SOCIAL RESEARCH METHODS IN CONTEXT B 6

Plus one elective (12 credit points)

Electives
- APA4015 COMMUNITY PSYCHOLOGY 12
- APA4003 ORGANISATIONAL PSYCHOLOGY 1 12
- APA4004 PSYCHOLOGY OF GROUP PROCESSES 12
- APH4050 CURRENT ISSUES IN PSYCHOLOGY A 12
- APH4061 PRINCIPLES AND PRACTICE OF COGNITIVE BEHAVIOUR 12
- APT5080 CROSS-CULTURAL ISSUES IN COUNSELLING 12
- APT5005 DOMESTIC VIOLENCE AND SEXUAL ASSAULT 12

Other electives may be possible with the consent of the Course Coordinator. This is a guide only and offerings on each campus may be subject to sufficient enrolments.

**BACHELOR OF ARTS (HONOURS)**
Course Code: AHSS

Campus: St Albans.

This course is for Continuing students only.

About this course: The Honours year provides the opportunity to extend undergraduate degree work and attain a higher qualification. It develops further capacities for informed, conceptual thinking and research skills.

Course Objectives: The primary functions of this course are to: provide the first stage towards a higher degree (i.e. a Masters or a Doctorate) by research; give greater depth to undergraduate studies; gain a greater understanding of the contemporary theories and debates in the humanities and social sciences; develop research skills; learn to analyse and write at a more abstract and theoretical level.

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

Course Duration: 1 year.

**MASTER OF ARTS IN INTERNATIONAL COMMUNITY DEVELOPMENT**
Course Code: AMIC

Campus: Footscray Park, City Flinders.

This course is for Continuing students only.

About this course: The program provides education and training for those interested in, or already involved in community development work, at the local or global level. This includes social action and change, advocacy and human rights, livelihood creation and sustainable development practices. This course is also suitable for those who wish to advance their careers, or considering a career change and wishing to enter the field of Community Development, having completed a Bachelor’s degree in another field. The key focus areas of the program include: community development theories and practices; international project design, planning and management; social research and evaluation skills; an understanding of globalisation and its impacts on communities; leadership in community development, and governance of international organisations. Students normally enrol in the Graduate Certificate program and then proceed to the Graduate Diploma program. Students may then enter the Masters program, depending on the results they have achieved in the first year.

Course Objectives: The aims of the programs are to provide graduates with: a
comprehensive overview of the critical issues which influence the development of contemporary Asian and Pacific societies and cultures; skills sufficient to analyse data and texts relating to the above; community development skills, knowledge, and expertise for intending, or already employed, community development and development project workers in the Asia Pacific region.

**Careers:** The course prepares students for work in a diverse range of fields, including international humanitarian and development aid, human rights, child protection, gender and culture, environmental sustainability and community and life-long education. Our graduates have become advocates for social change in fields with international implications such as climate change, sustainable agriculture, international health including HIV-AIDS work, youth workers, gender and development workers, housing advocacy workers, human rights advocates, adult educators, conflict resolution specialists, and policy development staff in government, non-government organizations and international organizations concerned with community development. The second year of the Masters program provides students with the opportunity of completing a minor thesis. Alternatively, students may choose to do a professional project with a government, non-government or international organization, thereby enhancing students ability to apply their skills and knowledge in actual community development contexts, and extending their work-based experience that is highly valued by most employers.

**Course Duration:** 2 years.

**Admission Requirements Mature Age:** Entry to Graduate Certificate/Diploma Programs The entry requirement to the Graduate Certificate/Diploma is the completion of a three-year undergraduate degree or equivalent, normally with a Credit rating or above in the final year units of study. Entry to Master of Arts Program Normally, students who complete Graduate Diploma units of study with a Distinction (D) average will be eligible to continue to complete the Master of Arts program.

**COURSE STRUCTURE**
The duration of the Graduate Certificate is one semester full-time (or equivalent) and the Graduate Diploma is one year full-time (or equivalent). The duration of the Masters Degree is two years full-time (or equivalent). Elective units are available during Summer and Winter semesters to give students the options of complete the Masters in 18 months. FIRST YEAR SEMESTER ONE Two core units Two elective units FIRST YEAR SEMESTER TWO Two core units Two elective units SECOND YEAR Option 1 Professional project and two elective units Option 2 Minor Thesis

**Year 1 Semester 1**
- **ASA5001** COMMUNITY DEVELOPMENT: THEORY AND PRACTICE 12
- **ACF5031** WOMEN AND INTERNATIONAL DEVELOPMENT 12

Plus two electives

**Year 1 Semester 2**
- **AAA5002** RESEARCH METHODS 12
- **ASA5002** COMMUNITY DEVELOPMENT: PROJECT PLANNING AND MANAGEMENT 12

Plus two electives

**Year 2 Semester 1**
- Option 1 Professional Project & Coursework Option F/T 36
- **ASA6001** PROFESSIONAL PROJECT (FULL-TIME) 36

Plus one elective

**Year 2 Semester 2**
- **ASA6001** PROFESSIONAL PROJECT (FULL-TIME) 36

Plus one elective

For students undertaking Professional Project Part-Time, the unit code is:

- **ASA6025** PROFESSIONAL PROJECT (PART-TIME) 18

Option 2 Thesis only - full time

**Semester 1**
- **AAA6002** THESIS (FULL-TIME) 48

**Semester 2**
- **AAA6002** THESIS (FULL-TIME) 48

For part-time students, the thesis is taken over two years. The unit code is:

- **AAA6003** THESIS (PART-TIME) 24

**Elective options**
- **ASA5022** APPROACHES TO GLOBALISATION 12
- **AAA5011** INTERPRETING ‘ASIA’ AND THE ‘PACIFIC’ 12
- **ASS5002** OCEANIA IN THE MODERN WORLD 12
- **ASA5024** MANAGEMENT IN NON-GOVERNMENT ORGANISATIONS 12
- **APT5080** CROSS-CULTURAL ISSUES IN COUNSELLING 12
- **ASA5050** CONFLICT RESOLUTION IN GROUPS AND COMMUNITIES 12
- **ASS5027** TIMOR LESTE: HISTORY, POLITICS AND SOCIETY 12
- **ASA5055** REGIONAL AND INTERNATIONAL ORGANISATIONS AND POLICY 12
- **RMS5200** ENVIRONMENTAL MANAGEMENT IN A CHANGING WORLD 12
- **RMS5101** ENVIRONMENTAL MANAGEMENT AS A PROFESSION 12

**MASTER OF INTERNATIONAL COMMUNITY DEVELOPMENT (I)**

**Course Code:** AMID

**Campus:** Footscray Park.

**About this course:** This program provides education and training for those interested in, or already involved in community development work, at the local or global level. This includes social action and change, advocacy and human rights, livelihood creation and sustainable development practices. This course is also suitable for those wishing to advance their careers, or who have completed a Bachelor’s degree in another field and are now considering a career in community development. The key focus areas of the program include: community development theories and practices; international project design, planning and management; social research and evaluation; an understanding of globalisation and its impacts on communities; leadership in community development, and governance of international organisations. Students normally enrol in the Graduate Certificate and then proceed to the Graduate Diploma. Students may then enter the Master’s program, depending on the results they have achieved in the first year. Students who intend to enter the Masters degree are required to complete the Research Methods unit as one of their electives.

**Course Objectives:** This course provides students with the opportunity to: Identify historical and contemporary issues in international community development; Identify different schools of thought on the meaning and character of globalisation and its impact on international community development; Use critical analytical skills as well as communication and writing skills to discuss and debate key theories and academic concepts; Employ advanced skills in research as well as project analysis, design and management in the international community development contexts; Produce written reports or a thesis which shows evidence of independent thought and wider research; Apply knowledge and skills in a real world context, and network with industry partners and stakeholders.

**Careers:** This course prepares students for work in a diverse range of fields including international humanitarian and development aid, human rights, child protection, gender and culture, environmental sustainability, and community and lifelong education. Graduates have become advocates for social change in fields...
with international implications such as climate change; sustainable agriculture; international health including HIV/AIDS; youth work; gender and development; housing advocacy; human rights; adult education; conflict resolution and policy development in government and non-government organisations, and international organisations concerned with community development.

**Course Duration**: 1.5 years.

**Admission Requirements International**: The admission requirement 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).

**Admission Requirements Mature Age**: The admission requirement for the Masters is a three year first degree. Applicants with relevant work, education and/or community experience may be considered on the basis of equivalence.

**COURSE STRUCTURE**

First semester provides students with required knowledge of international community development. Classes are designed to encourage students to engage, interact, discuss and debate on a range of topics including community development history, current issues and the impact of globalisation on social actions and change. Second semester equips students with practical skills and tools required to work effectively at management level in the field of international community development. Core units have been integrated with the aim to provide students with coherent international project design, planning, management and research skills. Students have the opportunity to tailor their learning to their planned areas of work. Third semester provides students with the opportunity to consolidate and apply their knowledge and skills. Students may choose to do a professional project with a government, non-government or international organisation. This will enable them to utilise their skills and knowledge in actual community development contexts, and extend their work-based experience which is highly valued by employers. Alternatively, students may choose to complete a minor thesis, which requires them to examine a topic of interest related to the field of international community development.

Year 1, Semester 1

ASA5001 COMMUNITY DEVELOPMENT: THEORY AND PRACTICE 12
ASA5010 TRANSNATIONAL GENDER ISSUES AND HUMAN RIGHTS 12
Plus two electives (12 credit points each)

Year 1, Semester 2

ASA5002 COMMUNITY DEVELOPMENT: PROJECT PLANNING AND MANAGEMENT 12
ASA5024 MANAGEMENT IN NON-GOVERNMENT ORGANISATIONS 12
Plus two electives (12 credit points each)

Year 2, Semester 1

Students have the option of completing a professional project (Plus one elective) or a minor thesis.

**OPTION 1 - Professional Project**

**Full-time**

ASA6001 PROFESSIONAL PROJECT (FULL-TIME) 36

Plus one elective (12 credit points)

**OR**

**Part-time**

Enrol in the following unit for two semesters:

ASA6025 PROFESSIONAL PROJECT (PART-TIME) 18

**OPTION 2 - Thesis**

**Plus one elective (12 credit points)**

**Full-time**

AAA6002 THESIS (FULL-TIME) 48

**OR**

**Part-time**

Enrol in the following unit for two semesters:

AAA6003 THESIS (PART-TIME) 24

**Recommended Electives**

Please note that only a selection of these electives will be offered each semester.

AAA5002 RESEARCH METHODS 12
AAA5011 INTERPRETING ‘ASIA’ AND THE ‘PACIFIC’ 12
AG5200 APPROACHES TO RESEARCH 12
APT5080 CROSS-CULTURAL ISSUES IN COUNSELLING 12
ASA5003 HIV/AIDS AND INTERNATIONAL DEVELOPMENT 12
ASA5004 ENGAGING COMMUNITIES FOR SUSTAINABILITY 12
ASA5005 PSYCHOSOCIAL APPROACHES IN AID AND DEVELOPMENT 12
ASA5008 PEACE, VIOLENCE AND CONFLICT 12
ASA5009 WORKING IN CROSS-CULTURAL CONTEXTS 12
ASA5022 APPROACHES TO GLOBALISATION 12
ASA5023 BUILDING CAPACITY AND MOBILISING CIVIL SOCIETY 12
ASA5050 CONFLICT RESOLUTION IN GROUPS AND COMMUNITIES 12
ASA5055 REGIONAL AND INTERNATIONAL ORGANISATIONS AND POLICY 12
ASS5002 OCEANIA IN THE MODERN WORLD 12
ASS5027 TIMOR LESTE: HISTORY, POLITICS AND SOCIETY 12
ASS5080 CONTEMPORARY AFRICA AND SOCIAL CHANGE 12
ASK5000 STUDY TOUR 12

**MASTER OF APPLIED PSYCHOLOGY (COMMUNITY PSYCHOLOGY) (I)**

**Course Code**: AMPC

**Campus**: Footscray Park.

**About this course**: No intake 2012, Next intake 2013 The Victoria University Master of Applied Psychology course has streams in Community Psychology and Sport Psychology. They share a number of generalist psychology core units, but each represents a separate specialist psychological training. Core units include sequences in Quantitative and Qualitative Research Methods and in Psychological Practice. The Master of Applied Psychology course is founded upon the scientist-practitioner model of professional training, combining knowledge and skills acquisition with reality-based psychological understandings, and facilitating a clear stance of inquiry in relation to all aspects of theory, research and practice. Each stream consists of three components: coursework, practicum placement and research thesis. Graduating students will have completed 125 days of placement. (Practicum requirements are outlined in a separate Practicum Manual). PROFESSIONAL RECOGNITION The Masters Course is accredited by the Australian Psychological Society and by the Colleges of Community Psychology and Sport Psychology as an approved fifth and sixth year in
The Community Psychology stream draws on the educational and training components of the core units of study, but provides students with an opportunity to learn and develop broader options for the application of psychological skills and knowledge. Community Psychology developed in Australia in the 1970s in response to the realisation that the psychological wellbeing of individuals could not be understood in isolation from broader social contexts. The discipline has its roots in such fields as community mental health, organisational, applied social and, more recently, environmental, ecological and health psychology. Its unique identity is defined through its focus on communities as the primary unit for understanding and action. The Community Psychology stream therefore aims to:

- develop students' skills in the analysis of social and psychological problems from multiple perspectives and at multiple levels. This will entail developing sensitivity to the cultural and experiential forces that have impacts on such problems; develop students' skills in intervention strategies which are appropriate to multiple levels of analysis of problems, from the individual level to broader community contexts; develop students' skills in interventions in a variety of areas, such as program and policy design, implementation and evaluation, the organisation and facilitation of groups, and the development of social support networks; implement the skills learnt via a research project which they will design, plan, conduct and report on; highlight the various ethical and professional conduct issues that will be faced as practising psychologists; prepare students for specialist APS College Membership in Community Psychology. The stream is fully accredited by the Australian Psychological Society.

**Careers:** In community mental health, organisational, applied social, environmental, ecological and health psychology; sport psychology, sport science and related areas.

**Course Duration:** 2 years.

**Admission Requirements Mature Age:** An honours degree with an Australian Psychological Society accredited four-year sequence in psychology, or a pass degree with an APS accredited three-year sequence in psychology together with an APS accredited fourth-year psychology course, will be the minimum entrance requirement. However, relevant professional experience will be a substantial factor in selection. Applicants will be interviewed to assess suitability for the course. There is normally an intake of students every second year.

**COURSE STRUCTURE**

Students are required to complete a total of 192 credit points.

**Year 1, Semester 1**

- APM5001 FOUNDATIONS OF COMMUNITY PSYCHOLOGY 8
- APM5010 PSYCHOLOGICAL PRACTICE 1: ETHICS AND PROFESSIONAL PRACTICE 8
- APM5013 QUANTITATIVE RESEARCH METHODS 12
- APM5018 PSYCHOLOGICAL PRACTICE 2: PSYCHOLOGICAL ASSESSMENT 8
- APM6030 THESIS RESEARCH 12

**Year 1, Semester 2**

- APM5003 QUALITATIVE RESEARCH METHODS 12
- APM5021 PRACTICUM 1 8
- APM6009 PSYCHOLOGICAL PRACTICE 3: COUNSELLING THEORIES, SKILLS AND INTERVENTIONS 8
- APM6030 THESIS RESEARCH 12
- APM6060 PSYCHOLOGY OF COMMUNITY HEALTH 8

**Year 2, Semester 1**

- APM6002 COMMUNITY PSYCHOLOGY INTERVENTIONS 8
- APM6021 PRACTICUM 2 16

**Year 2, Semester 2**

- APM6070 EXTENDED THESIS RESEARCH 12
- Plus Elective (Social Policy) - 12 credit points

**Course Code:** AMPD

**Campus:** St Albans.

This course is for Continuing students only.

**About this course:** The Master of Psychology program provides appropriate postgraduate training for functioning as a specialist professional psychologist in the area of Clinical Psychology. Adopting a lifespan framework, the course trains graduates in a wide range of assessment and therapeutic techniques with adults, children and adolescents with a particular emphasis on a psychodynamic perspective.

**Course Objectives:** This program provides appropriate postgraduate training to enable students to function as specialist professional psychologists, in clinical psychology or clinical neuropsychology. The course prepares graduates in a wide range of techniques with children and adolescents, as well as with adults. The clinical psychology stream has a strong emphasis on psychodynamic perspective. The clinical neuropsychology stream focuses on childhood and adolescence.

**Careers:** Specialist professional psychologist in the area of clinical neuropsychology and clinical psychology.

**Course Duration:** 2 years.

**Admission Requirements Mature Age:** To qualify for admission to the course an applicant must have successfully completed a fourth year of study in a course accredited by the Australian Psychology Accreditation Council. Referees’ reports and any relevant professional experience are also taken into account, and applicants are interviewed to help assess their suitability for the course. Please note: this course is not available to international students.
COURSE STRUCTURE
The coursework program for the Master of Psychology (Clinical) degree is conducted on an intensive full-time basis over two years. The course is comprised of three interlocking strands of theoretical/knowledge-based units, research units (including an independent project and minor thesis) and a clinical practice strand.

Year 1, Semester 1
- APC5101 RESEARCH PROJECT 1 12
- APC5103 CLINICAL SKILLS 1 6
- APC5105 CLINICAL EXPERIENCE AND PRACTICUM 1 12
- APC5107 PROFESSIONAL PRACTICE ISSUES 1 6
- APC5109 GROUP PROCESS 6
- APC5111 INTRODUCTION TO CLINICAL PSYCHOPATHOLOGY AND NEUROPSYCHOLOGY 6

Year 1, Semester 2
- APC5102 RESEARCH PROJECT 2 12
- APC5104 CLINICAL SKILLS 2 6
- APC5106 CLINICAL EXPERIENCE AND PRACTICUM 2 12
- APC5108 PROFESSIONAL PRACTICE ISSUES 2 6
- APC5110 OBSERVATIONAL METHOD 1 6
- APC5112 CLINICAL THEORIES 1 6

Year 2, Semester 1
- APC6101 RESEARCH PROJECT 3A 12
- APC6103 CLINICAL THEORIES 2 6
- APC6107 OBSERVATIONAL METHOD 2 - CHILDHOOD 6
- APC6109 CLINICAL EXPERIENCE AND PRACTICUM 3 12
- APC6111 CLINICAL PSYCHOLOGY SKILLS 1 6
- APC6113 PROFESSIONAL PRACTICE ISSUES 3 6

Year 2, Semester 2
- APC6102 RESEARCH PROJECT 4A 12
- APC6110 CLINICAL EXPERIENCE AND PRACTICUM 4 12
- APC6106 CLINICAL THEORIES 3 6
- APC6108 OBSERVATIONAL METHOD 3: ADOLESCENCE AND ADULTHOOD 6
- APC6114 PROFESSIONAL PRACTICE ISSUES 4 6
- APC6112 CLINICAL PSYCHOLOGY SKILLS 2 6

MASTER OF COUNSELLING (I)
Course Code: AMPE
Campus: St Albans, City Flinders.

About this course: The Master of Counselling provides an opportunity for professionals to extend their expertise in counselling theory and practice following the completion of a Graduate Diploma. This is not an APS accredited psychology course.

Course Objectives: The specific objectives of the course are to: further develop knowledge of counselling theory and its application; expand the students' knowledge and awareness of psychological theory relevant to their workplace and interests; develop a deeper understanding of the range of counselling interventions and psychological therapies offered by helping professions; develop understanding of counselling research methods and a corresponding ability to read critically within the counselling literature; and further develop an applied knowledge of professional practice. At the conclusion of the course, students should be: conversant with theoretical underpinnings of counselling intervention; able to engage with the counselling literature relevant to their area of work and interest; aware of the variety of professions in the field and their contributions; able to place counselling aspects of their own work within a theoretical framework; and able to put their own counselling work in context both within the professional field and within their own agency, and able to work more effectively as a counsellor in the health field.

Careers: Human services fields such as social work, nursing, teaching and community work.

Course Duration: 2 years.

Admission Requirements Mature Age: To qualify for admission to the course an applicant must have successfully completed an undergraduate degree or equivalent. The applicant must be able to provide academic and professional references. Applicants may be required to attend a selection interview and provide samples of their work.

COURSE STRUCTURE
The course may be taken on a full-time basis over two years following a bachelor's degree, or part-time over two years following a fourth year in counselling.

Year 1, Semester 1
- APT6006 RESEARCH METHODS IN COUNSELLING 12
- APT5035 THEORIES AND TECHNIQUES OF COUNSELLING 12
- APT5025 INDIVIDUAL AWARENESS 12
- Plus one Elective*

Year 1, Semester 2
- APT5060 APPLIED TECHNIQUES OF COUNSELLING 12
- APT6004 MINOR THESIS 24
- APT5070 SOCIAL AND ETHICAL ISSUES IN COUNSELLING 12

Year 2, Semester 1
- APT6001 PRACTICUM 1 12
- APT6004 MINOR THESIS 24
- APT5070 SOCIAL AND ETHICAL ISSUES IN COUNSELLING 12

Year 2, Semester 2
- APT6002 PRACTICUM 2 12
- APT6003 PRINCIPLES AND PRACTICE OF COGNITIVE BEHAVIOUR 12
- Plus two Electives*

*Three electives in related areas.
*Only units of study approved by the Course Coordinator may be used as electives. This decision may be based on the experience of the student.
MASTER OF PSYCHOLOGY (CLINICAL PSYCHOLOGY)
Course Code: AMPL

Campus: St Albans.

About this course: No intake 2012, Next intake 2013 The Master of Psychology program provides appropriate postgraduate training for functioning as a specialist professional psychologist in the area of Clinical Psychology. Adopting a lifespan framework, the course trains graduates in a wide range of assessment and therapeutic techniques with adults, children and adolescents with a particular emphasis on a psychodynamic perspective.

Course Objectives: The founding philosophy of Victoria University is to embody theoretical and research activities which inform, in a direct and progressive way, the application of theory and research to practical use in the community at large. It is conceived as a forward thinking and proactive institution, both with respect to knowledge and understanding that is pursued, and with respect to its relationship with Australian society at all levels. In this overall context, the School of Social Sciences and Psychology of the Faculty of Arts, Education and Human Development has a firm commitment to extending the horizons of applied psychology from a consolidated base of academic excellence. Its mission includes the provision of courses in psychology and allied disciplines which respond to the identified and anticipated needs of the general community. The active development of theoretical, research and practical approaches within psychology that will promote creative growth in the profession itself is also part of this mission. In the context of these aims, the postgraduate courses are viewed as an enriching contribution to both the wider community and to the scientific discipline of psychology.

Careers: Specialist professional psychologist in the area of Clinical Psychology.

Course Duration: 2 years.

Admission Requirements Mature Age: To qualify for admission to the course an applicant must have successfully completed a fourth year of study in a course accredited by the Australian Psychology Accreditation Council. Referees' reports and any relevant professional experience are also taken into account, and applicants are interviewed to help assess their suitability for the course.

Admission Requirements VET: N/A.

COURSE STRUCTURE
The coursework program for the Master of Psychology (Clinical) degree is conducted on an intensive full-time basis over two years or part-time equivalence. The course is comprised of three interlocking strands of theoretical/knowledge-based units, research units (including an independent project and minor thesis) and a clinical practice strand.

Year 1, Semester 1
APC6201 RESEARCH PROJECT 1 12
APC6203 CLINICAL EXPERIENCE 1 6
APC6204 PROFESSIONAL PRACTICE ISSUES 6
APC6207 ADULT PSYCHOPATHOLOGY 6
APC6211 INTERVENTIONS 1 6
APC6216 CLINICAL PSYCHOLOGY ASSESSMENT 1 6

Year 1, Semester 2
APC6208 RESEARCH PROJECT 2 12
APC6210 CLINICAL EXPERIENCE 2 6
APC6213 RESEARCH METHODS 6
APC6217 CLINICAL PSYCHOLOGY ASSESSMENT 2 6
APC6218 EXTERNAL PLACEMENT 1 6

Year 2, Semester 1
APC6204 CLINICAL EXPERIENCE 3 6
APC6205 CLINICAL HEALTH PSYCHOLOGY 1 6
APC6215 CHILD AND FAMILY INTERVENTIONS 6
APC6216 ADVANCED ASSESSMENT AND CLINICAL SKILLS 6
APC6214 INTERVENTIONS 4 6
APC6217 EXTERNAL PLACEMENT 2 6

Plus one of the following two options:
Students who are completing their study at masters level should enrol in the following unit:
APC6201 RESEARCH PROJECT 3A 12

or
Students who have been accepted as doctoral candidates should enrol in the following unit:
APC6202 RESEARCH PROJECT 3B 12

Year 2, Semester 2
APC6211 NEUROPSYCHOLOGY DISORDERS AND PSYCHOPHARMACOLOGY 6
APC6212 CLINICAL EXPERIENCE 4 6
APC6213 CLINICAL HEALTH PSYCHOLOGY 2 6
APC6218 EXTERNAL PLACEMENT 3 12

Plus one of the following two options:
Students who are completing their study at masters level should enrol in the following unit:
APC6209 RESEARCH PROJECT 4A 12

or
Students who have been accepted as doctoral candidates should enrol in the following unit:
APC6210 RESEARCH PROJECT 4B 12

MASTER OF APPLIED PSYCHOLOGY (SPORT PSYCHOLOGY) (I)
Course Code: AMPS

Campus: Footscray Park.

About this course: No intake 2012, Next intake 2013 The Victoria University Master of Applied Psychology course has streams in Community Psychology, and Sport Psychology. They share a number of generalist psychology core units of study, but each represents a separate specialist psychological training. Core units include sequences in quantitative and qualitative research methods and in psychological practice. The Master of Applied Psychology course is founded upon the scientist-practitioner model of professional training, combining knowledge and skills acquisition with reality-based psychological understandings, and facilitating a clear stance of inquiry in relation to all aspects of theory, research and practice. Each stream consists of three components: coursework, practicum placement and research thesis. Graduating students will have completed 125 days of placement. (Practicum requirements are outlined in a separate Practicum Manual). PROFESSIONAL RECOGNITION The Masters Course is accredited by the Australian Psychological
Society and by the Colleges of Community Psychology and Sport Psychology as an approved fifth and sixth year in Psychology.

Course Objectives: The Sport Psychology stream builds on the general skills and knowledge presented in the core units of study and prepares students for professional practice in the field of sport psychology. It is offered in conjunction with the Department of Human Movement and Recreation in order to provide students with a properly rounded education in sport and sport science. Its aims are to: develop students’ skills and knowledge of sport psychology in order to inform practice and engender a broad perspective of professional work; develop students’ knowledge and use of applied skills, methods, and techniques in sport psychology, so they may offer the highest levels of professional service; develop students’ appreciation of professional and ethical issues in the practice of sport psychology so that they may operate according to the highest standards of professional practice; provide students with supervised experience of professional practice in sport psychology and the opportunity to learn from this experience in discussion with peers and professionals; develop students’ independent use of applied research skills for problem resolution, under the supervision of a researcher in applied sport psychology. This includes the identification of a problem in practice which needs to be resolved by research, the design, execution, analysis and interpretation of a study to address that issue, and the presentation of implications of the study and future directions for research on the issue; prepare students for specialist APS College membership in Sport Psychology. The stream is fully accredited by the Australian Psychological Society.

Careers: Sport psychology, sport science and related areas.

Course Duration: 2 years.

Admission Requirements Mature Age: An honours degree with an Australian Psychological Society accredited four-year sequence in psychology, or a pass degree with an APS accredited three-year sequence in psychology together with an APS accredited fourth-year psychology course, will be the minimum entrance requirement. However, relevant professional experience will be a substantial factor in selection. Applicants will be interviewed to assess suitability for the course. There is normally an intake of students every second year.

COURSE STRUCTURE

Students are required to complete a total of 192 credit points.

Year 1, Semester 1

APM5005 CURRENT ISSUES IN SPORT PSYCHOLOGY 8
APM5010 PSYCHOLOGICAL PRACTICE 1: ETHICS AND PROFESSIONAL PRACTICE 8
APM5013 QUANTITATIVE RESEARCH METHODS 12
APM5018 PSYCHOLOGICAL PRACTICE 2: PSYCHOLOGICAL ASSESSMENT 8
APM6030 THESIS RESEARCH 12

Year 1, Semester 2

APM5003 QUALITATIVE RESEARCH METHODS 12
APM5008 APPLIED SPORT AND EXERCISE PSYCHOLOGY 8
APM5021 PRACTICUM 1 8
APM6009 PSYCHOLOGICAL PRACTICE 3: COUNSELLING THEORIES, SKILLS AND INTERVENTIONS 8
APM6030 THESIS RESEARCH 12

Year 2, Semester 1

APM6003 PROFESSIONAL PRACTICE IN APPLIED SPORT PSYCHOLOGY 8
APM6021 PRACTICUM 2 16
APM6070 EXTENDED THESIS RESEARCH 12

Plus one Elective unit (Sport Science) - 12 credit points

Year 2, Semester 2

APM6045 PSYCHOLOGICAL PRACTICE 4S 8
APM6050 PRACTICUM 3 16
APM6070 EXTENDED THESIS RESEARCH 12

Plus one Elective unit - 12 credit points

Area of specialised training: CRESS One of seven designated University Research Centres at Victoria University, CRESS is the largest of the University Research Centres and through research and consultancy, aims to promote the health and wellbeing of the entire community through the application of science to rehabilitation, exercise and sport. CRESS carries out research and consultancy in four research units: biomechanics - applies mechanical principles to human movement analysis; exercise metabolism - looks at ways to improve body functions; exercise physiology - investigates the biological science of movement; sport and exercise psychology - the science of human behaviour for enhancing performance and raising wellbeing. CRESS aims to develop and extend partnerships with government, industry and other institutions in order to conduct mutually beneficial research and consultancy. In carrying out its mission of promoting the health and wellbeing of the entire community through the application of science to rehabilitation, exercise and sport, CRESS generates programs, services and opportunities for collaborative research with industry and community groups. Most Sport Psychology specialist placements and research projects are conducted under the auspice of CRESS.

MASTER OF PSYCHOANALYSIS

Course Code: AMPY

Campus: Footscray Park, Other, Sydney.

This course is for Continuing students only.

About this course: This four-year part-time course provides clinical studies and research in psychoanalysis at an advanced level. It is aimed at professionals in the field of mental health and students and workers in disciplines that incorporate psychoanalytic knowledge and methodology such as philosophy, gender studies, cultural studies, history, literature, sociology, anthropology, education, social work and others. The course recognises the demand in these areas, and its emphasis is on the study of the most recent developments in clinical psychoanalysis and psychoanalytic research makes it unique in Australian universities and highly relevant to current professional and scientific interests.

Course Objectives: The course serves as a solid conceptual basis for clinical practitioners who wish to apply psychoanalysis in their work: psychologists, psychiatrists and other medical practitioners, psychotherapists, social workers, psychiatric nurses and other mental health workers. In the case of workers and scholars of disciplines other than clinical, the course offers specialised knowledge and research methodology in an academic and scientific field which is constantly expanding.

Careers: Clinical practitioners who wish to apply psychoanalysis in their work, including psychologists, psychiatrists and other medical practitioners; and psychotherapists, social workers, psychiatric nurses and other mental health workers.

Course Duration: 4 years.

Admission Requirements Mature Age: To qualify for admission to the course, an applicant must have successfully completed a degree in a relevant discipline from an approved tertiary institution, or equivalent.

COURSE STRUCTURE

To qualify for the Master of Psychoanalysis (Research and Clinical Studies), students must complete a total of 192 credit points.
**Course Objectives:** The aims of the programs in Public Advocacy and Action include: providing an opportunity for experienced advocates and activists for social change to undertake structured studies to both build upon their skills and facilitate critical reflection and practice; enabling students to theorise and understand contemporary forms of global civic engagement; providing a forum in which to critique and debate different models of civil society; introducing and developing students' skills in the application of contemporary social and management theory to forms of advocacy for social transformation in the global environment; developing professional skills in advocacy project management, financing, campaigning, evaluation, conflict resolution and negotiation through a variety of teaching and learning strategies; developing advanced skills of analysis and critique relevant to both professional practice and research.

**Course Duration:** 1.5 years.

**Admission Requirements Mature Age:** Normally a three-year first degree or equivalent. Each application will be individually considered and applicants may be interviewed.

**Course Structure**
Master of Public Advocacy and Action Three semesters full-time or part-time equivalent. To progress from the Graduate Diploma to the Masters program, students must achieve a H2A or above in at least four units of study and those choosing the minor thesis option must have undertaken an approved research methods unit. To qualify for the Master of Public Advocacy and Action, students must complete a total of 144 credit points.

**Year 1 Semester 1**
ASA5020  THE CHALLENGES OF SOCIAL TRANSFORMATION 12
ASA5021  NEGOTIATING ADVOCACY: CONTEXTS, STRATEGIES, ACTIONS 12
ASA5022  APPROACHES TO GLOBALISATION 12

**Year 1 Semester 2**
ASA5023  BUILDING CAPACITY AND MOBILISING CIVIL SOCIETY 12
ASA5025  PUBLIC ADVOCACY INTERNSHIP 12

**Year 2, Semester 1**
ASA6035  MINOR RESEARCH THESIS 48
ASA6030  MINOR RESEARCH THESIS (PART-TIME) 24

**Option 1**
ASA6021  PROFESSIONAL PROJECT PAA (FULL-TIME) 24

**Option 2**
ASA6022  PROFESSIONAL PROJECT PAA (PART-TIME) 12
Course Objectives: The objectives of these courses are: to provide candidates with an educational opportunity to expand social work’s current knowledge and practice base from the experiences and context of the workplace; to locate this learning, scholarship and research within the rigours and robustness of a professional MSW and DSW; to enhance and add value to the existing social work knowledge and practice base through applied research projects in the workplace; to provide candidates with the opportunity to undertake specific research projects in the workplace linking practice and organisational learning with professional development; and to raise the research profile and research activities of social work practitioners within the human and community services sector.

Careers: Graduates of this course enhance their careers in professional social work in fields such as: health family services school social work statutory welfare.

Course Duration: 2 years.

Admission Requirements Mature Age: Professional Qualification (BSW) and five years practice with at least two years as senior practitioner.

## Course Structure

The course can be studied over 2 years full-time or part-time equivalence

### Coursework Units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AER8510</td>
<td>POLICY CONTEXT OF PROFESSIONAL PRACTICE</td>
<td>24</td>
</tr>
<tr>
<td>or complete these TWO units:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASH5001</td>
<td>COMMUNITY SERVICES (IDEOLOGIES IN PRACTICE)</td>
<td>12</td>
</tr>
<tr>
<td>ASH5003</td>
<td>SUPERVISION FOR PROFESSIONAL PRACTICE IN COMMUNITY SERVICES</td>
<td>12</td>
</tr>
<tr>
<td>Plus select either:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AER8517</td>
<td>INVESTIGATING PROFESSIONAL PRACTICE</td>
<td>24</td>
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<tr>
<td>or</td>
<td></td>
<td></td>
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<tr>
<td>AER8518</td>
<td>RESEARCHING PROFESSIONAL PRACTICE</td>
<td>24</td>
</tr>
</tbody>
</table>

### Thesis Component (After completion of Coursework Units)

- Full-time Masters students enrol in the following unit for 3 semesters:
  - ASM6000  PROFESSIONAL THESIS (FULL-TIME) 48
- Part-Time Masters students enrol in the following unit for 6 semesters:
  - ASM6001  PROFESSIONAL THESIS (PART TIME) 24

### Research Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AAS5002</td>
<td>RESEARCH METHODS</td>
<td>12</td>
</tr>
<tr>
<td>ACG5200</td>
<td>APPROACHES TO RESEARCH</td>
<td>12</td>
</tr>
<tr>
<td>RCS5100</td>
<td>RESEARCH METHODOLOGY</td>
<td>12</td>
</tr>
<tr>
<td>APM5003</td>
<td>QUALITATIVE RESEARCH METHODS</td>
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### Masters Electives

<table>
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<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACO5011</td>
<td>COMMUNITY DEVELOPMENT: THEORY AND PRACTICE</td>
<td>12</td>
</tr>
<tr>
<td>ACM5051</td>
<td>WOMEN AND INTERNATIONAL DEVELOPMENT</td>
<td>12</td>
</tr>
<tr>
<td>ACS5055</td>
<td>REGIONAL AND INTERNATIONAL POLICY</td>
<td>12</td>
</tr>
<tr>
<td>ACG5208</td>
<td>CRISIS AND RISK COMMUNICATION</td>
<td>12</td>
</tr>
<tr>
<td>ACG5203</td>
<td>PRINT AND WEB JOURNALISM</td>
<td>12</td>
</tr>
<tr>
<td>ACG5209</td>
<td>PUBLIC HEALTH COMMUNICATION</td>
<td>12</td>
</tr>
<tr>
<td>BA0573</td>
<td>INTERNATIONAL FINANCIAL MANAGEMENT</td>
<td>12</td>
</tr>
<tr>
<td>BA0528</td>
<td>ACCOUNTING FOR PUBLIC SECTOR MANAGERS</td>
<td>12</td>
</tr>
<tr>
<td>BA06504</td>
<td>ACCOUNTING FOR MANAGEMENT</td>
<td>12</td>
</tr>
<tr>
<td>BE06500</td>
<td>ECONOMICS FOR MANAGEMENT</td>
<td>12</td>
</tr>
<tr>
<td>BMO5401</td>
<td>SPECIAL EVENT MANAGEMENT</td>
<td>12</td>
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</tbody>
</table>

### Financial or Project Management Electives

<table>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ASA5002</td>
<td>COMMUNITY DEVELOPMENT: PROJECT PLANNING AND MANAG</td>
<td>12</td>
</tr>
<tr>
<td>BA06504</td>
<td>ACCOUNTING FOR MANAGEMENT</td>
<td>12</td>
</tr>
<tr>
<td>BA0522</td>
<td>MANAGERIAL ACCOUNTING</td>
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<tr>
<td>BA05734</td>
<td>FINANCIAL ANALYSIS</td>
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</table>

### Campus: Footscray Park.

### About this course:

This course provides a high level qualification for social work practice. In this course you will acquire highly developed knowledge and skills to enhance the quality of life for individuals, the community and your standards of practice. The aim of this Professional Master of Social Work is as a pathway to a Doctorate of Social Work research degree, where the research component is workplace-based. Students will enter the Professional Master program with the appropriate professional qualification (BSW) and five years practice with at least two years as senior practitioner. As professional awards, they have a mixture of coursework and thesis, where the thesis forms 80% of the requirements. Candidates have two exit points. The first exit point is with Professional Master of Social Work after successful completion of the coursework and Master of Social Work thesis. Or candidates can make application (at end of the first semester and after successful completion of the coursework components) for entry into the Doctorate of Social Work, as the second exit point.
Course Objectives: The School of Social Sciences & Psychology offers supervision for Doctorate programs in many key research areas: some examples include Psychology, Community Psychology; Counselling; Sleep and Sleep problems; History; Political Science, Sociology, Asian Studies and International Development.

Careers: Careers may include: researcher, academic, career professional development.

Course Duration: 4 years.

Admission Requirements Mature Age: Applicants for candidature to the Doctor of Philosophy should normally have completed either a Master of Arts with a substantial research component (ie. not a coursework only Masters degree) or a four-year undergraduate degree with Honours, with 2A honours level equivalent or better. Applicants may be required to be enrolled in the first instance in a Masters by research program and will be given the opportunity to convert to a Doctoral program when they have completed sufficient work to satisfy the School that their topic is suitable in scope and level for doctoral study. Initial contact should be made with either the School Postgraduate Studies Coordinator to clarify the proposed area of research. Applicants will need to discuss the availability of suitable supervision for their program and any facilities or support required. Applicants for the Doctor of Philosophy in the School of Social Sciences and Psychology should normally have an Australian Psychological Society accredited fourth-year (Honours or Graduate Diploma) in Psychology, with 2A honours level or better. Students with fourth-year or Master’s degrees in other related disciplines with a substantial research component may be considered, if appropriate supervision is available.

COURSE STRUCTURE
Standard completion times for research is 48 months for a PhD, or part-time equivalent.

Applicants are invited, in the first instance, to discuss their potential research topic with the School Postgraduate Coordinator for more information.

DOCTOR OF PHILOSOPHY (I)
Course Code: APPH
Campus: St Albans, Footscray Park, Other.

About this course: The School of Social Sciences and Psychology offers supervision for Doctorate programs in many areas. Some examples include: Asian and Pacific Studies; History; Political Science; Post-colonial Studies; Social Policy; Sociology; Social Movement Studies; Globalisation Studies; Criminal Justice Studies; International Development; Clinical/Counselling research; Community Psychology; Developmental Neuro-psychology; Psychology of Health and Social Development; Sleep and Sleep Problems. In addition, the discipline of Psychology offers supervision for Doctorate programs. A selection of some of the areas of interest are: Aboriginal issues in psychology, child and adolescent development, cross-cultural issues and service delivery, developmental psychology, diabetes and health behaviour, sleep and sleep disorders, stroke and dementia and women’s health. The School of Social Sciences and Psychology has research facilities, including a sleep laboratory and a clinic, Plus office space and computing access to support its research students. Applicants for the Doctor of Philosophy in the School of Social Sciences and Psychology should normally have an Australian Psychological Society accredited fourth-year (Honours or Graduate Diploma) in Psychology, with 2A honours level or better. Students with fourth-year or Master’s degrees in other related disciplines may be considered, if appropriate supervision is available.

About this course: The School of Social Sciences and Psychology offers supervision for Doctorate programs. A selection of some of the areas of interest are: Aboriginal issues in psychology, child and adolescent development, chronic illness, clinical psychotherapy, cognitive performance, community mental health, counselling, cross-cultural issues and service delivery, developmental psychology, diabetes and health behaviour, eating disorders, environmental/conservation issues, evaluation research, family process and attachment, feminism and psychology, gambling behaviour, group dynamics, head injury, hypnosis, independent living skills, learning disability, migrant adjustment, neuropsychological treatments, personality development, psychometrics, psychotherapy, reading comprehension, rehabilitation, sleep and sleep disorders, stroke and dementia and women’s health. The School of Social Sciences and Psychology has research facilities, including a sleep laboratory and a clinic, Plus office space and computing access to support its research students. Applicants for the Doctor of Philosophy in the School of Social Sciences and Psychology should normally have an Australian Psychological Society accredited fourth-year (Honours or Graduate Diploma) in Psychology, with 2A honours level or better. Students with fourth-year or Master’s degrees in other related disciplines may be considered, if appropriate supervision is available.

Course Objectives: The School of Social Sciences & Psychology offers supervision for Doctorate programs in many key research areas: some examples include Psychology, Community Psychology; Counselling; Sleep and Sleep problems; developmental psychology, diabetes and health behaviour, eating disorders, environmental/conservation issues, evaluation research, family process and attachment, feminism and psychology.

Careers: Careers may include: researcher, academic, career professional development.

Course Duration: 3 years.

Admission Requirements Mature Age: This course has been replaced by APPD Doctor of Philosophy.

COURSE STRUCTURE
Standard completion times for research are 18 months for a Master’s Degree and 36 months of a PhD, or part-time equivalent.

Students are invited, in the first instance, to discuss their potential research topic with the School Research Professor, or contact the Faculty Postgraduate Coordinator for more information.
MASTER OF ARTS (RESEARCH)
Course Code: ARXH
Campus: St Albans, Footscray Park, Other, Dependent upon supervision.

About this course: The School of Social Sciences and Psychology offers supervision for Master's degree programs in many areas. Some examples include: Asian and Pacific Studies; History; Political Science; Post-colonial Studies; Social Policy; Sociology; Social Movement Studies; Globalisation Studies; Criminal Justice Studies; International Development; Clinical/Counselling research; Community Psychology; Developmental Neuropsychology; Psychology of Health and Social Development; Sleep and Sleep Problems. In addition, the discipline of Psychology offers supervision for Master's programs. A selection of some of the areas of interest are: Aboriginal issues in psychology, child and adolescent development, cross-cultural issues and service delivery, developmental psychology, diabetes and health behaviour, sleep and sleep disorders, stroke and dementia and women's health. The School has research facilities, including a sleep laboratory and a clinic, Plus office space and computing access to support its research students.

Course Objectives: The School of Social Sciences & Psychology offers supervision for Master’s programs in many key research areas; some examples include Psychology, Community Psychology; Counselling; Sleep and Sleep problems; History; Political Science, Sociology, Asian Studies and International Development.

Careers: Careers may include: researcher, academic, career professional development.

Course Duration: 2 years.

Admission Requirements Mature Age: Applicants for the Master of Arts (by Research) in the School of Social Sciences and Psychology, should normally be an accredited fourth year (Honours or Graduate Diploma) program in a relevant discipline area, with honours level results. Students with fourth-year or Master’s degrees in other related disciplines may be considered if appropriate supervision is available.

COURSE STRUCTURE
Standard completion times for research are 18 months for a Master’s Degree and 36 months for a PhD, or part-time equivalent.

Students are invited, in the first instance, to discuss their potential research topic with the School Research Professor, or contact the Faculty Postgraduate Coordinator for more information.

GRADUATE CERTIFICATE IN INTERNATIONAL COMMUNITY DEVELOPMENT (I)
Course Code: ATIC
Campus: Footscray Park.

About this course: This program provides education and training for those interested in, or already involved in community development work, at the local or global level. This includes social action and change, advocacy and human rights, livelihood creation and sustainable development practices. This course is also suitable for those wishing to advance their careers, or who have completed a Bachelor's degree in another field and are now considering a career in community development. The key focus areas of the program include: community development theories and practices; international project design, planning and management; social research and evaluation; an understanding of globalisation and its impacts on communities; leadership in community development, and governance of international organisations. Students normally enrol in the Graduate Certificate and then proceed to the Graduate Diploma. Students may then enter the Master's program, depending on the results they have achieved in the first year.

Course Objectives: This course provides students with the opportunity to: Identify historical and contemporary issues in international community development; Identify different schools of thought on the meaning and character of globalisation and its impact on international community development; Use critical analytical skills as well as communication and writing skills to discuss and debate key theories and academic concepts; Apply knowledge and skills in a real world context, and network with industry partners and stakeholders.

Careers: This course prepares students for work in a diverse range of fields including international humanitarian and development aid, human rights, child protection, gender and culture, environmental sustainability, and community and lifelong education. Graduates have become advocates for social change in fields with international implications such as: climate change; sustainable agriculture; international health including HIV/AIDS; youth work; gender and development; housing advocacy; human rights; adult education; conflict resolution and policy development in government and non-government organisations, and international organisations concerned with community development.

Course Duration: 0.5 years.

Admission Requirements Mature Age: The entry requirement to the Graduate Certificate is the completion of a three-year undergraduate degree or equivalent, normally with a credit rating or above in the final year units of study.

COURSE STRUCTURE
To qualify for the Graduate Certificate in International Community Development students must complete a total of 48 credit points. Elective units may be available during summer and winter semesters to give students the option of fast tracking their studies.
DOCTOR OF PSYCHOLOGY (CLINICAL PSYCHOLOGY)

Course Code: AZPC

Campus: St Albans.

This course is for Continuing students only.

About this course: The Doctor of Psychology (Clinical Psychology) program provides appropriate postgraduate training for functioning as a specialist professional psychologist in the area of Clinical Psychology. Adopting a lifespan framework, the course trains graduates in a wide range of assessment and therapeutic techniques with adults, children and adolescents with a particular emphasis on a psycho-dynamic perspective.

Course Objectives: The Doctor of Psychology (Clinical Psychology) program provides appropriate postgraduate training for functioning as a specialist professional psychologist in the area of Clinical Psychology.

Careers: 

Course Duration: 3 years.

Admission Requirements Mature Age: To qualify for admission to the course, an applicant must have successfully completed the first year of the Master of Psychology (Clinical Psychology) course and demonstrated a capacity for carrying out research at the professional doctorate level. Please note: enrolment in this course is via internal transfer from the Master program only.

COURSE STRUCTURE

The coursework program is conducted on an intensive full-time basis. The course is comprised of three interlocking strands of theoretical/knowledge-based units, research units (including an independent project and thesis) and a clinical practice strand.

Year 1, Semester 1

APC5101 RESEARCH PROJECT 1 12
APC5103 CLINICAL SKILLS 1 6
APC5105 CLINICAL EXPERIENCE AND PRACTICUM 1 12
APC5107 PROFESSIONAL PRACTICE ISSUES 1 6
APC5109 GROUP PROCESS 6
APC5111 INTRODUCTION TO CLINICAL PSYCHOPATHOLOGY AND NEUROPSYCHOLOGY 6

Year 1, Semester 2

APC5102 RESEARCH PROJECT 2 12
APC5104 CLINICAL SKILLS 2 6
APC5106 CLINICAL EXPERIENCE AND PRACTICUM 2 12
APC5108 PROFESSIONAL PRACTICE ISSUES 2 6
APC5110 OBSERVATIONAL METHOD 1 6
APC5112 CLINICAL THEORIES 1 6

Year 2, Semester 1

APC6103 RESEARCH PROJECT 3B 12
APC6105 CLINICAL THEORIES 2 6
APC6107 OBSERVATIONAL METHOD 2: CHILDHOOD 6
APC6109 CLINICAL EXPERIENCE AND PRACTICUM 3 12
APC6111 CLINICAL PSYCHOLOGY SKILLS 1 6
APC6113 PROFESSIONAL PRACTICE ISSUES 3 6

Year 2, Semester 2

APC6104 RESEARCH PROJECT 4B 12
APC6110 CLINICAL EXPERIENCE AND PRACTICUM 4 12
APC6106 CLINICAL THEORIES 3 6
APC6108 OBSERVATIONAL METHOD 3: ADOLESCENCE AND ADULTHOOD 6
APC6114 PROFESSIONAL PRACTICE ISSUES 4 6
APC6112 CLINICAL PSYCHOLOGY SKILLS 2 6

Year 3, Semester 1

APC7101 RESEARCH PROJECT 5 24
APC7103 CLINICAL EXPERIENCE AND PRACTICUM 5 12
APC7107 ADVANCED CLINICAL PSYCHOLOGY THEORY AND PRACTICE 1 12

Year 3, Semester 2

APC7102 RESEARCH PROJECT 6 24
APC7104 CLINICAL PRACTICUM 6 12
APC7108 ADVANCED CLINICAL PSYCHOLOGY THEORY AND PRACTICE 2 12
DOCTOR OF PSYCHOLOGY (CLINICAL PSYCHOLOGY)
Course Code: AZPL
Campus: St Albans.

About this course: The Doctor of Psychology (Clinical Psychology) program provides appropriate postgraduate training for functioning as a specialist professional psychologist in the area of Clinical Psychology. Adopting a lifespan framework, the course trains graduates in a wide range of assessment and therapeutic techniques with adults, children and adolescents with a particular emphasis on a psychodynamic perspective.

Course Objectives: The founding philosophy of Victoria University is to embody theoretical and research activities which inform, in a direct and progressive way, the application of theory and research to practical use in the community at large. It is conceived as a forward thinking and proactive institution, both with respect to knowledge and understanding that is pursued, and with respect to its relationship with Australian society at all levels. In this overall context, the School of Social Sciences and Psychology of the Faculty of Arts, Education and Human Development has a firm commitment to extending the horizons of applied psychology from a consolidated base of academic excellence. Its mission includes the provision of courses in psychology and allied disciplines which respond to the identified and anticipated needs of the general community. The active development of theoretical, research and practical approaches within psychology that will promote creative growth in the profession itself is also part of this mission. In the context of these aims, the postgraduate courses are viewed as an enriching contribution to both the wider community and to the scientific discipline of psychology.

Careers: Specialist professional psychologist in the area of Clinical Psychology.

Course Duration: 3 years.

Admission Requirements Mature Age: To qualify for admission to the course, an applicant must have successfully completed the first year of the Master of Psychology (Clinical Psychology) course and demonstrated a capacity for carrying out research at the professional doctorate level. Please note: enrolment in this course is via internal transfer from the Master program only.

COURSE STRUCTURE
The coursework program is conducted on an intensive full-time basis or part-time equivalency. The course is comprised of three interlocking strands of theoretical/knowledge-based units, research units (including an independent project and thesis) and a clinical practice strand.

Year 1, Semester 1
APC5201 RESEARCH PROJECT 1 12
APC5203 CLINICAL EXPERIENCE 1 6
APC5204 PROFESSIONAL PRACTICE ISSUES 6
APC5207 ADULT PSYCHOPATHOLOGY 6
APC5211 INTERVENTIONS 1 6
APC5216 CLINICAL PSYCHOLOGY ASSESSMENT 1 6
Year 1, Semester 2
APC5208 RESEARCH PROJECT 2 12
APC5210 CLINICAL EXPERIENCE 2 6
APC5213 RESEARCH METHODS 6
APC5214 PLACEMENT 1 6
APC5217 CLINICAL PSYCHOLOGY ASSESSMENT 2 6
APC6206 INTERVENTIONS 2 6
APC6207 INTERVENTIONS 3 6

Year 2, Semester 1
APC6204 CLINICAL EXPERIENCE 3 6
APC6205 CLINICAL HEALTH PSYCHOLOGY 1 6
APC5215 CHILD AND FAMILY INTERVENTIONS 6
APC6216 ADVANCED ASSESSMENT AND CLINICAL SKILLS 6
APC6214 INTERVENTIONS 4 6
APC6217 EXTERNAL PLACEMENT 2 6
APC6202 RESEARCH PROJECT 3B 12

Year 2, Semester 2
APC6211 NEUROPSYCHOLOGY DISORDERS AND PSYCHOPHARMACOLOGY 6
APC6212 CLINICAL EXPERIENCE 4 6
APC6213 CLINICAL HEALTH PSYCHOLOGY 2 6
APC6218 EXTERNAL PLACEMENT 3 12
APC6210 RESEARCH PROJECT 4B 12

Year 3, Semester 1
APC5212 OBSERVATIONAL METHODS 6
APC7201 RESEARCH PROJECT 5 24
APC7202 CLINICAL EXPERIENCE 5 6
APC7209 EXTERNAL PLACEMENT 4 12

Year 3, Semester 2
APC7205 RESEARCH PROJECT 6 24
APC7206 CLINICAL EXPERIENCE 6 6
APC7207 ADVANCED CLINICAL PSYCHOLOGY THEORY AND PRACTICE 2 6
APC7210 EXTERNAL PLACEMENT 5 12
years. The course comprises the interlocking strands of theoretical/knowledge-based units, research units (including an independent project and thesis) and a clinical practice strand; the latter comprising the larger time commitment.

Year 1, Semester 1
Compulsory units of study:
- APC5101 RESEARCH PROJECT 1 12
- APC5103 CLINICAL SKILLS 1 6
- APC5105 CLINICAL EXPERIENCE AND PRACTICUM 1 12
- APC5107 PROFESSIONAL PRACTICE ISSUES 1 6
- APC5111 INTRODUCTION TO CLINICAL PSYCHOPATHOLOGY AND NEUROPSYCHOLOGY 6
- APC5113 NEUROANATOMY

Year 1, Semester 2
- APC5102 RESEARCH PROJECT 2 12
- APC5104 CLINICAL SKILLS 2 6
- APC5106 CLINICAL EXPERIENCE AND PRACTICUM 2 12
- APC5108 PROFESSIONAL PRACTICE ISSUES 2 6
- APC5116 NEUROPSYCHOLOGICAL SYNDROMES & CLINICAL NEUROLOGY

Year 2, Semester 1
Selection of possible units of study. Not all units are available every year. Check Course Structure for details before enrolling.
- APC6103 RESEARCH PROJECT 3B 12
- APC6109 CLINICAL EXPERIENCE AND PRACTICUM 3 12
- APC6113 PROFESSIONAL PRACTICE ISSUES 3 6
- APC6115 NEUROPSYCHOLOGY OF ADOLESCENCE & EARLY ADULTHOOD
- APC6117 CHILD AND ADOLESCENT REHABILITATION
- APC6119 CLINICAL NEUROPSYCHOLOGY SKILLS 1

Year 2, Semester 2
- APC6104 RESEARCH PROJECT 4B 12
- APC6110 CLINICAL EXPERIENCE AND PRACTICUM 4 12
- APC6114 PROFESSIONAL PRACTICE ISSUES 4 6
- APC6116 NEUROPSYCHOLOGY OF ADULTHOOD
- APC6118 ADULT REHABILITATION
- APC6120 CLINICAL NEUROPSYCHOLOGY SKILLS 2

Year 3, Semester 1
- APC7101 RESEARCH PROJECT 5 24
- APC7103 CLINICAL EXPERIENCE AND PRACTICUM 5 12
- APC7105 ADVANCED CLINICAL NEUROPSYCHOLOGY THEORY AND PRACTICE 1 12

Year 3, Semester 2
- APC7102 RESEARCH PROJECT 6 24
- APC7104 CLINICAL PRACTICUM 6 12
- APC7106 ADVANCED CLINICAL NEUROPSYCHOLOGY THEORY AND PRACTICE 2

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DOCTOR OF APPLIED PSYCHOLOGY (COMMUNITY PSYCHOLOGY)

Course Code: AZPX

Campus: Footscray Park.

About this course: The focus of this course will be on exploring significant issues and problems by undertaking research, advanced coursework, a professional practicum and research within the area of applied psychology, specialising in the area of community psychology.

Course Objectives: The aim of this professional doctorate is to enable students to develop as researchers and extend their skill base in applied psychology to make a significant contribution to knowledge and practice.

Careers: Psychologist in specific fields such as sports psychologist, health psychologist, and community psychologist.

Course Duration: 3 years.

Admission Requirements Mature Age: To qualify for admission to the course, an applicant must have successfully completed the first year of the Master of Applied Psychology (Sport or Community) course and demonstrated a capacity for carrying out research at the professional doctorate level. Once admitted, the student will convert to enrolment in the Doctor of Applied Psychology. Please note: enrolment in this course is via internal transfer from the Master program only.

COURSE STRUCTURE

This course is offered on a full-time basis over three years or part-time for six years. This period includes the conversion from Year 1 of the Master of Applied Psychology (Sport or Community).

Year 1, Semester 1

For Full-time Students
All streams have common units of study
- APM6090 DOCTORAL THESIS (RESEARCH) 24
- APM6075 PRACTICUM 4 16
- APM6080 ADVANCED READING UNIT 8

Year 1, Semester 2
- APM6090 DOCTORAL THESIS (RESEARCH) 24
- APM6085 PRACTICUM 5 16
- APM6076 ADVANCED READING UNIT 8

Electives
Not all units of study are offered every year
DOCTOR OF APPLIED PSYCHOLOGY (SPORT PSYCHOLOGY)
Course Code: AZPY
Campus: Footscray Park.

About this course: The focus of this course will be on exploring significant issues and problems by undertaking research, advanced coursework, a professional practicum and research within the area of applied psychology, specialising in the area of sport psychology.

Course Objectives: The aim of this professional doctorate is to enable students to develop as researchers and extend their skill base in applied psychology to make a significant contribution to knowledge and practice.

Careers: Psychologist in specific fields such as sports psychologist, health psychologist, and community psychologist.

Course Duration: 3 years.

Admission Requirements Mature Age: To qualify for admission to the course, an applicant must have successfully completed the first year of the Master of Applied Psychology (Sport or Community) course and demonstrated a capacity for carrying out research at the professional doctorate level. Once admitted, the student will convert to enrolment in the Doctor of Applied Psychology. Please note: enrolment in this course is via internal transfer from the Master program only.

COURSE STRUCTURE
The course is offered on a full-time basis over three years or part-time for six years. This period includes the conversion from Year 1 of the Master of Applied Psychology (Sport or Community).

Year 1, Semester 1
For Full-time Students
All streams have common units of study
APM6090  DOCTORAL THESIS (RESEARCH)  24
APM6075  PRACTICUM 4  16
APM6080  ADVANCED READING UNIT  8

Year 1, Semester 2
APM6090  DOCTORAL THESIS (RESEARCH)  24
APM6085  PRACTICUM 5  16
APM6076  ADVANCED READING UNIT B  8
Electives
Not all units of study are offered every year

DOCTOR OF APPLIED PSYCHOLOGY (COMMUNITY AND HEALTH PSYCHOLOGY)
Course Code: AZPZ
Campus: Footscray Park.

This course is for Continuing students only.

About this course: Students will initially be enrolled into the Master of Applied Psychology (Community). In the first year of their studies they will complete basic studies in accordance with accredited sequence of study for Community College guidelines. Core subjects include sequences in quantitative and qualitative research methods and in psychological practice. At the end of first year of study, students may apply to convert to the Doctorate program. Students also have the option of modifying their units of study to complete requirements for APAC (Australian Psychology Accreditation Council). Specialist health subjects may cover psychology of health, community health (prevention and promotion), clinical health and rehabilitation. One focus of the Health Psychology stream is on clinical skills that relate to working with people with physical illnesses and disabilities in both community settings and in hospitals. As well as covering primary prevention strategies the course will also consider models of secondary and tertiary prevention. The fact that students undertaking this stream will be part of an overall course with specialisations in community and sport psychology places it in a unique position to consider a range of approaches to health.

Course Objectives: This aim of this professional doctorate is to enable students to develop as researchers and extend their skill base in applied psychology to make a significant contribution to knowledge and practice. The focus will be on exploring significant issues and problems by undertaking research, advanced coursework, a professional practicum and research within the area of applied psychology (Community and Health Psychology).

Careers: Graduates are likely to work as registered psychologists in clinical health, community health and health promotion roles in a range of settings. Supporting and advocating for people living with chronic conditions, promoting healthy lifestyles and behaviours, and developing community programs to address the social determinants of health are some of the tasks they might undertake. Graduates’ eligibility for membership of the APS Colleges of Community and Health Psychologists will be determined on a case-by-case basis.

Course Duration: 3 years.

Admission Requirements Mature Age: To qualify for admission to the course an applicant must have successfully completed the first year of the Master of Applied Psychology (Community) course and demonstrated a capacity for carrying out research at the professional doctorate level. Once admitted, the student will convert to enrolment in the Doctor of Applied Psychology.

COURSE STRUCTURE
The course is offered on a full-time basis over three years or part-time for six years. This period includes the conversion from Year 1 of the Master of Applied Psychology (Sport or Community).

Year 1, Semester 1
APM6090  DOCTORAL THESIS (RESEARCH)  24
APM6075  PRACTICUM 4  16
APM6080  ADVANCED READING UNIT  8

Year 1, Semester 2
APM6090  DOCTORAL THESIS (RESEARCH)  24
APM6085  PRACTICUM 5  16
APM6076  ADVANCED READING UNIT B  8

DOCTOR OF SOCIAL WORK
Course Code: AZSW
Campus: Footscray Park.

About this course: The aim of the Doctorate of Social Work is to produce researchers capable of conducting research independently, at a high level of originality and quality. A doctoral candidate should uncover or create new knowledge by the discovery of new information, formulation of theories, development of new approaches, or the innovative interpretation of existing ideas, theories or approaches. A PhD thesis is expected to be 60,000-100,000 words. It is expected that the
degree be completed within three years full-time.

Careers: Senior social work practitioner.

Course Duration: 3 years.

Admission Requirements Mature Age: Professional Qualification (MSW) and five years practice with at least two years as senior practitioner.

COURSE STRUCTURE

Year 1 Semester 1
AER8510 POLICY CONTEXT OF PROFESSIONAL PRACTICE 24
or complete these TWO units:
ASH5001 COMMUNITY SERVICES (IDEOLOGIES IN PRACTICE) 12
ASH5003 SUPERVISION FOR PROFESSIONAL PRACTICE IN COMMUNITY SERVICES 12

Plus select either:
AER8517 INVESTIGATING PROFESSIONAL PRACTICE 24
AER8518 RESEARCHING PROFESSIONAL PRACTICE 24

Year 1 Semester 2
ASD7000 THESIS (FULL-TIME) 48

Year 2 Semester 1
ASD7000 THESIS (FULL-TIME) 48

Year 2 Semester 2
ASD7000 THESIS (FULL-TIME) 48

Year 3 Semester 1
ASD7000 THESIS (FULL-TIME) 48

Year 3 Semester 2
ASD7000 THESIS (FULL-TIME) 48

MASTER OF HEALTH SCIENCES (AGED SERVICES) (I)

Course Code: HMSA

Campus: City Flinders, Other, (on campus students), Off-campus (distance education students).

About this course: The suite of postgraduate programs within the Master of Health Science - Aged Services responds to the demand for highly qualified multi-disciplinary managers, dementia specialists, consultants and administrators in a rapidly growing aged services industry and increased public demand for quality service provision. It is of particular interest to students with business, social work, psychology, nursing or allied health disciplinary backgrounds. An important feature of the program is its flexible structure, allowing exit from the program at different levels, and, if desired, later re-admission to undertake further study. Students are able to design their own pathways through the course to correspond with their interests and needs.

Course Objectives: The postgraduate program in Aged Services provides up to date higher degree education in a broad range of aged services. The Postgraduate programs are designed for a range of multidisciplinary students seeking to further their knowledge, skills and attitudes in professional leadership and management in aged care services and provide cost effective person-centred services for older people.

Careers: In state and local government, hospitals, residential facilities, community service organisations, retirement industry, and the health and fitness industry.

Course Duration: 1.5 years.

Admission Requirements Mature Age: To qualify for the award of Graduate Certificate in Aged Services, students must complete a total of 48 credit points. To qualify for the award of Graduate Diploma in Aged Services Management or Graduate Diploma in Dementia Care and Service, students must complete a total of 96 credit points. To qualify for the award of Master of Health Science - Aged Services students must complete a total of 144 credit points.

COURSE STRUCTURE

The Postgraduate programs in Aged Service incorporate: Graduate Certificate in Aged Services (HTAS) - exit point only One semester full-time or one year part-time Graduate Diploma in Aged Services Management (HGAS) - exit point only One year full-time or two years part-time Graduate Diploma in Dementia Care and Service (HGDC) - exit point only One year full-time or two years part-time Master of Health Science - Aged Services (HMSA) One-and-a-half years full-time or three years part-time

Graduate Certificate in Aged Services (Exit point HTAS)
ASD4001 SOCIAL AND POLITICAL ASPECTS OF AGEING 12
AXR0002 RESEARCH DESIGN AND METHODS 12
ASD4008 MANAGEMENT ETHICS AND SOCIAL RESPONSIBILITY IN AGED SERVICES 12
ASD4105 LEADERSHIP, INNOVATION AND CHANGE 12

Graduate Diploma in Aged Services Management (Exit point HGAS)
Students must complete the four units outlined in the Graduate Certificate in Aged Services Plus the following:
ASD1560 FINANCIAL MANAGEMENT IN AGED SERVICES 12
ASD4002 QUALITY MANAGEMENT IN AGED SERVICES 12
ASD1571 HUMAN RESOURCE MANAGEMENT IN AGED SERVICES 12
ASD1650 OPERATIONAL AND MATERIAL RESOURCE MANAGEMENT 12

Graduate Diploma in Dementia Care and Service (Exit point HGDC)
Students must complete the four units outlined in the Graduate Certificate in Aged Services Plus the following:
ASD1560 FINANCIAL MANAGEMENT IN AGED SERVICES 12
ASD4002 QUALITY MANAGEMENT IN AGED SERVICES 12
ASD1571 HUMAN RESOURCE MANAGEMENT IN AGED SERVICES 12
ASD1650 OPERATIONAL AND MATERIAL RESOURCE MANAGEMENT 12

Students must complete the four units outlined in the Graduate Certificate in Aged Services Plus the following:
ASD4000 UNDERSTANDING DEMENTIA: A MULTIDISCIPLINARY PERSPECTIVE 12
ASD4102 PERSON-CENTRED APPROACHES TO DEMENTIA SERVICES 12
ASD4106 DEMENTIA PROJECT: PRACTICAL EXPERIENCE FOR SERVICE PROVIDERS 12
ASD4107 HUMANISTIC DESIGN FOR PERSONS WITH DEMENTIA 12
ASD4107 can be replaced by another unit if approved by the Course Coordinator

Master of Health Science - Aged Services

Students have three options:
Option A: Completion of all 12 units listed above;
OR
Option B: Completion of one of the two Graduate Diplomas above Plus a Minor Thesis as follows:
Full-time (Semester 1 or 2)
ASD5004  MINOR THESIS (FULL-TIME)  48
OR
Part-time (Semester 1 and 2)
ASD5014  MINOR THESIS (PART-TIME)  24
Option C: Completion of one of the two Graduate Diplomas above Plus an industry-based project as follows:
Full-time (Semester 1 or 2)
ASD5006  INDUSTRY-BASED PROJECT (FULL-TIME)  48
OR
Part-time (Semester 1 and 2)
ASD5016  INDUSTRY-BASED PROJECT (PART-TIME)  24
SPECIALISATIONS

Below are specialisations for courses offered by the School of Social Sciences and Psychology in 2012.

ASPSI  ASIAN STUDIES

Locations: Footscray Park.

In the present regional and global context we need to be able to understand Asia in overview as well as 'up-close'. To ensure that students develop an integrated understanding of the region, the Asian Studies specialisation has been designed to provide a variety of perspectives. Students will have the opportunity to experience broad thematic surveys that cover a range of traditions or societies (China, India, Indonesia, Japan, Vietnam etc), and also complete units that invite a more in-depth understanding of a particular culture. All Asian Studies lecturers are involved in research in the region; this hands-on experience informs the units being taught, allowing students to get a closer feel for each topic, whether related to a distant land or another time. There is no 'quick-fix' for intercultural communication. What students learn about Asian cultures and societies will be based on reflection and research, not superficial impressions, media stereotypes or popular opinion. Each unit has a firm foundation in a background discipline, be it comparative religion, history, gender studies, politics, cultural studies or anthropology. Therefore, students will not simply be learning about Asia, but will find that the Asian experience allows learning about, and reflecting upon, the foundations of each academic discipline. Students’ encounter with Asian Studies will result in a better understanding of the region and its complexities, and will also develop their appreciation of the importance of academic inquiry and its contribution to a wider appreciation of humanity - and the defeat of racism. Completing the Asian Studies specialisation at Victoria University contributes to the VIT teaching specialisation requirements for entering a Graduate Diploma in Secondary Education.

SPECIALISATION REQUIREMENTS Students are required to complete SIX units including the two first-year units. Students should consult their course structure to determine if specific units from the ‘Other Specialisation’ list should be undertaken to satisfy the requirements of their degree. Only a selection of the second and third-year units are offered each year.

CORE UNITS

First Year Only

AS1001 SOURCES OF ASIAN TRADITIONS 12
AS1002 SOURCES OF ASIAN MODERNITIES 12

OTHER SPECIALISATION UNITS - Students select four

Second and/or Third Year

AAA2005 COLONIALISM, NATIONALISM AND REVOLUTION IN SOUTHEAST ASIA 12
AAA2007 GENDER AND SEXUALITY: ASIAN PERSPECTIVES 12
AAA2008 BUSINESS CULTURES IN ASIA 12
AAA2011 CULTURAL HISTORY OF TIBET 12
AAA2014 MANY VIETNAMS: WAR, CULTURE AND MEMORY 12
AAP2004 SOUTHEAST ASIAN POLITICS 12
AAP2012 CULTURE AND POLITICS IN INDONESIA 12
ASI3001 FILM, ART AND PERFORMANCE IN ASIA 12
ASS2001 SOCIAL ISSUES IN CONTEMPORARY ASIA 12
ASX3500 INTERNATIONAL INTERDISCIPLINARY PROJECT 12

ASPHIS  HISTORY

Locations: St Albans, Footscray Park.

Knowledge of the past has always been central to human awareness. For more than a century, the study of History has underpinned the Western liberal tradition. History is connected with the search for meaning. It conveys communal memory, creating a sense of personal and group identity by locating individuals in time and space. The study of History offers each of us the chance to understand, even bridge, other cultures. Significantly, History is a humanist discipline, revealing the similarities and differences of human experience. This History specialisation offers opportunities to sample this diverse human experience. It offers studies in the modern history of Australia, Asia, Europe, the Middle East, Russia, the United States of America, and sport. The aim is to both challenge and excite students as they move through the study of History, beyond their own lives to those of people in other times and other places. It also aims to develop in students an appreciation for the contributions historians make to an understanding of contemporary society.

SPECIALISATION REQUIREMENTS Students are required to complete SIX units including the two first-year units. Students should consult their course structure to determine if specific units from the ‘Other Specialisation’ list should be undertaken to satisfy the requirements of their degree. Only a selection of the second and third-year units are offered each year.

CORE UNITS

First Year Only

ASH1001 WORLD HISTORY 1 12
ASH1002 WORLD HISTORY 2 12

OTHER SPECIALISATION UNITS - Students select four

Second and/or Third Year

AAA2011 CULTURAL HISTORY OF TIBET 12
AAA2014 MANY VIETNAMS: WAR, CULTURE AND MEMORY 12
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
ASH2003 AUSTRALIANS AT WAR 12
ASP2001 POLITICAL ECONOMY OF COLONIALISM AND NEOCOLONIALISM 12
ASP2002 HISTORY AND POLITICS OF TERRORISM 12

Students enrolled in HBPY Bachelor of Applied Science - Physical Education (Secondary) can add one or more of the following units to their History specialisation:

AHE2112 HISTORY OF SPORT 12
AHS0114 FOOTBALL STUDIES 12
AHS1111 SPORT HISTORY AND CULTURE 12

ASPIOR  INTERPERSONAL AND ORGANISATIONAL SKILLS

Locations: St Albans, Footscray Park.

Graduates from undergraduate programs in Psychology and related specialisations require a range of skills and abilities which they can directly apply in the workplace. Interpersonal and Organisational Skills is a specialisation that provides experience
and knowledge in a range of applied skills which assist graduates in applying their learning directly to the problems and challenges they will find working with organisations, groups and individuals in their professional lives.

Students are required to complete the six core units listed below

**First Year**
- APP1014  INTERPERSONAL SKILLS 12
- APP1015  ORGANISATIONAL SKILLS 1 12

**Second Year**
- APP2023  INTERPERSONAL SKILLS 2 12
- APP2024  ORGANISATIONAL SKILLS 2 12

**Third Year**
- APP3028  FIELDWORK 12
- APP3029  SKILLS IN CONTEXT 12

**ASPPOL  POLITICAL SCIENCE**

**Locations:** Footscray Park.

In the view of the great ancient Greek philosopher Aristotle, politics was the ‘master science’: essential to an understanding of what makes us human. If that was the case over 2000 years ago, it is even more so in the fast-changing modern world. The study of our political environment is crucial to understanding change at the global and national levels. This specialisation provides the foundation for the study of Australian and International Politics and covers areas such as globalisation, terrorism, contemporary protest movements and current debates on civil society and democratic theory. Students will be given the opportunity to develop a range of research skills relevant to social and political inquiry. The specialisation also offers professional training through its Internship program with the Victorian Parliament. A specialisation in Political Science provides access to careers in foreign affairs, diplomacy, the media, the trade union movement and government and non-government sectors. It also complements a number of other specialisations, including History, Asian Studies and Sociology.

**SPECIALISATION REQUIREMENTS** Students are required to complete SIX units including the two first-year units. Students should consult their course structure to determine if specific units from the ‘Other Specialisation’ list should be undertaken to satisfy the requirements of their degree. Only a selection of the second and third-year units are offered each year.

**CORE UNITS**

**First Year Only**
- AAP1002  AUSTRALIAN POLITICS 12
- AAP1010  FOUNDATIONS OF POLITICAL SCIENCE 12

**SECOND AND/OR THIRD YEAR**
- AAP1012  PSYCHOLOGY 1A 12
- AAP1013  PSYCHOLOGY 1B 12
- AAP2013  PSYCHOLOGY 2A 12
- AAP2014  PSYCHOLOGY 2B 12
- AAP2101  INTERCULTURAL AND DEVELOPMENTAL ISSUES IN PSYCHOLOGY 12
- AAP3035  RESEARCH METHODS IN PSYCHOLOGY 12
- AAP3036  HISTORY AND THEORIES IN PSYCHOLOGY 12
- AAP3037  CLINICAL ASPECTS OF PSYCHOLOGY 12
- AAP3015  COUNSELLING THEORY AND PRACTICE 12
- AAP3016  GROUP BEHAVIOUR 12
- AAP3018  ORGANISATIONS AND WORK 12
- AAP3019  PSYCHOBIOLOGY 12
- AAP3020  PSYCHOANALYSIS 12
- AAP3021  PSYCHOLOGY OF ADJUSTMENT 12
- AAP3023  PSYCHOLOGICAL ISSUES IN THE WORKPLACE 12
- AAP3025  PSYCHOLOGICAL ASSESSMENT 12
- AAP3026  COGNITIVE PSYCHOLOGY 12

Part-time students should undertake APP2014 prior to, or concurrent with, psychology electives. Students in ABPP, ABPY and ABBA must undertake APP3023.
ASPSOC  SOCIOLGY

Locations: St Albans, Footscray Park.

Sociologists study a wide variety of topics, including: education, work and unemployment; the family; health, sex, gender and sexuality; ethnicity and racism; equality, opportunity and inequality; and crime, law and social justice. Of course sociology is not the only disciplinary framework through which to explore aspects of contemporary social life as far-ranging as gender relations and law-and-order. So, what makes a sociological approach distinct? C. Wright Mills suggested that sociology is distinguished by the application of a particular kind of imagination, ‘the sociological imagination’. The Sociology specialisation begins with an overview of sociology, an introduction to how we might go about applying the sociological imagination to a wide range of aspects of contemporary social arrangements. A specialisation in sociology provides students with the opportunity in later semesters to focus more closely on specific aspects of social life, both local and international. The Sociology specialisation aims to foster students’ critical analytical skills and to offer opportunities to apply sociological tools of analysis to their own inquiries into contemporary social life.

SPECIALISATION REQUIREMENTS Students enrolled in an education degree should consult their course structure to determine their specialisation requirements. Students undertaking a sociology specialisation in an arts-based degree complete SIX units including the two core first-year units. Only a selection of second and third-year units are offered each year.

CORE UNITS

First Year Only
- ASS1051  SOCIOLOGY 1A 12
- ASS1052  SOCIOLOGY 1B 12

OTHER SPECIALISATION UNITS - Students select four

Second and/or Third Year
- ASL2004  SOCIAL STUDIES OF SCIENCE TECHNOLOGY AND JUSTICE 12
- ASL3002  LAW AND GOVERNANCE 12
- 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
- ASS3007  SPACE, KNOWLEDGE AND POWER 12
- ASS3009  SOCIOLOGY OF LAW 12
- ASS3031  SOCIOLOGY 3C: GOVERNING CIVIC LIFE: CITIZEN, NATION, SELF 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
- ASS3038  EXCURSIONS INTO THE FUTURE 12
- ASX3500  INTERNATIONAL INTERDISCIPLINARY PROJECT 12

ASPSRM  SOCIAL RESEARCH METHODS

Locations: St Albans, Footscray Park.

The Social Research Methods specialisation embraces qualitative and quantitative research methods, using experimental and non-experimental design, within the social and behavioural sciences. It is designed to provide a broad and thorough grounding in research methods of particular value to students aiming to continue into postgraduate research in social and behavioural sciences. Moreover, the Social Research Methods specialisation gives solid practical training in skills directly applicable in a wide variety of employment settings, eg. human resources, market research, program evaluation in training activities and community services. Because of its strength in non-experimental research designs, qualitative and quantitative, the specialisation provides valuable support to research projects in such diverse disciplines as sociology, health science, environmental management and organisational studies.

SPECIALISATION REQUIREMENTS Students must undertake a total of SIX units to complete this specialisation.

CORE UNITS

First Year
- APP1016  FOUNDATIONS OF PSYCHOLOGICAL RESEARCH 12

Second and/or Third Year
- APS2030  QUALITATIVE SOCIAL RESEARCH METHODS 1 12
- APS2040  QUANTITATIVE SOCIAL RESEARCH METHODS 1 12
- APS3020  QUALITATIVE SOCIAL RESEARCH METHODS 2 12
- APS3021  QUANTITATIVE SOCIAL RESEARCH METHODS 2 12
- APS3040  INDEPENDENT RESEARCH PROJECT 12
UNITS

Below are unit details for courses offered by the School of Social Sciences and Psychology in 2012.

IMPORTANT NOTICE: Not all elective subjects for courses offered by the school are listed below. There are numerous elective possibilities that the school can choose to offer and those selected will vary from year to year. Details of these electives will be advised by the school.

AAA2005 COLONIALISM, NATIONALISM AND REVOLUTION IN SOUTHEAST ASIA

Locations: Footscray Park.

Description: This unit of study will take as its central theme for the study of Southeast Asian history during the 19th and 20th centuries, the interaction between the evolving indigenous societies of the region and increasing Western penetration. This unit will examine how Southeast Asian societies accommodated, resisted and utilised European and North American political and economic intervention. The first weeks of the unit will be devoted to a study of pre-colonial Southeast Asia and the first two centuries of European contact. Particular emphasis will be given to the social and economic transformation experienced by Southeast Asian countries during the last decades of colonial rule together with the emergence of nationalist movements throughout the region. The latter part of the unit will be devoted to an examination of the revolutionary experience leading to the creation of the new nation states of Southeast Asia. The unit will focus on Indonesia, but will draw comparisons with other Southeast Asian countries.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: One two-hour seminar per week, and three hours online learning per semester.

Required Reading: Steinberg, D (et al) 1987, In search of Southeast Asia: a modern history, Allen and Unwin, Sydney.

Assessment: Seminar report/review (1000 words) 25%; Research essay (1000 words) 50%; One-hour exam 25%.

AAA2007 GENDER AND SEXUALITY: ASIAN PERSPECTIVES

Locations: Footscray Park.

Description: This unit of study employs recent social theory understandings of gender and identity. Case studies will be drawn from a range of selected Asian cultural contexts. Issues to be considered will include: the complex notions of gender (e.g. femaleness, maleness, androgyny); heterosexuality and homosexuality; prostitution; sex tourism; pederasty; and possibilities for gender engenderment (e.g. femaleness, maleness, androgyny); heterosexuality and homosexuality; prostitution; sex tourism; pederasty; and possibilities for gender equality and empowerment in specific cultural milieux.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to understand the major theoretical questions surrounding gender and sexuality in Asia; Question racial, gender and sexual stereotyping; Interrogate the social and historical origins of behavior and attitudes; Develop, summarise and publicly present complex arguments; Participate in and support discussions around complex and socially sensitive issues.

Class Contact: One two-hour seminar per week and one three-hour screening/discussion per semester.


Assessment: Assignment, Seminar paper, 30%. Essay, Research essay, 70%. Total effective word limit 3000 words.

AAA2008 BUSINESS CULTURES IN ASIA

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will examine a range of theoretical and empirical approaches to the study of doing business in Asia. The disciplines discussed will include cross-cultural communication, international trade and finance, and business behaviour and management. The empirical studies will tackle such issues as business negotiation, investment procedures, sociopolitical and economic conditions, and management and labour relations in selected countries in East and Southeast Asia.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to understand the tenets of the main theories, approaches and debates in cross-cultural communication and international management; Identify the principles of thinking and business operation in Asia, including Confucianism and the ancient war strategies (Sunz Bingfa), and their application to the business behaviour; Explain the investment procedures, socio-political and economic conditions, and management and labour relations in selected countries in East and Southeast Asia; Develop the ability to design and evaluate business strategies regarding international trade activities, investment negotiation and arrangement, and enterprise management (e.g. joint venture or wholly owned venture); Identify the characteristics of doing research in this field, and apply the strategies for various case studies.

Class Contact: The equivalent of 2.25 hours per week for one semester. These classes may be scheduled as intensive weekend workshops depending on students' demand.


Assessment: Two essays 60%; Examination 40%.

AAA2011 CULTURAL HISTORY OF TIBET

Locations: Footscray Park.

Prerequisites: Nil.

Description: Focusing on the history and culture of Tibet's vast north-eastern province of Amdo, this unit of study provides an introduction to the history of Tibetan culture while encouraging discussion about the future of Tibetan society and its spiritual and cultural traditions. Particular attention will be given to Tibet's role in Central Asia and its relationship with China and India, including the problem of Tibet's status as a nation. Discussion will also focus on particular aspects of Tibetan culture and on important individuals from the Amdo region who have had a significant impact in Tibet and beyond. These include Lama Tsongkhapa (religious reformer), Shabkarpa (yogi and mystic), Gedun Chiphal (scholar and revolutionary), and His Holiness the Fourteenth Dalai Lama (Tibet's modern leader).

Credit Points: 12


Assessment: Two essays 60%; Examination 40%.

AAA2011 CULTURAL HISTORY OF TIBET

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will examine a range of theoretical and empirical approaches to the study of doing business in Asia. The disciplines discussed will include cross-cultural communication, international trade and finance, and business behaviour and management. The empirical studies will tackle such issues as business negotiation, investment procedures, sociopolitical and economic conditions, and management and labour relations in selected countries in East and Southeast Asia.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to understand the tenets of the main theories, approaches and debates in cross-cultural communication and international management; Identify the principles of thinking and business operation in Asia, including Confucianism and the ancient war strategies (Sunz Bingfa), and their application to the business behaviour; Explain the investment procedures, socio-political and economic conditions, and management and labour relations in selected countries in East and Southeast Asia; Develop the ability to design and evaluate business strategies regarding international trade activities, investment negotiation and arrangement, and enterprise management (e.g. joint venture or wholly owned venture); Identify the characteristics of doing research in this field, and apply the strategies for various case studies.

Class Contact: The equivalent of 2.25 hours per week for one semester. These classes may be scheduled as intensive weekend workshops depending on students' demand.


Assessment: Two essays 60%; Examination 40%.
AAA2014 MANY VIETNAMS: WAR, CULTURE AND MEMORY

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study examines a number of critical issues associated with the Vietnam War, a war which has had profound consequences both in Vietnam and these western countries which were involved. These issues include: national identity, race, patriotism, loyalty, sacrifice, morality and the meaning and justification of war. The unit studies these themes through the eyes of historians, artists, journalists, film-makers and writers from all sides of the conflict. It also aims to explore the aftermath of the Vietnam War and its part in shaping the popular imagination and political cultures of Vietnam and the West, particularly the United States and Australia.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Analyse the Vietnam War and its cultural legacies in Vietnam, the US and Australia; Explore how people from various sides of the conflict interpreted and responded to the war; Examine the role of public memory in reconstructing the past, and shaping thinking about the present; Explore key issues associated with the war, including: national identity, patriotism, loyalty, sacrifice, morality and the meaning and justification of war.

Class Contact: One hour lecture and one one-hour tutorial per week.

Required Reading: To be advised by lecturer.

Assessment: Review, Book/film review of 1000 words, 30%. Essay, Research essay (2000 words), 40%. Examination, Written examination, 30%.

AAAS02 RESEARCH METHODS

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study covers a variety of research methods relevant to research in a community development context. The anthropological and epistemological foundations to various approaches to research (eg positivism, critical rationalism, interpretivism, critical theory, realism, structuration theory and feminism) will be critically reviewed. Students will become broadly familiar with the issues of logic and methodology and quantitative and qualitative research methods. They should also be able to select a research topic(s), design research proposal(s) and adopt appropriate research methods.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Understand the major theoretical paradigms in qualitative research and their values, terminology, methods and techniques; Understand problems of social change; Comment on various regional problems from sociological and cultural studies perspectives; Develop a guide to their own regional and theoretical interests; Appraise a range of methods for understanding cultures and societies; Write on problems of social change.

Class Contact: The equivalent of two hours per week for one semester comprising one one-hour lecture and one one-hour seminar.


Assessment: Review, Literature review and research proposal., 70%. Other, Critically review strengths and limitations of methodologies from selected research papers, 30%. The total effective word length is 5000 words.

AAAS011 INTERPRETING 'ASIA' AND THE 'PACIFIC'

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will examine a range of theoretical and disciplinary approaches to the study of contemporary 'Asia' and the 'Pacific'. The disciplines discussed will include: history; semiotics and literary studies; political economy and comparative politics; customary law; anthropology and sociology. It will analyse how disciplinary approaches, initially developed during the period of European expansion, have evolved since the (re)emergence of independent states. The contribution of Asian scholars in the postcolonial development of these disciplines will receive particular attention. The unit will explore how these disciplines have been applied to the study of 'Asia' through a number of case studies of particular countries or regions. The case studies will highlight cultural, religious, ethnic, political and economic variation with contemporary 'Asia'. The unit will be taught by a combination of lectures and seminars. Students will be expected to present a number of seminar papers during the semester.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Comment on various regional problems from sociological and cultural studies perspectives; Develop a guide to their own regional and theoretical interests; Appraise a range of methods for understanding cultures and societies; Write on problems of social change.

Class Contact: The equivalent of two hours per week for one semester comprising one one-hour lecture and one one-hour seminar.


Assessment: Assignment, Critical Review 1000 words, 20%. Essay, 1500 word essay, set topics, 30%. Essay, 2000 word essay, student developed topics, 50%. Effective total word limit 4500 words.

AAAS012 ASIAN CULTURES AND LITERATURES

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study introduces students to a comparative understanding of Asian cultures through the study of several texts (including novels, poetry, films, drama, music) in English translations. Special attention will be paid to Vietnamese, Chinese and Japanese texts, though texts from other Asian cultures may also be examined.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Demonstrate knowledge of a range of classical and modern works from Asian literature and art; Analyse cultural texts from other cultures; Analyse cultural texts in terms of form, content, style and context; Respond to and write about non-Western art forms; Understand and analyse the relationship existing between art and social history; Apply an understanding of a range of critical and interpretive theories.

Class Contact: Three hours per week comprising two one-hour lectures and one one-hour tutorial.


Assessment: Essay (5000 words) 100%.
AAA5020 SOUTHEAST ASIAN POLITICS

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will examine key recent events as well as political change and conflict in the Southeast Asian region since World War II. The unit aims to analyse and interpret political systems, ideologies and traditions in Southeast Asian countries by focusing on the question of legitimacy and claims to power, authority and sovereignty. By means of individual country and comparative studies, lectures and tutorials will explore the following topics: the role of the military in government; politics and power maintenance; elections and democracy; national integration and regional/ethnic/religious separatism; 'political cultures'; and civil society and the role of the middle class in contemporary Southeast Asian politics. The unit should provide a useful basis for understanding and explaining the political systems of the region and their trajectories of change.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Demonstrate a knowledge of key theoretical debates and different schools of thought on the meaning and character of globalisation and its political, cultural and environmental dimensions.

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


Assessment: Seminar paper (2500 words) 30%; Research essay (5000 words) 70%.

AAA6002 THESIS (FULL-TIME)

Locations: Footscray Park.

Prerequisites: AAA5002 Research Methods or ACG5200 Approaches to Research

Description: This unit of study provides students the opportunity, under guidance from a supervisor, to develop a research question and write a thesis (12,000 - 15,000 words). The topic will be negotiated between the student and supervisor and will be a research area within the field of international community development. The research will usually be text-based and will not include fieldwork unless the student can demonstrate high-level knowledge of ethical fieldwork procedures and seeks timely ethics clearance.

Credit Points: 48

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate familiarity and confidence in conducting research and communicating research outcomes at a level acceptable to academic peer review; Integrate and apply the skills and knowledge gained in the course while conducting an independent research project; Carry out, under supervision, a previously drafted research project; Demonstrate familiarity with the principal scholarly literature/s relating to the thesis topic; Demonstrate a capacity to synthesise a range of conceptual and empirical materials and draw appropriate conclusions; Demonstrate enhanced capacity to articulate and organise ideas in a sustained written composition in order to produce a minor thesis of publishable standard.

Class Contact: Regular contact with supervisor.


Assessment: Thesis, Minor thesis (12,000 - 15,000 words), 100%.

AAA6003 THESIS (PART-TIME)

Locations: Footscray Park.

Prerequisites: AAA5002 Research Methods or ACG5200 Approaches to Research

Description: This unit of study provides students the opportunity, under guidance from a supervisor, to develop a research question and write a thesis (12,000 - 15,000 words). The topic will be negotiated between the student and supervisor and will be a research area within the field of international community development. The research will usually be text-based and will not include fieldwork unless the student can demonstrate high-level knowledge of ethical fieldwork procedures and seeks timely ethics clearance.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate familiarity and confidence in conducting research and communicating research outcomes at a level acceptable to academic peer review; Integrate and apply the skills and knowledge gained in the course while conducting an independent research project; Carry out, under supervision, a previously drafted research project; Demonstrate familiarity with the principal scholarly literature/s relating to the thesis topic; Demonstrate a capacity to synthesise a range of conceptual and empirical materials and draw appropriate conclusions; Demonstrate enhanced capacity to articulate and organise ideas in a sustained written composition in order to produce a minor thesis of publishable standard.

Class Contact: Regular contact with supervisor.


Assessment: Thesis, Minor thesis (12,000 - 15,000 words), 100%.

AAA6004 MINOR THESIS (FULL-TIME)

Locations: Footscray Park.

Prerequisites: AAA5002 - RESEARCH METHODS
AAA5011 - INTERPRETING ‘ASIA’ AND THE ‘PACIFIC’

Description: This unit of study provides students the opportunity, under guidance from a supervisor, to develop a research question and write a thesis (10,000 words). The topic will be negotiated between the student and supervisor and will be a research area within the field of Asian and/or Pacific Studies, usually within the ambit of a social science or humanities discipline. The research will usually be text-based and will not include fieldwork unless the student can demonstrate high-level knowledge of ethical fieldwork procedures and seeks timely ethics clearance.

Credit Points: 36

Learning Outcomes: On successful completion of this unit, students will be able to demonstrate familiarity and confidence in conducting research and communicating research outcomes at a level acceptable to processes of academic peer review.

Class Contact: Regular contact with supervisor.

Required Reading: To be advised by supervisor.

Assessment: Thesis (10,000 words) 100%.

AAA6005 MINOR THESIS (PART-TIME)

Locations: Footscray Park.

Prerequisites: AAA5002 - RESEARCH METHODS
AAA5011 - INTERPRETING ‘ASIA’ AND THE ‘PACIFIC’

Description: This unit of study provides students the opportunity, under guidance from a supervisor, to develop a research question and write a thesis (10,000 words). The topic will be negotiated between the student and supervisor and will be a research area within the field of Asian and/or Pacific Studies, usually within the
ambit of a social science or humanities discipline. The research will usually be text-based and will not include fieldwork unless the student can demonstrate high-level knowledge of ethical fieldwork procedures and seeks timely ethics clearance.

Credit Points: 18

Learning Outcomes: On successful completion of this unit, students will be able to:
- Demonstrate familiarity and confidence in conducting research and communicating research outcomes at a level acceptable to processes of academic peer review.
- Class Contact: Regular contact with supervisor.
- Required Reading: To be advised by supervisor.
- Assessment: Thesis (10,000 words) 100%.

AAH2011 EUROPEAN HISTORY 1

Locations: Footscray Park.
Prerequisites: AAH1001 - WORLD HISTORY
AAH1008 - AUSTRALIANS AT WAR

Description: This unit of study examines social and political change in Europe from the Great War to the outbreak of World War II. This period witnessed the disintegration of old empires and the emergence of new ideologies. Thus the principal theme is the character and impact between the two waves of communism in Russia and Nazism in Germany. The unit of study also examines one ideological battleground of the ideologies: the Spanish Civil War, 1936-1939.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Understand and analyse some pivotal social and political events in contemporary European history; Evaluate different historical approaches and different historiographical debates on central themes in contemporary European history; Demonstrate skills of historical analysis, including the interpretation of primary and secondary sources; awareness of change over time; historical causation; constructing an argument; and researching and writing a structured analytical essay.
- Class Contact: 2.5 hours per week for one semester comprising one 1.5 hour lecture and one 1 hour tutorial.
- Assessment: Essay, Essay, 50%. Examination, 40%. Other, Class participation, 10%.

AAH2012 EUROPEAN HISTORY 2

Locations: Footscray Park.
Prerequisites: AAH1001 - WORLD HISTORY
AAH1008 - AUSTRALIANS AT WAR

Description: This unit of study develops the theme of ideological conflict (from AAH2011) through an historiographical examination of the origins of World War II, followed by an intensive study of the annihilation of European Jewry. The unit of study then shifts to social and political changes in post-war Europe and in particular the impact of Cold War tensions on Germany, Hungary and Czechoslovakia.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Understand and analyse some pivotal social and political events in contemporary European history; Evaluate different historical approaches and different historiographical debates on central themes in contemporary European history; Demonstrate skills of historical analysis, including the interpretation of primary and secondary sources; awareness of change over time; historical causation; constructing an argument; and researching and writing a structured analytical essay.
- Class Contact: Two hours per week for one semester comprising one one-hour lecture and one one-hour tutorial Plus three hours of self-directed learning per semester.
- Assessment: Essays, 50%; Examination, 40%; Participation, 10%.

AAH2014 THE MAKING OF THE MODERN MIDDLE EAST

Locations: Footscray Park.
Prerequisites: AAH1001 - WORLD HISTORY
AAH1008 - AUSTRALIANS AT WAR
OR AAP1002 AND AAP1010

Description: Many of the critical issues facing our world focus on, or otherwise involve the ‘Middle East’. In this unit we study historical, cultural and political commonalities, diversity and conflicts in this complex region in order to provide a basis for developing a critical understanding of contemporary events, issues and contending arguments. The unit begins with a brief general historical survey of the politics and peoples of the region, with particular attention given to the evolution of Islamic institutions and culture. Attention is given to the period of the late 19th and early 20th centuries, which saw the decline of the Ottoman Empire and a significant reshaping of political boundaries after WWI through the provision of the Versailles Treaty, which aimed to benefit western powers. We then study a selected number of countries, groups and issues in the region, covering topics that include: the influence of and reactions to the West; the emergence of Arab nationalism; the modernisation efforts of Middle Eastern Governments; the struggle of various peoples for political independence; Zionism; Palestine and the course of the Arab-Israeli conflict; the reassessment of Islamic values and power; the Gulf War and the foundations of the current Iraq war.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Understand the history of the Middle East, from Egypt to Iran, and from Turkey to the Arabian Peninsula, over the past 150 years; Demonstrate the skills of thinking historically; Undertake primary historical research; Write as a historian; Demonstrate a deepening of their love of history as a discipline.
- Class Contact: One one-hour lecture and one one-hour tutorial per week and three hours per semester in mixed-mode or self-directed learning.
- Assessment: Short essay 10%; Class paper and essay (1000 words) 40%; Research essay (2000 words) 50%.

AAH3011 AMERICAN HISTORY 1

Locations: Footscray Park.
Prerequisites: AAH1001 - WORLD HISTORY
AAH1008 - AUSTRALIANS AT WAR

Description: This unit of study examines the social, cultural and political segmentation of American society from 1918 to 1945. The unit emphasises the tensions between tradition and modernity: thus it examines the fault lines of regional difference, demographic change and conflicting social values. The unit seeks to understand, for example, how and why the forces representing nativism, religious fundamentalism and immigration restriction, were pitted against the forces of urbanisation, mass consumerism and technological change. The unit of study concludes with a study of wartime America from the perspective of gender, ethnicity and race.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to understand and analyse key social, cultural and political developments in 20th century American history; understand different historical approaches and different historiographical debates on central themes in 20th century American history; demonstrate a development of the skills of historical analysis, including the interpretation of primary and secondary sources; awareness of change over time; historical causation; constructing an argument; and researching and writing a structured analytical essay.

Class Contact: 2.5 hours per week comprising lectures and tutorials.

Required Reading: AAH3011 Unit Reader. America in the twentieth century, Patterson, JT 1994, Harcourt Brace, Fort Worth.

Assessment: Essay, Essays, 50%. Examination, Examination, 40%. Other, Participation, 10%.

AAP1002 AUSTRALIAN POLITICS
Locations: Footscray Park.
Prerequisites: Nil.

Description: This unit of study is the second of two prerequisite units for the Australian Politics major - the other is AAP1010 Foundations of Political Science which is offered in first semester. The Australian Politics unit extends over 12 weeks of lectures and tutorials in second semester. There are 12 tutorials, beginning in week one. The foundations unit was mainly concerned with basic political ideas, eg. the state, sovereignty, power, ideology, although we did look at some aspects of contemporary Australian politics. Australian Politics is a more ‘nuts and bolts’ unit, dealing with the Constitution, the three tiers of government, parties, voting systems etc. and builds on the theoretical knowledge acquired in first semester. Other aspects of international politics and political theory are developed in second and third year. Among the topics and themes covered are: How democratic is Australia? All you wanted to know about parliament but were too afraid to ask; the Constitution and federalism; voting systems; parties: the conservative Coalition, the ALP and the minor parties; human rights 1: Aborigines; media, unions and business; social movements; human rights 2: Australia post-Tampa and post-9/11; revision and examination.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to demonstrate a sound knowledge of the workings of the Australian political system, including the Constitution, parliament, federalism, the party system, and current and past important political issues; Research and write academic essays.

Class Contact: One two-hour lecture per week and one one-hour tutorial. Students are expected to attend at least 80% of tutorials.

Required Reading: Maddox, G 2005, Australian democracy in theory and practice, 5th edn, Pearson Longman, Fransch Forest, New South Wales. Students are also expected to keep abreast of current developments in Australian politics by reading the newspapers, news magazines, and watching current affairs programs.

Assessment: Essay plan/annotated bibliography; Essay (2000 words); Examination (1.5 hours).

AAP1010 FOUNDATIONS OF POLITICAL SCIENCE
Locations: Footscray Park.
Prerequisites: Nil.

Description: This unit of study will offer students an introductory overview of the foundational theories and concepts in Political Science. The main forms of power will be surveyed (eg. leadership and agency, class power, gender power, power and knowledge). Modern state formations will be discussed (eg. military junta, totalitarian dictatorships, authoritarian regimes, monarchies, democracies, republics). The sociology of political order and change will be introduced (eg. coups and revolutions, populism, constitutionalism and responsible government, parties and pressure groups, political movements, the media in politics, community and ethnicity). This unit will conclude with a brief survey of some late 20th century modern political ideologies (eg. green politics, feminism, economic rationalism, 'Third Way' politics).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to demonstrate a working knowledge of the important political philosophies, ideologies and concepts which should inform their understanding of current political events; Conduct research for, and write, academic essays.

Class Contact: Three hours per week comprising one two-hour lecture and one two-hour tutorial.


Assessment: Tutorial paper 15%; Essay plan/bibliographic exercise 15%; Essay 40%; Examination 30%.

AAP2004 SOUTHEAST ASIAN POLITICS
Locations: Footscray Park.
Prerequisites: AAH1001 - WORLD HISTORY
AAH1008 - AUSTRALIANS AT WAR
OR AAP1002 and AAP1010

Description: This unit of study will examine key recent events as well as political change and conflict in the Southeast Asian region since World War II. The unit aims
toanalyseandinterpretpoliticalsystems,ideologiesandtraditionsinSoutheastAsiancountriesbyfocusingonthequestionoflegitimacyandclaimsupto power,authorityandsovereignty. By means of individual country and comparative studies, lectures and tutorials will explore the following topics: the role of the military in government; politics and power maintenance; elections and democracy; national integration and regional/ethnic/religiousseparatism; ‘politicalcultures’; and civilsocietyandtheroleofthemiddleclassincontemporarySoutheastAsianpolitics. Theunitofstudyshouldprovideabasicbasisforunderstandingandexplainingthepoliticalsystemsoftheregionandtheirtrajectoriesofchange.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to
Demonstrate a knowledge of key theoretical debates and different schools of
thought on the meaning and character of globalisation and its political, cultural and
environmental dimensions.

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

Required Reading: Muthiah Alagappa (ed) 1995, Political legitimacy inSoutheast
Asia: the quest for moral authority, Stanford University Press, California.

Assessment: Two assignments 60%; Examination 40%. Final examination may take
the form of a take-home exam.

AAP2012 CULTURE AND POLITICS IN INDONESIA

Locations: Footscray Park.

Prerequisites: AAH1001 · WORLD HISTORY
AAH1008 · AUSTRALIANS AT WAR
OR AAP1002 and AAP1010

Description: This unit of study will examine Indonesia’s socialstructure and diverse
cultural patterns and how these are reflected in post-independence politics. Emphasis
will be given to the processess of social change. The themes explored in the unit of
study will include: the construction of national identity; the search for appropriate
political forms and the social and political changes generated by rapid economic
development; and Islam in its diverse manifestations. The role of the Chinese and
other ethnicminorities will be examined in the context of national integration.
Particular focus will be given to the issue of regime change as Indonesia approaches
the end of the Suharto era.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Three hours per week comprising one one-hour lecture and one
one-hour seminar.

Required Reading: Schwarz, A 1994, A nation in waiting: Indonesia in the 1990s,
Allen and Unwin, Sydney.

Assessment: Seminar paper 30%; Essay 40%; Examination 30%.

AAP2015 INTERNATIONAL RELATIONS

Locations: Footscray Park.

Prerequisites: AAP1002 · AUSTRALIAN POLITICS
AAP1010 · FOUNDATIONS OF POLITICAL SCIENCE

Description: This unit of study surveys contemporary theoretical developments in
international relations. Concepts to be examined will include: the role of sovereign
states and supra-state organisations in post-Cold War global politics; anarchynin the
international community; balance of power discourse; diplomacy and war in late
modern history; regionalism; realist and neo-realist theories in international politics;
peace studies; the politics of globalisation.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to
Demonstrate an introductory knowledge of the foundational concepts, history and
theories of contemporary International Relations (henceforth IR).

Class Contact: Twenty-seven hours per semester, including one one-hour lecture and
one one-hour tutorial per week. Plus a three-hour self-directed learning project.

Required Reading: Baylis, J & Smith, S (eds) 2005, The globalization of world
politics: an introduction to international relations, 3rd edn, OUP, Oxford. Evans, G

Assessment: Tutorial presentation 15%; Essay 40%; Self-directed learning project
20%; Examination 25%.

AAP2016 DICTATORSHIP AND DEMOCRACY

Locations: Footscray Park.

Prerequisites: AAP1002 · AUSTRALIAN POLITICS
AAP1010 · FOUNDATIONS OF POLITICAL SCIENCE

Description: This unit of study will include the following topics: Ancient Greek and
Chinese philosophers on government and society; democracy and tyranny in the
Ancient world; Machiavelli, Hobbes, Locke and Rousseau on social contract; divine
right and absolutism in medieval and early modern Europe; the Enlightenment
philosophers, democracy and human rights; socialism and liberty; case studies in
dictatorship and totalitarianism eg. Inquisition, Mussolini, Hitler, Stalin, Mao, Pol Pot,
Peron, Franco, Petaian. The unit emphasises the reading of original texts by political
philosophers and ‘practitioners’ of governing.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to
Understand the theories and nature of democracy and dictatorship and the
various forms of these doctrines; Read and discuss the works of relevant political
philosophers; Research and write academic essays for the unit.

Class Contact: One one-hour lecture and one one-hour tutorial per week and three
hours per semester of mixed-mode or self-directed learning.

Required Reading: Arendt, H 1973, The origins of totalitarianism, Harcourt Brace
Jovanovich, New York. A Unit Reader may supplement the required reading.

Assessment: Bibliographic exercise/essay plan 20%, Essay (2500 words) 50%,
Two-hour examination 30%.

AAP2017 NORTH AMERICAN POLITICS

Locations: Footscray Park.

Prerequisites: AAP1002 · AUSTRALIAN POLITICS
AAP1010 · FOUNDATIONS OF POLITICAL SCIENCE

Description: This unit of study will include the following topics: US Constitution,
federalism, Congress, Presidency, Judiciary, separation of powers, US political parties
and social movements; key political issues including isolationism, NAFTA, Cold War,
Civil Rights movement; rise of the ‘neo-cons’, Canadian Constitution, federalism,
political parties, issues including Native Americans and separatism in Quebec.
Content will be provided to include a Political Science vantage point on contemporary
issues.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to
Understand the US and Canadian political systems; Engage in comparative
political analysis; Write academic essays drawing upon descriptive, interpretive and
comparative analytical skills.
AAP3014 DIMENSIONS OF GLOBAL POLITICS

Locations: Footscray Park.

Prerequisites: AAP1002 - AUSTRALIAN POLITICS
AAP1010 - FOUNDATIONS OF POLITICAL SCIENCE

Description: This unit of study critically evaluates different models used to explain the political changes associated with globalisation. Theories to be covered include world systems theory, the global capitalist approach and the global culture model. Various dimensions of globalisation will be examined (political, cultural and environmental) through such topics as global governance, world music, the pharmaceutical industry and environmental protocols.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Demonstrate a knowledge of key theoretical debates and different schools of thought on the meaning and character of globalisation and its political, cultural and environmental dimensions.

Class Contact: One one-hour lecture and one one-hour tutorial per week Plus three hours per semester of mixed-mode or self-directed learning.


Assessment: Tutorial paper (1000 words) 20%; Essay (2500 words) 40%; Exam 40%.

AAP3016 PARLIAMENTARY INTERNSHIP

Locations: Footscray Park.

Prerequisites: AAP1002 - AUSTRALIAN POLITICS
AAP1010 - FOUNDATIONS OF POLITICAL SCIENCE

Description: In this unit of study, students will have active experience working for a Member of Parliament in the settings of Parliament, the Parliamentary Library, Parliamentary Offices and electorate offices. Each student will complete a research project on a topic of interest and concern to the MP.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to Understand the Victorian Parliament, parliamentary processes, policy making and legislative processes; Demonstrate advanced analytical, research and report writing skills; Demonstrate high level interpersonal and professional skills through interaction with Members of Parliament, community groups and students from other universities; Demonstrate skills in interviewing, community consultation and organisation in a professional environment; Understand the workings of a Victorian electorate office.

Class Contact: Research supervision of one hour per week. A maximum of two days per week in their Internship Activities: one day in the electorate offices and one day in Parliament.


Assessment: Research report (6000 words); Reflective essay (2000 words).

AAX4001 ASIAN STUDIES HONOURS

Locations: Footscray Park.

Prerequisites: Completion of a specialisation in Asian Studies or permission from the unit coordinator.

Description: This unit of study will examine a range of theoretical and disciplinary approaches to the study of contemporary ‘Asia’ and the ‘Pacific’. The disciplines discussed will include: history; semiotics and literary studies; political economy and comparative politics; customary law; anthropology and sociology. It will analyse how disciplinary approaches, initially developed during the period of European expansion, have evolved since the (re)emergence of independent states. The contributions of Asian scholars in the postcolonial development of these disciplines will receive particular attention. The unit will explore how these disciplines have been applied to the study of ‘Asia’ through a number of case studies of particular countries or regions. The case studies will highlight cultural, religious, ethnic, political and economic variation with contemporary ‘Asia’. The unit will be taught by a combination of lectures and seminars. Students will be expected to present a number of seminar papers during the semester.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to Comment on various regional problems from sociological and cultural studies perspectives; Develop a guide to their own regional and theoretical interests; Appraise a range of methods for understanding cultures and societies; Write on problems of social change.

Class Contact: One 2 hour seminar per week.

Required Reading: The following text will be used throughout the semester. It is available as an e-book via the VU Library and purchase is not necessary. Asia: Cultural Politics in the Global Age Birch, D, T Schirato and S Srivastava 2001 Crows Nest, NSW: Allen and Unwin.

Assessment: Assignment, Critical Review 1000 words, 30%; Essay, 2000 word essay, student developed topics, 70%. Total effective word limit 3000 words.

AAX4003 HISTORY HONOURS 4

Locations: Footscray Park.

Prerequisites: Nil.

Description: All histories are shaped by assumptions about the nature, limits and purpose of historical knowledge. In this unit, students will uncover some of those assumptions and consider their implications for historical research. The unit examines the major trends in historiography, methodology and historical practice in the 20th century. It focuses on research hypotheses and problems; social and cultural constructions of evidence and interpretation; representation and language of argument; and the ideological frameworks that have influenced historical writing.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to Develop an advanced ability to present coherent, documented written arguments; Understand different methods of analysis and problem-solving; Apply advanced skills in the evaluation of information, ideas and arguments, including those of diverse ideological assumptions; Understand causation and subjectivity in historical research.

Class Contact: Three hours per week comprising directed study and seminars per semester.

Required Reading: Bentley, M (ed) 1999, Companion to historiography, Routledge,
FACTORs OF ARTS, EDUCATION AND HUMAN DEVELOPMENT


Assessment: Critical evaluation of methodological approaches of selected historical works 30%; Analytical essay of 2000 words comparing historical works in a distinctive genre or area 30%; Major reflective essay of 3000 words addressing key questions of historical epistemology in the context of historical practice 40%.

APA4003 ORGANISATIONAL PSYCHOLOGY I

Locations: Footscray Park.

Prerequisites: Nil.

Description: The aim of this unit of study is to introduce students to organisational psychology theory and research, organisational structure, communications, leadership and change strategies. Topics include: fundamentals of organisational psychology; theories and models of organisations; motivation, attitudes and perception in the workplace; job performance, satisfaction and psychological health; organisational structure, power in organisations; leadership and decision-making; and selection processes.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to Demonstrate an understanding of behaviour within organisations and the impact of individual, group and organisational processes on the functioning of organisations; Demonstrate an introductory understanding of the procedures involved in recruitment and selection of employees eg. personnel testing, interviews and assessment centres.

Class Contact: Two hours per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Assignment, Written assignments, 70%. Test, Class test, 30%. EWL 3000 words.

APA4004 PSYCHOLOGY OF GROUP PROCESSES

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study is designed to make students aware of group processes and to experience and analyse group interaction to enhance their skills as group facilitators. Topics include: theories of groups, group processes, defences, inter-group relationships and inequalities, pathological group cultures, group dynamics.

Credit Points: 12
Learning Outcomes: To be advised.

Class Contact: Three hours per week for one semester comprising one three-hour seminar.

Required Reading: To be advised by lecturer.

Assessment: Essay, Two 2500-word essays, 100%. Subject to change.

APA4015 COMMUNITY PSYCHOLOGY

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study aims to provide students with an introduction to the ways of thinking and levels of analysis in community psychology. It will focus on the historical and theoretical underpinnings of community psychology. Topics will include: history of community psychology; philosophical underpinnings; levels of analysis; levels of prevention; empowerment; ecological approaches.

Credit Points: 12
Learning Outcomes: To be advised.

Class Contact: Three hours per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Assignment, Mid-term assignment, 30%. Assignment, Final assignment, 70%.

APA4019 FIELD RESEARCH

Locations: St Albans, Footscray Park.

Prerequisites: APA4005 - FIELD RESEARCH

Description: This unit of study is designed to provide students with experience in planning, conducting and reporting on an applied research project. The broad aim is to promote the development of the student as an independent researcher. The area of content is expected to reflect the student’s and staff member’s area of interest. Students will design and carry out an independent investigation and report their findings in a thesis or research report of 8,000 to 12,000 words. The thesis is a compulsory component completed over two semesters via enrolment in this unit and APA4020 Extended Field Research. The time allocation of this unit for a full-time student should reflect one half of the total course time during the semester.

Credit Points: 24
Learning Outcomes: On successful completion of this unit, students are expected to be able to Construct a research problem and question; Review relevant literature; Determine appropriate methods and ethical considerations.

Class Contact: Students meet regularly with an individually assigned research supervisor.

Required Reading: To be advised by the student’s field research project supervisor.

Assessment: Research Thesis, Research thesis of approximately 8,000 to 12,000 words, 100%.

APA4020 EXTENDED FIELD RESEARCH

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study is designed to provide students with experience in planning, conducting and reporting an applied research project. The broad aim is to promote the development of the student as an independent researcher. The area of content is expected to reflect the student’s and staff member’s area of interest. The student’s weekly allocation of time to this unit should reflect its weighting as one quarter of the course for that semester. Specifically, the aims are to develop and use the skills required to conduct a research project and to present a research report.

Credit Points: 24
Learning Outcomes: On successful completion of this unit, students will be able to Gather and analyse data using relevant quantitative or qualitative techniques; Report and discuss the findings in the context of the literature review; Critically evaluate the research methodology and findings; Present the research in a formal thesis or research report normally between 8000 and 12,000 words.

Class Contact: Students meet regularly with an individually assigned research supervisor.

Required Reading: To be advised by the student’s field research project supervisor.

Assessment: Research Thesis, Research thesis of approximately 8,000 to 12,000 words, 100%.

APC5201 RESEARCH PROJECT 1

Locations: St Albans.
Prerequisites: Admission to the Master of Psychology course.

Description: This unit is the first in a series of units designed to provide students with experience in planning, conducting, analysing and reporting a major research project on a topic with clinical relevance. Students will work with a research supervisor to identify a research question, critically review relevant literature and develop a research proposal.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate an understanding of the factors to be considered in designing psychological research studies; identify a viable research question; demonstrate familiar with the literature associated with their proposed research project; develop a brief research proposal.

Class Contact: Individual supervision, no scheduled classes.

Required Reading: As advised by supervisor.

Assessment: Other, Submission of a brief research proposal including a rationale and an outline of the methodology to be used for the research project. Pass/Fail. The assessment for this unit is ungraded. Effective word length 5,000 words.

APCS203 CLINICAL EXPERIENCE 1

Locations: St Albans.

Prerequisites: Admission to Master of Psychology Course

Description: This unit will introduce students to the Victoria University Psychology Clinic (VUPC) including the use of equipment for recording of clinical consultations. An introduction to clinical practice will be provided via case presentations, role-plays and where possible observation of assessment of cases referred to VUPC. Allocation of cases referred to the clinic will occur from Week 10 depending on the availability of referrals and the individual student’s progress.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate an understanding of the role and operation of the Victoria University Psychology Clinic; demonstrate an understanding of student responsibilities in relation to log-books, progress notes and clinic files; demonstrate an understanding of the application of ethical principles to clinical work; demonstrate the development of clinical interview and assessment skills at a beginning level; demonstrate initial acquisition of an appropriate professional stance in relation to clients.

Class Contact: One 1-hour seminar per week.

Required Reading: Psychology Clinic Manual Victoria University.

Assessment: Report, Submission of a report of a first session, based on an observation of a VUPC case or a viewing of a DVD. Pass/Fail. Effective word length 3000 words.

APCS204 PROFESSIONAL PRACTICE ISSUES

Locations: St Albans.

Prerequisites: Admission to Master of Psychology (Clinical Psychology)

Description: This unit will examine ethical and legal frameworks for clinical practice in Australia. Professional practice issues relevant to clinical practice, the APS Code of Professional Conduct and examples of ethical dilemmas will be presented. Cultural values and expectations in the area of health care will be explored. Clinical work from the perspective of several cultures as represented by migrant and Indigenous communities in Victoria will be considered. The impact of language barriers on clinical work and appropriate use of accredited interpreters will also be included in these seminars.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate knowledge of the law governing the practice of psychology in Australia and the operation of the Psychology Board of Victoria; demonstrate knowledge of the APS Code of Ethics and Current Guidelines; demonstrate an awareness of the ethical and legal issues most germane to the area of clinical practice, including issues of confidentiality, the protection of minors, the notion of informed consent, responsibility to clients and to employers, and the appropriate use of psychological tests; demonstrate a knowledge of the effect of cultural differences and the impact of language barriers on clinical work; demonstrate an awareness of the ethical issues in cross-cultural psychological practice.

Class Contact: One 1.5 hour seminar per week.


Assessment: Test, Two in-class tests of ethical knowledge, cultural differences and legal and registration requirements for clinical practice, 100%. Other, Completion of hurdle requirement: Experiences related to ethical dilemmas in clinical practice (pass/ fail), 0%. One component of assessment will be graded - 2 in class tests.

One component of assessment will be ungraded - Pass or Fail (hurdle requirement). Effective word length 2500 words.

APCS205 GROUP PROCESS

Locations: St Albans.

Prerequisites: Admission to Master of Psychology (Clinical Psychology)

Description: Theoretical frameworks for understanding processes in groups will be presented. The main theoretical emphases are on psychoanalytical and systems-based approaches. Students will be provided with an experience of the issues discussed in the literature by participation in a study group, which has the task of analysing its own processes as they occur.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate knowledge of the field of group dynamics; demonstrate an awareness of how processes beyond awareness affect group functioning; demonstrate a developing ability to explore group process; demonstrate a working knowledge of theories of group development and dynamics.

Class Contact: One 1.5 hour seminar per week.


Assessment: Assignment, Weekly journal record of the study group, 30%. Essay, Essay, 70%. The two components of assessment will be graded Total effective word length 3000 words.

APCS206 CHILD AND ADOLESCENT PSYCHOPATHOLOGY

Locations: St Albans.

Prerequisites: Admission to Master of Psychology (Clinical Psychology)

Description: This unit of study is designed to provide students with an understanding of the major disorders that occur during childhood and adolescence. The concept of psychopathology and classification systems such as DSMIV, ICD 10 and alternative diagnostic frameworks such as the Psychodynamic Diagnostic Manual (PDM) are introduced. Developmental pathways that lead to common symptom patterns and the meaning of these patterns are discussed in the context of developmental stages.
The limitations of the application of categorical taxonomies in paediatric populations will be covered.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate an understanding of the phenomenon and etiology of the major psychological disorders occurring in childhood and adolescence; Demonstrate an understanding of diagnostic classification systems and an ability to critically evaluate the application of these classification systems to children and adolescents; Demonstrate competence in identifying an appropriate diagnosis and reporting the rationale for the diagnosis for various child and adolescent presentations; Demonstrate an understanding of developmental pathways and associated symptom patterns in childhood and adolescence; Demonstrate an understanding of the concepts of differential diagnosis and comorbidity.

Class Contact: One 1.5 hour seminar per week.


Assessment: Examination, Examination, 70%. Test, Two in-class diagnostic tests, 30%. The two components of assessment are graded.

Effective word length 3000 words.

APC5207 ADULT PSYCHOPATHOLOGY

Locations: St Albans.

Prerequisites: Admission to Master of Psychology (Clinical Psychology)

Description: This unit of study is designed to provide students with an understanding of a range of clinical presentations in adulthood. Phenomenology and etiology of the major psychological disorders will be studied as well as at-risk presentations such as suicidality and self-harm. Students will be expected to develop competence in the application of diagnostic classification systems (including current versions of DSM and ICD) but will also be encouraged to critically evaluate such systems.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate an understanding of the phenomenon and etiology of the major psychological disorders occurring in adulthood; Demonstrate an understanding of and an ability to critically evaluate the application of diagnostic classification systems; Demonstrate competence in identifying an appropriate diagnosis and reporting the rationale for the diagnosis for various adult clinical presentations; Demonstrate an understanding of clinical presentations involving at-risk (eg suicidal) ideation and behaviour; Demonstrate an understanding of the concepts of differential diagnosis and comorbidity.

Class Contact: One 1.5 hour seminar per week.


Assessment: Examination, Examination, 70%. Exercise, Diagnostic exercises, 30%. The assessment for this unit is graded.

Effective word length 2500 words.

APC5208 RESEARCH PROJECT 2

Locations: St Albans.

Prerequisites: APC5201 - RESEARCH PROJECT 1

Description: This unit is the second in series of units designed to provide students with experience in planning, conducting, analysing and reporting a major research project on a topic with clinical relevance. Students will work with a research supervisor to refine their skills in writing a critical review of the relevant literature, to develop a full research proposal and to prepare an ethics application for this project.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Write an integrated critical review of previous studies in the area of their chosen research project; Develop a full research proposal, including rationale, methodology and proposed method of data analysis; Demonstrate an ability to prepare research ethics applications.

Class Contact: Individual supervision, no scheduled classes.

Required Reading: No Scheduled Classes, only individual supervision. Project supervisors to advise.

Assessment: Other, Submission of a full research proposal (due mid-September), Pass/Fail. Presentation, Oral presentation of research proposal, Pass/Fail. Other, Submission of a draft ethics application, Pass/Fail. The assessment for this unit is ungraded.

Effective word length 5000 words.

APC5210 CLINICAL EXPERIENCE 2

Locations: St Albans.

Prerequisites: APC5203 - CLINICAL EXPERIENCE 1

APC5202 - CLINICAL PSYCHOLOGY SKILLS 1

APC5204 - PROFESSIONAL PRACTICE ISSUES

APC5206 - CHILD AND ADOLESCENT PSYCHOPATHOLOGY

APC5207 - ADULT PSYCHOPATHOLOGY

Description: This unit of study provides students with opportunities to commence/continue practical consolidation of clinical skills through supervised work with clients referred to the Victoria University Psychology Clinic (VUPC) building to an average of 2.5 hours per week of face to face client contact. Case presentations and individual supervision will facilitate further development of problem-solving and communication skills around clinical assessment.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate appropriate professional stance in relation to clients across a range of ages and circumstances; Demonstrate developing skills in psychological assessment, integration of data, clinical formulation and decision-making; Demonstrate skills in writing psychological reports at an increasingly professional level; Demonstrate an understanding of the role of supervision.

Class Contact: One 1-hour seminar per week and fortnightly/weekly individual clinical supervision as required.

Required Reading: Psychology Clinic Manual Victoria University.

Assessment: Report, Submission of one signed written report of an assessment of a client conducted in VUPC to be submitted to the Course coordinator, Pass/Fail. Presentation, At least one case presentation in class, Pass/Fail. Other, Supervision - Satisfactory attendance and presentation of case material in supervision, Pass/Fail. Report, Evaluation - Report/s from clinic supervisor/s indicating satisfactory progress, Pass/Fail. Effective word length 3000 words.

APC5211 INTERVENTIONS 1

Locations: St Albans.

Prerequisites: APC5202 - CLINICAL PSYCHOLOGY SKILLS 1

APC5206 - CHILD AND ADOLESCENT PSYCHOPATHOLOGY
APC5207 - ADULT PSYCHOPATHOLOGY

Description: This unit focuses on Cognitive and Behavioural approaches to therapy, including Behavioural therapy (BT), Cognitive Therapy (CT) and Cognitive Behavioural Therapy (CBT). Students will be introduced to the main theories, concepts and techniques of CBT, and gain understanding of the stages and process of BT, CT and CBT treatments.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate understanding of key BT, CT and CBT theories and interventions; Demonstrate understanding of the evidence-base of cognitive and behavioural therapies, and how this relates to treatment planning; Demonstrate the ability to conceptualise, plan and implement a basic course of treatment based on a CBT formulation.

Class Contact: One 1.5 hour seminar per week.

Required Reading: Nil.

Assessment: Case Study, Case formulation and therapy plan using a cognitive-behavioural approach, based on a set case study, 60%. Examination, Short-answer examination of understanding of cognitive and behavioural therapy concepts and interventions, 40%. *A grade of Credit or above on Assessment Item 1 is required to pass the unit.

The two components of assessment are graded.

Effective word length 3,000 words.

APC5212 OBSERVATIONAL METHODS

Locations: St Albans.

Prerequisites: APC5202 - CLINICAL PSYCHOLOGY SKILLS 1
APC5203 - CLINICAL EXPERIENCE 1
APC5204 - PROFESSIONAL PRACTICE ISSUES

Description: This unit of study will introduce the principles involved with observation (confidentiality, minimal intrusion, observer effects recording observations). Naturalistic observation will be applied to the developmental period of infancy and to provide a context there will be a review of the early developmental stages, parent-infant relationships and the family and social contexts for the new family constellation. The unit will include discussion of major theoretical frameworks for understanding individual and family development in the context of a new baby coming into the family. As well as participation in seminars students will undertake a practical intensive experience of observation of infant and infant-parent interactions. The importance of observation as a research methodology and as a core skill in clinical practice will be emphasised.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate an understanding of the principles of observation; Demonstrate an understanding of observation as a critical skill in clinical work; Demonstrate knowledge of theoretical frameworks for understanding infants and parent-infant relationships; Demonstrate an ability to record and report on the observation of an infant in the context of a new family constellation.

Class Contact: One 1.5 hour seminar per week.

Required Reading: As advised by lecturer.

Assessment: Journal, Submission of a logbook of weekly observations, Pass/Fail. Report, Submission of a report of the observation, Pass/Fail. The two components of assessment will be ungraded.

Total effective word length 3000 words.

APC5213 RESEARCH METHODS

Locations: St Albans.

Description: A range of models and methods of research design and analysis will be presented in class. Methods of sampling and data collection within experimental, quasi-experimental and observational designs will be examined. The principles of qualitative research will be introduced. The basic concepts and theories underlying statistical techniques used in the health sciences will be covered. Students will gain experience in a range of statistical techniques and will be required to identify appropriate statistical methods to be applied in their own empirical work.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate an understanding of the factors to be considered in designing psychological research studies; Demonstrate knowledge of basic statistical concepts and techniques (univariate and multivariate); Demonstrate an ability to perform basic and advanced statistical techniques and correctly interpret results; Demonstrate an ability to write a clear and detailed report summarising a specific statistical technique and to provide an oral presentation on that statistical technique.

Class Contact: To be advised.


Assessment: Test, Two in-class statistical methods tests, 80%. Presentation, One oral presentation to class, 20%. The two assessment components for this unit are graded.

Total effective word length 3,000 words.

APC5214 PLACEMENT 1

Locations: St Albans.

Prerequisites: Satisfactory completion of all Semester 1 units

Description: During this semester depending on availability there will be the opportunity for individual students to commence their first external placement. This placement of two days per week for 20 weeks is in a mental health or community agency. Students work under supervision to further develop their assessment and clinical decision making skills in the clinical environment. Demonstration of adequate clinical competence in working with clients in the Victoria University Psychology Clinic (VUPC) will be required before students are placed in external agencies. Specific placement arrangements as set out in the Clinical Psychology Placement Handbook will be made by the Placement Coordinator in consultation with the Course Coordinator.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate an understanding of the factors involved in working as a clinical psychologist in a multidisciplinary clinical setting; Demonstrate an understanding of student responsibilities in relation to log-books, progress notes and clinical files in an external agency; Demonstrate development of familiarity with the organisational context and professional network in which the agency is embedded; Demonstrate an understanding of the application of ethical principles to clinical work in the particular placement agency; Demonstrate a developing ability to carry out clinical activities within the particular placement setting in a professional manner, with due appreciation of the legal as well as the ethical issues involved.

Class Contact: No scheduled classes.

Required Reading: Clinical Psychology Placement Manual Victoria University.

Assessment: Practicum, Completion of arranged 40 day placement in a mental health or community setting as specified in Placement Manual, Pass/Fail. Journal, Submission of a Placement Experience - Reflective Piece to the Placement Coordinator prior to completion of placement, Pass/Fail. Other, Submission of a Student Evaluation form completed by the placement supervisor indicating satisfactory
performance relative to the student’s training, Pass/Fail. Other, Submission of signed copy of the logbook to the Placement Coordinator on completion of the placement, Pass/Fail. The four components of assessment are ungraded. Students must pass all four components to pass the unit. Equivalent word length 3000 words.

APC5215 CHILD AND FAMILY INTERVENTIONS

Locations: St Albans.

Prerequisites: Admission to Master of Psychology (Clinical)

Description: This unit of study introduces students to child and family psychotherapy theory and techniques, using the psychodynamic and family systems frameworks. Emphasis is placed on thorough assessment of individual, parental and familial dynamics in order to develop a contextually appropriate case formulation and treatment plan. The basic skills of play therapy, parental intervention and family therapy are taught. Changes in the traditional family structure and its psychological implications are addressed. Relevant ethical issues specific to child and family assessment and intervention are also considered.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to grasp the theoretical frameworks relevant to understanding the intrapsychic, interpersonal and systemic dynamics operant in child and family presenting problems; Formulate child and familial difficulties and make sound clinical decisions concerning appropriate interventions; Demonstrate knowledge of the basic skills involved in play therapy, parental intervention and family therapy; Show an awareness of the ethical and legal issues accompanying therapeutic interventions with children and families, and demonstrate sound ethical decision making in addressing these.

Class Contact: One 1.5 hour seminar per week.

Required Reading: Child and adolescent psychotherapy, Blake, P 2008, Melbourne: IP Communications.

Assessment: Assignment, Case study assignment demonstrating the ability to conceptualise and develop a case specific treatment plan, 100%. Total effective word limit 5000 words.

APC5216 CLINICAL PSYCHOLOGY ASSESSMENT 1

Locations: St Albans.

Description: This unit of study is designed to develop students’ understanding of the principles and practice of psychological assessment in clinical psychology. It will include an introduction to basic clinical assessment techniques, including observations, interviewing, and history-taking. Administration, scoring and interpretation of general cognitive tests (Wechsler and Woodcock-Johnson), memory assessments (WMS-IV and others) and achievement tests (WJAT, WRAT, WJ3) as well as cognitive assessment report-writing and providing feedback will be covered.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate an understanding of the purpose of assessment and how it is used in a variety of settings; Demonstrate an understanding of basic clinical assessment techniques including interviewing, observation and mental status examination; Demonstrate basic skills in the administration and scoring of intelligence tests; Demonstrate basic skills in interpretation of results of intelligence tests and the presentation of those results in a clear, concise psychological report; Demonstrate an understanding of the use and application of memory and achievement tests; Demonstrate an understanding of the basic micro-skills required for clinical work.

Class Contact: One 1.5 hour seminar per week.


Assessment: Exercise, In class activities related to scoring, reporting and interpreting assessment data, Pass/Fail. Report, Cognitive assessment and associated report for a child or adult, Pass/Fail. Other, Submission of DVD recording of a role-play exercise and self-evaluation report, Pass/Fail. Minimum effective word length 5,000 words.

APC5217 CLINICAL PSYCHOLOGY ASSESSMENT 2

Locations: St Albans.

Description: This unit will extend students’ study of the principles and practice of psychological assessment. There will be a focus on the clinical interview and the client-clinician integration process, as well as the administration and interpretation of formal techniques for the assessment of personality and social and emotional functioning. Approaches to, and complexities of, risk assessment will also be considered. Attention will be given to the integration of assessment information from several sources (observation, interview including client history, mental state examination, formal assessment techniques etc) to arrive at a case formulation.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate an understanding of assessment principles and techniques; Demonstrate basic skills in the administration and interpretation of formal techniques for assessment of personality and social and emotional functioning; Demonstrate an understanding of risk assessment and its complexities; Demonstrate skills in integrating information to arrive at a case formulation.

Class Contact: One 1.5 hour seminar per week.


Assessment: Assignment, Written report on an aspect of psychological assessment, 20%. Report, Written report based on interpretation and integration of assessment data/information, 80%. Minimum effective word length 5,000 words.

APC5218 EXTERNAL PLACEMENT 1

Locations: St Albans.

Description: During this semester, depending on availability, there will be the opportunity for individual students to commence their first external placement. This placement of two days per week for 20 weeks is in a mental health or community agency. Students work under supervision to further develop their assessment and clinical decision making skills in the clinical environment. Demonstration of adequate clinical competence in working with clients in the Victoria University Psychology Clinic (VUPC) will be required before students are placed in external agencies. Specific placement arrangements, as set out in the Clinical Psychology Placement Handbook, will be made by the Placement Coordinator in consultation with the Course Coordinator.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate an understanding of the factors involved in working as a clinical psychologist in a multidisciplinary clinical setting; Demonstrate an understanding of student responsibilities in relation to log-books, progress notes and clinic files in an external agency; Demonstrate development of familiarity with the organisational context and professional network in which the agency is embedded; Demonstrate an understanding of the application of ethical principles to clinical work in the particular placement agency; Demonstrate a developing ability to carry out clinical activities within the particular placement setting in a professional manner, with due appreciation of the legal as well as the ethical issues involved.

Class Contact: No scheduled classes.

Required Reading: Clinical Psychology Placement Manual Victoria University.

Assessment: Practicum, Completion of arranged 40 day placement in a mental health or community setting as specified in Placement Manual, Pass/Fail. Journal, Submission of a Placement Experience - Reflective Piece to the Placement Coordinator prior to completion of placement, Pass/Fail. Other, Submission of a Student Evaluation form completed by the placement supervisor indicating satisfactory
performance reflective to the student’s training, Pass/Fail. Other, Submission of signed copy of the logbook to the Placement Coordinator on completion of the placement, Pass/Fail. The four components of assessment are ungraded. Students must pass all four components to pass the unit. Minimum effective word length 3000 words.

**APC6102 RESEARCH PROJECT 4A**

**Locations:** St Albans.

**Prerequisites:** APC6101 - RESEARCH PROJECT 3A

**Description:** Individual supervision will provide guidance on conducting and writing up clinical research.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to demonstrate an ability to write up a report of their research project in the required format.

**Class Contact:** Individual supervision of one hour per fortnight for one semester and one one-hour workshop per fortnight.

**Required Reading:** As advised.

**Assessment:** Other. One of the below mentioned options, Pass/Fail. The student will be required to submit their research in either traditional thesis form (15000 words) or as a literature review and a report in journal article format (approximately 15000 words in total).

**APC6201 RESEARCH PROJECT 3A**

**Locations:** St Albans.

**Prerequisites:** APC5208 - RESEARCH PROJECT 2
APC5213 - RESEARCH METHODS

**Description:** This is the third of four research project units for the Master of Psychology. Individual supervision will provide guidance on conducting clinical research and studying the literature in the student’s area of research.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to conduct data collection in an ethical manner; Analyse data using relevant quantitative techniques; Demonstrate appropriate progress on their research project e.g. completion of data collection and data analysis.

**Class Contact:** No scheduled classes, fortnightly individual supervision.

**Required Reading:** No required text.

**Assessment:** Other. Submission of research progress report indicating satisfactory progress, Pass/Fail. The assessment for this unit is ungraded. Effective word length 5,000 words.

**APC6202 RESEARCH PROJECT 3B**

**Locations:** St Albans.

**Prerequisites:** APC5208 - RESEARCH PROJECT 2
APC5213 - RESEARCH METHODS

**Description:** Individual supervision will provide guidance on conducting clinical research and studying the literature in the student’s area of research. If required, supervision will also provide guidance on the expansion of the project to meet doctoral requirements and resubmission of the amendments to the Ethics committee.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to demonstrate an ability select relevant literature and methodology for the project; Demonstrate an ability to conduct data collection in an ethical manner; Demonstrate appropriate progress on their research project - e.g. commencement of data collection.

**Class Contact:** No scheduled classes, fortnightly individual supervision.

**Required Reading:** As advised by supervisor.

**Assessment:** Thesis, Submission of research progress report indicating satisfactory progress, Pass/Fail. The assessment for this unit is ungraded. Effective word length 5,000 words.

**APC6204 CLINICAL EXPERIENCE 3**

**Locations:** St Albans.

**Description:** Students will continue supervised work with clients referred to the Victoria University Psychology Clinic (VUPC). Case presentations/discussions and when possible, observations of clinical assessments will provide further opportunity for extending clinical experience.

**Credit Points:** 6

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to demonstrate an appropriate professional stance in relation to clients across a range of ages and circumstances; Demonstrate further development of skills in psychological assessment, integration of data, clinical formulation and decision-making; Demonstrate further development of skills in writing psychological reports at an increasingly professional level; Demonstrate developing skills in applying appropriate psychological interventions; Demonstrate a capacity to use supervision effectively; Demonstrate an ability to make oral case presentations and appropriately participate in clinical discussions.

**Class Contact:** One 1-hour seminar per week and fortnightly/weekly individual clinical supervision as required.

**Required Reading:** Psychology Clinic Manual Victoria University.

**Assessment:** Report, Submission of one signed written report of an assessment of a client conducted in the VUPC to be submitted to the Course Coordinator, Pass/Fail. Presentation, At least two case presentations in class, Pass/Fail. Other, Supervision - Satisfactory attendance and presentation of clinical material in supervision, Pass/Fail. Other, Evaluation - Report/s from clinical supervisor/s indicating satisfactory progress, Pass/Fail. Total effective word length 3,000 words.

**APC6205 CLINICAL HEALTH PSYCHOLOGY 1**

**Locations:** St Albans.

**Description:** This unit of study will introduce the field of clinical health psychology together with theoretical frameworks linking psychological and physical aspects of health and illness and key concepts relevant to health and medical psychology. Learning will focus on the application of clinical psychology principles and techniques to the promotion and maintenance of health and the prevention and treatment of illness. Psychological assessment within health settings and adherence to treatment and preparation for medical procedures will be covered. Applications of clinical psychology will be considered across a range of health settings (including primary health and hospital in-patient/out-patient services), various medical conditions (including chronic, acute and psychosomatic), at all life stages (e.g. paediatric, adolescent, adult and aged). The role of clinical psychologists in developing behaviour change programs for various levels of prevention will be discussed.

**Credit Points:** 6

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to demonstrate an understanding of theoretical frameworks and models relevant to clinical health psychology; Demonstrate an understanding of the application of core clinical psychology skills and specialised assessment for medical problems in various patient groups; Demonstrate an understanding of the...
psychological impact of illness and the effect of psychological factors on the course of illness; Demonstrate an understanding of the contribution of clinical psychology to health maintenance and illness prevention.

Class Contact: One 1.5 hour seminar per week.


Assessment: Essay, One essay, 100%. Total effective word length 3,000 words.

**APC6206 INTERVENTIONS 2**

Locations: St Albans.

Description: This unit further develops students' skills in Cognitive and Behavioural approaches to Therapy. Learning will focus on the application of CBT to a range of disorders and client groups, advanced CBT skills, and current developments within the cognitive approach. The use of psychopharmacology as an intervention for some psychological disorders will be introduced.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate an increased ability to conceptualise, plan and implement a course of treatment based a CBT formulation; Demonstrate skills in the application of CBT techniques; Demonstrate understanding of the use of CBT skills alone, and in combination with psychopharmacology, to deal with complex presentations and cases; Demonstrate understanding of some of the contemporary and advanced developments in the practice of cognitive and behavioural therapies.

Class Contact: One 1.5 hour seminar per week.

Required Reading: Nil.

Assessment: Report, Submission of a DVD and written report demonstrating the use of cognitive-behavioural intervention skills, based on a set role play, 60%. Essay, Short answer and essay format examination of understanding of CBT theory & techniques, 40%. * A grade of Credit or above on Assessment Item 1 is required to pass the unit.

The two components of assessment for this unit are graded. Total effective word length 3,000 words.

**APC6207 INTERVENTIONS 3**

Locations: St Albans.

Description: This unit provides an introduction to psychodynamic theory and practice. Core theoretical ideas will be introduced, followed by an examination of core processes in therapeutic practice. As a foundation for working with children, play therapy and child-focused parent psychotherapy will be introduced. Case material and therapy extracts will be used to assist students in understanding the therapeutic process and the role and function of the therapist.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate and understand of core psychodynamic concepts relevant to psychotherapeutic practice; Demonstrate an understanding of therapeutic processes and practice in psychodynamic work with adults, children and parents; Demonstrate basic skills in conducting a psychodynamically-oriented intervention.

Class Contact: One 1.5 hour seminar per week.

Required Reading: To be advised by lecturer.
practice; Demonstrate an understanding of the basics of assessment of clients with neuropsychological disorders; Demonstrate an understanding of the mechanisms of action psychiatric medications and illicit drugs; Demonstrate an understanding of the prescribing rationale for currently used psychiatric medications and their potential risks and benefits.

Class Contact: One 1.5 hour seminar per week.


Assessment: Test, Mid-Semester Neuroanatomy test, 20%. Examination, End of semester examination, 80%. The 2 components of assessment are graded
Total effective word length 3,000 words.

APC6212 CLINICAL EXPERIENCE 4

Locations: St Albans.

Description: Students will continue supervised work with clients referred to the Victoria University Psychology Clinic (VUPC). Case presentations/discussions and when possible, observations of clinical assessments will provide further opportunity for extending clinical experience.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate an appropriate professional stance in relation to clients across a range of ages and circumstances; Demonstrate further development skills in psychological assessment, integration of data, clinical formulation and decision-making; Demonstrate further development of skills in writing psychological reports at an increasingly professional level; Demonstrate further development of skills in applying appropriate psychological interventions; Demonstrate an increasing capacity to use supervision effectively; Demonstrate further development of skills in ability to make oral case presentations and appropriately participate in clinical discussions.

Class Contact: One 1-hour seminar per week and fortnightly/weekly individual clinical supervision as required.

Required Reading: Psychology Clinic Manual Victoria University.

Assessment: Report, Submission of one signed written report of an intervention conducted with a client in the VUPC to be submitted to the Course Coordinator, Pass/Fail. Presentation, One case presentation in class, Pass/Fail. Other, Supervision - Satisfactory attendance and presentation of clinical material in supervision, Pass/Fail. Other, Evaluation - Report/s from clinic supervisor/s indicating satisfactory progress, Pass/Fail. All components of assessment are ungraded.

Total effective word length 3,000 words.

APC6214 INTERVENTIONS 4

Locations: St Albans.

Description: This unit further develops students’ understanding of and competence in psychodynamic intervention. There is a focus on the application of a psychodynamic framework to a range of presentations and across the lifespan, with attention given to the evidence base for psychodynamic therapies. Assessment of suitability for psychodynamic therapy, case formulation, clinical decision-making and treatment planning in brief and longer-term therapy will be covered. In addition a professional practice issues component involves an examination of the various systems that clinical psychologists work in, and the types of work done by clinical psychologists and others in each system.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate an increased understanding of therapeutic processes and core practices in psychodynamic work with adults, children and parents; Demonstrate an understanding of the use of psychodynamic interventions across a range of complex presentations; Demonstrate skills in clinical decision-making and treatment planning within a psychodynamic framework; Describe the various systems in which clinical psychologists work and identify professional issues which may arise in these contexts.

Class Contact: One 2 hour seminar per week.

Required Reading: To be advised by lecturer.

Assessment: Other, Exercise and report on clinical decision-making and treatment planning in brief psychodynamic therapy, 80%. Report, Brief report on the one of the systems in which clinical psychologists work, 20%. The two components of assessment for this unit are graded.

Total effective word length: 3,000 words.

APC6216 ADVANCED ASSESSMENT AND CLINICAL SKILLS

Locations: St Albans.

Description: This unit of study focuses on and integrates the key clinical psychology skills. It covers the clinical psychology process from referral, assessment, diagnosis and formulation, to treatment planning and decision-making. Emphasis will be given to clinical decision-making (especially in relation to intervention goals) through the integration of interpretations of observation, test and interview data. There will also be a focus on various aspects of assessment and consultation in different settings such as health rehabilitation and severe mental illness. Key concepts and principles within clinical psychology practice will be reviewed and extended.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to
be able to Demonstrate an understanding of the key principles and processes within clinical psychology assessment; Demonstrate an ability to conceptualise and plan effective clinical psychology treatments and write-up appropriate treatment plans; Demonstrate basic skills in the administration and interpretation of projective tests; Demonstrate an ability to understand, evaluate and synthesise information from a range of sources.

Class Contact: One 1.5 hour seminar per week.

Required Reading: To be advised by lecturer.

Assessment: Report, Submission of a full report of an assessment including formulation and treatment plan, Pass/Fail. The assessment for this unit is ungraded. Minimum effective word length 3,000 words.

APC6217 EXTERNAL PLACEMENT 2

Locations: St Albans.

Description: Students will undertake a second clinical placement which will provide supervised clinical experience in a different external agency. The placement spans this unit and APC6215 Placement 3 to make a total of 60 days. Commencement of this second placement will depend on the availability of a suitable placement to meet the training requirements of the individual student. Specific placement arrangements as set out in the Clinical Psychology Placement Handbook will be made by the Placement Coordinator in consultation with the Course Coordinator.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate an increasing understanding of the factors involved in working as a clinical psychologist in a multidisciplinary clinical setting; Demonstrate an understanding of student responsibilities in relation to log-books, progress notes and clinic files in an external agency; Demonstrate development of familiarity with the organisational context and professional network in which the agency is embedded; Demonstrate an understanding of the application of ethical principles to clinical work in the particular placement agency; Demonstrate an increased ability to carry out clinical activities within the particular placement setting in a professional manner, with due appreciation of the legal as well as the ethical issues involved.

Class Contact: No scheduled classes.

Required Reading: Clinical Psychology Placement Manual Victoria University.

Assessment: Review, Evaluation - Completion of a satisfactory mid-placement review with the placement supervisor and the placement coordinator, Pass/Fail. Minimum effective word length 3,000 words.

APC6218 EXTERNAL PLACEMENT 3

Locations: St Albans.

Description: Students will continue their second clinical placement involving 60 days of supervised clinical experience in an external clinical agency

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate an increased understanding of the factors involved in working as a clinical psychologist in a multidisciplinary clinical setting; demonstrate an ability to fulfil student responsibilities in relation to log-books, progress notes and clinic files in an external agency; demonstrate knowledge of the organisational context and professional network in which the agency is embedded; demonstrate an ability to communicate professionally with other clinical psychologists, other health professionals and staff members of the particular placement agency; demonstrate an ability to carry out clinical activities within the particular placement setting in a professional manner, with due appreciation of the legal as well as the ethical issues involved.

Class Contact: No scheduled classes.

Required Reading: Clinical Psychology Placement Manual Victoria University.

Assessment: Practicum, Completion of 60 day placement in mental health or community setting as specified in the Placement Manual, Pass/Fail. Journal, Submission of a Placement Experience - Reflective Piece, Pass/Fail. Other, Submission of signed copy of the logbook to the Placement coordinator on completion of the placement, Pass/Fail. Other, Student Evaluation form completed by placement supervisor indicating satisfactory performance in areas of clinical, communication & professional skills, Pass/Fail. The four components of assessment are ungraded. Student must pass all four components to pass the unit.

Minimum effective word length 5000 words.

APC7101 RESEARCH PROJECT 5

Locations: St Albans.

Prerequisites: APC6104 - RESEARCH PROJECT 4B

Description: Students will receive individual supervision for this stage of their research project.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to demonstrate appropriate progress of their research project eg. completion of statistical analysis of data, commencement of writing up of thesis in required format.

Class Contact: Fortnightly individual supervision.

Required Reading: As advised by supervisor.

Assessment: Report, Submission of research progress report, Pass/Fail.

APC7102 RESEARCH PROJECT 6

Locations: St Albans.

Prerequisites: APC7101 - RESEARCH PROJECT 5

Description: The content in this unit of study is that which is appropriate to the topic of each individual student’s thesis.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to demonstrate an ability to write up a report of their research project in the required thesis format.

Class Contact: Fortnightly individual supervision.

Required Reading: To be advised.

Assessment: Thesis, Submission of a thesis of 40,000 words., Pass/Fail. The thesis will be examined by two suitably qualified external examiners.

APC7201 RESEARCH PROJECT 5

Locations: St Albans.

Prerequisites: APC6210 - RESEARCH PROJECT 4B

Description: Individual supervision will provide guidance on conducting the clinical research and will address any practical problems that arise.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate an ability to interpret and report results of data analysis; demonstrate an ability to effectively monitor research publications in their research area; demonstrate appropriate progress on their research project - e.g. completion of analysis of their data; commencement of writing up of thesis in required format.

Class Contact: One 1-hour individual supervision per fortnight.

Required Reading: As advised by supervisor.
Assessment: Thesis, Submission of research progress report indicating satisfactory progress, Pass/Fail. The assessment for this unit is ungraded. Effective word length 10,000 words.

APC7202 CLINICAL EXPERIENCE 5
Locations: St Albans.
Prerequisites: APC6212 - CLINICAL EXPERIENCE 4
APC6211 - NEUROPSYCHOLOGY DISORDERS AND PSYCHOPHARMACOLOGY
APC6214 - INTERVENTIONS 4
Description: Students will continue supervised work with clients referred to the VUPC. Case presentations/discussions and when possible, observations of clinical assessments will provide further opportunity for extending clinical experience.
Credit Points: 6
Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate an appropriate professional stance in relation to clients across a range of ages and circumstances; demonstrate advanced skills in psychological assessment, integration of data, clinical formulation and decision-making; demonstrate further development of skills in writing psychological reports at an increasingly professional level; demonstrate further development of skills in applying appropriate psychological interventions; demonstrate an increasing capacity to use supervision effectively; demonstrate advanced skills in making oral case presentations and participation in clinical discussions.
Class Contact: One 1-hour seminar per week and fortnightly/weekly individual clinical supervision as required.
Required Reading: Psychology Clinic Manual Victoria University.
Assessment: Report, Submission of one signed written report of an assessment of a client conducted in the VUPC to be submitted to the Course Coordinator, Pass/Fail. Presentation, At least two case presentations in class, Pass/Fail. Other, Supervision - Satisfactory attendance and presentation of clinical material in supervision, Pass/Fail. Other, Evaluation - Report/s from clinic supervisor/s indicating satisfactory progress, Pass/Fail. All components of assessment are ungraded.
Total effective word length 3,000 words.

APC7203 ADVANCED CLINICAL PSYCHOLOGY THEORY AND PRACTICE 1
Locations: St Albans.
Prerequisites: APC6212 - CLINICAL EXPERIENCE 4
APC6214 - INTERVENTIONS 4
Description: This unit of study is designed to provide students with an opportunity to explore critically at an advanced level, research and theoretical issues relating to practice in clinical psychology. The specific focus is on further understanding of modes of therapy, comparative theoretical approaches and critical appraisal of available methodologies for empirical investigation. There is also an emphasis on particular aspects of clinical practice including the processes of change and resistance as they emerge in the course of therapy. Students will also work together to plan and develop a group intervention.
Credit Points: 6
Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate an ability to undertake critical appraisal of evidence based intervention in clinical psychology practice; demonstrate advanced knowledge of theoretical concepts associated with therapeutic models; demonstrate further understanding of and familiarity with various modes of therapy; develop skills to work co-operatively in the planning and development of interventions.
Class Contact: To be advised.

Assessment: Other, A critical review of a journal article reporting an empirical investigation of a clinical intervention, Pass/Fail. The assessment for this unit is ungraded.
Total effective word length 2,500 words.

APC7205 RESEARCH PROJECT 6
Locations: St Albans.
Prerequisites: APC7201 - RESEARCH PROJECT 5
Description: Individual supervision will provide guidance on completing the write up of the clinical research.
Credit Points: 24
Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate an ability to report and discuss the findings from their research project; demonstrate an ability to recognise any limitations in design and methodology in their research and acknowledge these in their discussion; demonstrate an ability to write up a report of their research project in the required thesis format.
Class Contact: To be advised.
Required Reading: As advised by supervisor.
Assessment: Thesis, Submission of a thesis in the required format for examination by two external examiners, Pass/Fail. The assessment for this unit is ungraded. Effective word length 40,000 words.

APC7206 CLINICAL EXPERIENCE 6
Locations: St Albans.
Prerequisites: APC7202 - CLINICAL EXPERIENCE 5
APC7203 - ADVANCED CLINICAL PSYCHOLOGY THEORY AND PRACTICE 1
Description: Students will continue supervised work with clients referred to the VUPC. Case presentations/discussions and when possible, observations of clinical assessments will provide further opportunity for extending clinical experience.
Credit Points: 6
Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate an appropriate professional stance in relation to clients across a range of ages and circumstances; Demonstrate advanced skills in psychological assessment, integration of data, clinical formulation and decision-making; Demonstrate skills in writing psychological reports at a professional level; Demonstrate advanced skills in supplying appropriate psychological interventions; Demonstrate an increasing capacity to use supervision effectively; Demonstrate advanced skills in making oral case presentations and participation in clinical discussions.
Class Contact: One 1-hour seminar per week and fortnightly/weekly individual clinical supervision as required.
Required Reading: Victoria University Psychology Clinic Manual.
Assessment: Report, Submission of one signed written report of an intervention conducted with a client in the VUPC to be submitted to the Course Coordinator, Pass/Fail. Presentation, At least two case presentations in class, Pass/Fail. Other, Supervision - Satisfactory attendance and presentation of clinical material in supervision, Pass/Fail. Other, Evaluation - Report/s from clinic supervisor/s indicating satisfactory progress, Pass/Fail. All components of assessment are ungraded.
Total effective word length 3,000 words.
**APC7207 ADVANCED CLINICAL PSYCHOLOGY THEORY AND PRACTICE 2**

**Locations:** St Albans.

**Prerequisites:** APC7203 - ADVANCED CLINICAL PSYCHOLOGY THEORY AND PRACTICE 1

**Description:** This unit of study will provide students with further opportunities to extend their understanding of research, theoretical and practice issues relating to clinical psychology. In-depth discussions of theoretical frameworks and therapeutic processes, including group therapy processes, will allow for enhancement of students' clinical skills. There will be an emphasis on particular aspects of clinical practice including the processes of change and resistance as they emerge in the course of therapy and students will be exposed to new developments in various modes of therapy. Students will be introduced to the principles of clinical supervision as preparation for taking a supervisory role in the workplace.

**Credit Points:** 6

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to demonstrate an ability to apply clinical skills in various modes of therapy; demonstrate an understanding of the principles of supervision in clinical psychology; demonstrate increased understanding of therapeutic processes; demonstrate an ability to plan, develop and run group programs and report on the process and outcomes.

**Class Contact:** One 1.5 hour seminar per week.


**Assessment:** Other, Internal Assessment - Students will be required to conduct and report on a group intervention, Pass/Fail. Effective word length 2500 words.

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**APC7209 EXTERNAL PLACEMENT 4**

**Locations:** St Albans.

**Description:** Students will undertake an advanced supervised intern experience in an external clinical setting. They will be expected to be involved in a range of clinical psychology activities, including assessment and intervention in general and specialised areas. The internship spans this unit and APC7208 Placement 5 to make a total of 80 days. Commencement of this internship will depend on the availability of a suitable placement. Students will be exposed to new developments in various modes of therapy and students will be exposed to new developments in various modes of therapy. They will be expected to be involved in a range of clinical psychology activities, including assessment and intervention in general and specialised areas.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to demonstrate understanding of the factors involved in working as a clinical psychologist in a multidisciplinary clinical setting; demonstrate an ability to fulfill student responsibilities in relation to log-books, progress notes and clinical files in an external agency; demonstrate knowledge of the organisational context and professional network in which the agency is embedded; demonstrate an ability to communicate professionally with other clinical psychologists, other health professionals and staff members of the particular placement agency; demonstrate a capacity to work independently in the role of a trainee clinical psychologist in a multidisciplinary clinical setting.

**Class Contact:** No scheduled classes.

**Required Reading:** Clinical Psychology Placement Manual Victoria University.

**Assessment:** Practicum, Completion of an arranged 80 day placement in a mental health or community setting as specified in Placement Manual, Pass/Fail. Report, Paper - Submission of a placement experience - reflective piece to the placement coordinator prior to the completion of the 80 day placement, Pass/Fail. Other, Submission of signed copy of the logbook to the placement Coordinator on completion of the placement, Pass/Fail. Other, Student evaluation form completed by placement supervisor indicating satisfactory performance in areas of clinical, communication & professional skill, Pass/Fail. The four components of assessment are ungraded. Students must pass all four components to pass the unit.

**Minimum effective word length 5000 words.**

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**APH4011 PSYCHOLOGY IN PRACTICE**

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

**Prerequisites:** Nil.

**Description:** This unit will introduce students to the diverse nature of the profession, the various functions, roles and duties performed by psychologists and explore the ethical and professional conduct required of them as psychologists.

**Credit Points:** 6

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to identify the diverse forms of employment for the profession; outline various functions, roles and duties performed by psychologists; discuss the ethical and professional conduct required by them in their professional career; discuss the importance of supervision throughout their professional career in particular during the first few years of their professional careers.

**Class Contact:** One hour per week for 12 weeks or two hours per week for six weeks.


**Assessment:** Presentation, Group presentation based on field exercise, 40%. Examination, To be advised, 60%. EWL 1500 words.

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**APH4012 RESEARCH THESES**

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

**Prerequisites:** Nil.

**Description:** This unit of study is designed to provide students with experience in planning, conducting and reporting a research project. The broad aim is to promote the development of the student as an independent researcher. The area of content is expected to reflect the student’s and staff member’s area of interest. Students will design and carry out an independent investigation and report their findings in a thesis or research report of 8,000 to 12,000 words. The thesis is a compulsory component completed over two semesters via enrolment in this unit and APH4015 Extended Research Thesis. The time allocation of this unit for a full-time student should reflect one half of the total course time during the semester.
Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to construct a research problem and question; review relevant literature; determine appropriate methods and ethical considerations.

Class Contact: No scheduled classes.

Required Reading: To be advised by lecturer.

Assessment: Research Thesis, Research thesis of approximately 8,000 to 12,000 words, 100%.

APH4015 EXTENDED RESEARCH THESIS

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study is designed to provide students with experience in planning, conducting and reporting a research project. The broad aim is to promote the development of the student as an independent researcher. The area of content is expected to reflect the student’s and staff member’s area of interest. Students will design and carry out an independent investigation and report their findings in a thesis of 8,000 to 12,000 words. The thesis is a compulsory component completed over two semesters via enrolment in this unit of study and APH4010 Research Thesis. The time allocation of this unit of study for a full-time student should reflect two-thirds of the total course time during the semester.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to gather and analyse data using relevant quantitative or qualitative techniques; report and discuss the findings in the context of the literature review; critically evaluate the research methodology and findings; present the research in a formal thesis or research report normally between 8,000 and 12,000 words.

Class Contact: No scheduled classes.

Required Reading: To be advised by lecturer.

Assessment: Research thesis of approximately 8,000 to 12,000 words. Thesis, independent research, 100%.

APH4027 SOCIAL RESEARCH METHODS IN CONTEXT A

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

Description: On completion of this unit of study, students will be able to understand the potential uses of quantitative methods; recognise appropriate applications of analysis of variance and regression procedures; analyse data (using sophisticated statistical computer packages) by analysis of variance and regression; and utilise the use of these methods in attending to ethical issues and also within the establishment of a research project.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate understanding of the aspects of research, philosophical and theoretical issues in social science; appreciate and show familiarity with the range of quantitative methods that may be used in social research; demonstrate understanding of quantitative methods including design, data analysis and presentation; explain the potential uses of quantitative methods; recognise appropriate applications of analysis of variance and multiple regression procedures; use data analysis using difference of means test (t-tests), analysis of variance and regression techniques; demonstrate understanding of the ethical issues associated with the use of quantitative methods.

Class Contact: Two hours per week.


Assessment: Examination, Two computer-based SPSS exams (50% each), 100%. Total EWL 3000 words.

APH4028 SOCIAL RESEARCH METHODS IN CONTEXT B

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

Description: Qualitative methods will be explored, as well as addressing practical aspects of research, and philosophical and theoretical issues in social science, as an integral aspect of the discussion. It will look beyond strategies for data collection (methods) to consider the importance of epistemology, methodology and ethics in conducting qualitative research. This will include exploring the different assumptions that inform qualitative methodologies, the implications for knowledge claims and for report writing.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to list the values, principles, and assumptions that underpin different forms of research; explain the connections between epistemology, methodology and methods; frame research questions suitable for qualitative inquiry and select appropriate data gathering techniques; critically evaluate a published qualitative research article; present in writing findings from a small research project.

Class Contact: Two hours per week.


Assessment: Presentation, Group presentation on a selected approach in qualitative methods, 20%. Assignment, Individual research plans, 50%. Test, End-of-semester test, 30%. Total EWL 1500 words.

APH4035 ADVANCED RESEARCH METHODS

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will include: epistemological considerations and assumptions underlying the choice of a research strategy; an introduction to the various qualitative methods including phenomenological and ethnological; an examination of the ethical aspects of this research and method of report writing; introduction to multivariate statistical analysis; review and utilisation of principal component analysis, factor analysis of variance (MANOVA) and multivariate analysis of co-variance (MANCOVA) and discriminative analysis.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to understand the theoretical frameworks social research methodologists use to explain human cultural and individual diversity; understand why these frameworks emerged and their relative strengths and weaknesses; identify the challenges facing social researchers today; understand how social research methodologies have grown and changed in interactive encounters with the issues of examination and study; critically examine various methodologies and understand and communicate how each may interact with the study of important psychological issues (within its various domains eg. cultural, organisational) in society today.

Class Contact: One two-hour lecture and one two-hour laboratory session per week.


Assessment: Qualitative field study (group assignment) 15%; Qualitative research journal 10%; Quantitative lab assignments 25%; Final examination 50%.
APH4050 CURRENT ISSUES IN PSYCHOLOGY A

Locations: St Albans.
Prerequisites: Nil.
Description: To be determined on a year-by-year basis by the staff concerned. This unit of study will develop students’ knowledge and conceptual abilities in an area of psychology. The content of the unit of study will include current issues in a designated field, consistent with staff expertise and availability.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to demonstrate an understanding of, and be able to discuss, theoretical, conceptual and methodological considerations in the chosen topic area.

Class Contact: Two hours per week for one semester comprising lectures and seminar classes.

Required Reading: To be advised by lecturer.

Assessment: Practical assignment 50%; Essay 50%.

APH4061 PRINCIPLES AND PRACTICE OF COGNITIVE BEHAVIOUR

Locations: St Albans, Footscray Park, City Flinders.
Prerequisites: Nil.
Description: This unit of study will develop students’ knowledge base and conceptual abilities in an area of applied psychology. The content of the unit will be current issues in a designated field, consistent with staff expertise and availability.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to understand the principles that underpin CBT interventions; Conceptualise client issues from a CBT perspective; Apply skills associated with working in a CBT framework; Identify a range of professional literature that examines CBT practices.

Class Contact: Two hours per week for one semester comprising lectures and practical classes.

Required Reading: To be advised by lecturer.

Assessment: Practical assignment 50%; Essay 50%.

APH4071 PROFESSIONAL ORIENTATION (PSYCHOLOGICAL ASSESSMENT)

Locations: St Albans, Footscray Park.
Prerequisites: Nil.
Description: This unit of study is a compulsory component which is designed to develop students understanding of the principles and practice of psychological assessment. Topics will include the assessment interview, formal assessment techniques, principles of report-writing and the significance of the interpersonal and socio-cultural context in which assessment takes place. One structured cognitive assessment technique (eg WAIS or WISC) will be selected for more detailed study.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to show an understanding of the purpose of assessment and how it is used in a variety of settings; Demonstrate an understanding of the interview and its role in a range of assessment settings; Demonstrate a foundational knowledge of assessment protocols and formal assessment processes; Administer one structured cognitive assessment technique (eg WAIS or WISC); Write a report on the administration of a cognitive assessment; Discuss the significance of interpersonal process and socio-cultural context in assessment.

Class Contact: Two hours per week.


Assessment: Examination, Two computer-based SPSS exams (50% each), 100%. EWL 3000 words.

APM5001 FOUNDATIONS OF COMMUNITY PSYCHOLOGY

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit of study will include: history of community psychology; development of community mental health; community psychology in Australia and New Zealand; deinstitutionalisation and community delivery of services; psychology’s role in use of knowledge for social justice. Philosophical underpinnings: ‘medical’ model of service delivery; power relationships; cultural relativism; blaming the victim; community control of services. Levels of analysis: levels of prevention; prevention strategies; skills and competencies; deficit models versus competencies; psychological sense of community.

Credit Points: 8

Learning Outcomes: On successful completion of this unit, students are expected to be able to define key terms in Community Psychology and show their historical development within the discipline; Explain multiple levels of impact and intervention; Apply their understanding of the above points in analysing the psycho-political bases of Community Psychology; Critically evaluate theories underpinning the aetiology and interventions in health and wellbeing.

Class Contact: Two hours per week for one semester.


Assessment: Assignment, Seminar paper, 40%. Essay, Essay, 60%. Total effective word limit 5000 words.

APM5003 QUALITATIVE RESEARCH METHODS

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit of study will include: research philosophies; positivist, post-positivist, constructivist and interpretive social science approaches; the research process; research assumptions and paradigms. Qualitative methods; case studies; focus groups; observational techniques; interviewing; ethnographic fieldwork. Selection of appropriate methods: identifying salient issues; framing the question; identification of target populations; stakeholder identification. Needs analysis. Qualitative analysis and reporting: pre-evaluation data assessment and negotiation; ordering data and interpretation; matrix analyses. Program evaluation; formative and summative; goal free; responsive; utilisation-focused; action research; cost-benefit.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to list different strategies of qualitative inquiry; Explain the relationship between epistemology, method and knowledge; List the advantages and disadvantages of obtrusive and unobtrusive data sources; Identify the differences in assumptions underlying different strategies of inquiry; Explain different ethical challenges associated with qualitative strategies of inquiry; Design a small qualitative study.

Class Contact: Two hours per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Qualitative research proposal 50%; Seminar presentation 25%; Meta-evaluation (2000 words) 25%. (Subject to change).
APM5005 CURRENT ISSUES IN SPORT PSYCHOLOGY

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will include: psychological characteristics and sport behaviour: personality and sports involvement; personality and sports performance. Anxiety and sport behaviour: anxiety, arousal and stress; causes of anxiety; consequences of anxiety; anxiety and performance. Motivation in sport: participation motivation; achievement orientations; intrinsic and extrinsic motivation. Special groups in sport: group dynamics and social influence; cohesion-performance relationships; social influence process; leadership in sport.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: Three hours per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Assignment 50%; Examination 50% (Subject to change).

APM5008 APPLIED SPORT AND EXERCISE PSYCHOLOGY

Locations: Footscray Park.

Prerequisites: APM5005 - CURRENT ISSUES IN SPORT PSYCHOLOGY

Description: This unit of study will include: defining applied sport and exercise psychology: historical background; the relationship between sport psychology research and practice; the scientist-practitioner model. Psychological variables influencing performance: core athlete/exerciser skills and strategies; self-confidence; motivation/goal-setting; stress management; self-talk and thoughts; imagery; concentration and attention; competition/situation planning; core non-performance psychological skills; concerns and strategies for athletes and exercisers; personal self-esteem; interpersonal conflicts; eating disorders; substance abuse; psychological recovery from injuries; career termination/planning; crisis management/intervention. Future directions in applied sport and exercise; psychological research and practice; future service directions; future research directions.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: Three hours per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Essay/presentation (selecting a topic within performance/non-performance psychological skills/variables, a 3000-word essay will be required, involving an in-depth examination of the area; theoretical, research and practical applications are to be addressed; a 20-minute presentation to the class will be given on the essay topic) 50%; Examination (a final written examination, covering all aspects of the unit of study, will form the second component of evaluation) 50%. (Subject to change).

APM5010 PSYCHOLOGICAL PRACTICE 1: ETHICS AND PROFESSIONAL PRACTICE

Locations: Footscray Park.

Description: This unit of study will include: systems and contexts on practice. Government and non-government welfare, education, industrial, sporting, health and mental health systems in Victoria; impact of systems upon public; legal position of psychologists in overall context - registration and restrictions on practice governed by the Psychologist’s Registration Act and the Psychological Practises Act. Ethical Standards and Action. APS Code of Professional Conduct; professional responsibility; protection of minors; confidentiality and its limitations; informed consent - adults, adolescents and children; responsibility to employers and client; appropriate use of psychological tests; legal considerations and ethical dilemmas; knowing one’s limitations; ongoing supervision; accountability - appropriate action, consultation and note-keeping. Collaborative work. Referral and cross-referral procedures; community outreach and consultation; using interpreters. Workplace expectations of field placement students. Overview of upcoming placements, probable role of students; responsibilities of students. Personal values, cultural contexts in practice. Gender issues; working with cultural minorities: ethnic, Aboriginal, gay and lesbian client groups, equal opportunity and affirmative action legislation; integration, community involvement and empowerment of intellectually and physically disabled persons.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate knowledge and understanding of professional practice issues in psychology; Relate the course content to their own professional and personal experience; Report on the professional contexts of psychological practice within at least one of the health, mental health, legal corporate, and public sector systems; Demonstrate familiarity with the APS Code of Ethics and Ethical Guidelines and the Victorian Psychologists Registration Act; Demonstrate awareness of the operation of factors such as power, ethnicity, class and gender in the context of psychological practice; Demonstrate understanding of the ethical considerations proceeding from APS Code of Ethics and their applications to generalist and specialist practice.

Class Contact: Two hours per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Journal, Journal, 50%. Presentation, Class presentation, 50%. Total effective word limit 5000 words.

APM5013 QUANTITATIVE RESEARCH METHODS

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study includes: statistics review; inferential statistics; parametric and non-parametric statistics; univariate and multivariate statistics; repeated measures and independent groups; regression and multiple regression; LISREL and path analysis. Interpretation and presentation of data. Examination of published research papers; papers selected from relevant disciplines; critical analysis of research argument, hypotheses, methods, analysis, interpretation and conclusions; illustration of journal referee process; the social responsibility of researchers.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Two hours per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Research proposal 75%; Evaluation of journal article 25%. (Subject to change).

APM5015 COMMUNITY DEVELOPMENT SKILLS

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will include: history and theory; history of community development in Australia; relationships between community development and community psychology. Roles in community groups; membership issues and problem ‘ownership’, the nature of power in community groups. Funding sources and grant writing; means of discovering sources of funds; appropriate strategies for applying; financial management responsibilities; lobbying and information transfer; identification of key lobby strategies; identifying key lobby targets; structure of the argument; use of the media; community development plans. Training community groups; identification of training needs; delivery of information in appropriate means; learning from community members; training as an empowering activity.

Credit Points: 12
Learning Outcomes: To be advised.
Class Contact: Two hours per week for one semester.
Required Reading: To be advised by lecturer.
Assessment: Community development plan 50%; Training workshop plan 50%. (Subject to change).

APM5018 PSYCHOLOGICAL PRACTICE 2: PSYCHOLOGICAL ASSESSMENT

Locations: Footscray Park.
Description: This unit of study focuses on approaches to the assessment of client characteristics and the implications of this assessment for the selection of appropriate interventions. The generic features of assessing the status of individuals, groups and larger social systems are emphasised. Models of psychological health and normality used to diagnose the client system are explored as the basis for professional judgement. Tests, measures and other indicators of client characteristics are examined as means to specifying, confirming and/or modifying the initial assessment of the client’s needs. The validity, reliability and utility of these different measures are scrutinised. Consent, interpretation and reporting practices are emphasised.
Credit Points: 8
Learning Outcomes: On completion of this unit, students are expected to be able to: Demonstrate knowledge of the various functions, roles and duties performed by psychologists related to assessment; Demonstrate knowledge and understanding of the ethical and professional conduct related to assessment and report writing required by them in their professional career; Demonstrate knowledge of psychological assessment protocols; Demonstrate knowledge of basic skills informal assessment processes including report writing.
Class Contact: Two hours per week for one semester.
Required Reading: To be advised by lecturer.
Assessment: Essay, Essay, 50%. Report, Field report, 50%. Total effective word limit 5000 words.

APM5021 PRACTICUM 1

Locations: Footscray Park.
Prerequisites: APM5009 - PSYCHOLOGICAL PRACTICE 1
Description: This unit of study will include: translation of classroom content to the applied setting; legal and ethical issues in the practice of professional psychology; competing roles and priority setting in the professional agency; developing one’s ‘place’ as a professional psychologist; troubleshooting problems in the professional psychology setting.
Credit Points: 8
Learning Outcomes: To be advised.
Class Contact: One hour per week for one semester, Plus 40 days minimum on placement, with weekly supervision by an appointed placement supervisor.
Required Reading: To be advised by lecturer.

APM6003 PROFESSIONAL PRACTICE IN APPLIED SPORT PSYCHOLOGY

Locations: Footscray Park.
Prerequisites: APM5005 - CURRENT ISSUES IN SPORT PSYCHOLOGY
APM5008 - APPLIED SPORT AND EXERCISE PSYCHOLOGY
Description: This unit of study includes: professional practice in applied sport psychology; the nature of the profession; defining a profession; criteria for a profession; sport psychology: a profession; certifying sport psychology professionals. Designing psychological skills training programs and interventions; acting as a psychosocial change agent; interventions; conducting psychological skills intervention research and evaluations. Effective consultants and consulting; characteristics of effective versus ineffective sport psychology consultants; presentation skills and formats; role-playing and observational learning experiences. The special case of coach education. Working with teams in sport psychology. Overcoming common sport psychological consulting problems; lack of client adherence; making referrals; dealing with unco-operative clients.
Credit Points: 8
Learning Outcomes: To be advised.
Class Contact: Three hours per week for one semester.
Required Reading: To be advised by lecturer.
Assessment: Presentation, Quality of class-seminar presentations and participation, 20%. Exercise, Consulting log/notebook containing in-depth presentational, program & evaluation materials for the psychological skills training program, 40%. Essay, Essay on a professional practice issue in sport psychology, 40%. Subject to change
APM6009 PSYCHOLOGICAL PRACTICE 3: COUNSELLING THEORIES, SKILLS AND INTERVENTIONS

Locations: Footscray Park.

Description: Theories of psychological change and therapy will be studied along with their empirical evaluation based on research, in particular, outcome studies. However, the major focus will be on developing interviewing and counselling skills for working one-to-one. This skill development aspect of the unit will draw on the large body of process research. Students will have the opportunity to learn specific therapeutic techniques and when and where to apply them.

Credit Points: 8

Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate knowledge and understanding of psychotherapy and counselling outcome research; demonstrate knowledge and understanding of what is known about effectiveness in practice and effective therapists/counsellors; draw upon psychotherapy process research to identify important core processes in counselling and psychotherapy; demonstrate skills in those core processes and specific techniques.

Class Contact: Two hours per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Essay, Essay, 50%. Assignment, Video tape and report, 50%. Total effective word limit 5000 words.

APM6021 PRACTICUM 2

Locations: Footscray Park.

Prerequisites: APM5021 - PRACTICUM 1

Description: This unit of study is designed to provide students with field experience in a specialist setting. Class content will include: ethical and legal issues relating to specialist practice; translation of theories to the specialist applied setting; troubleshooting practical problems arising on placement; and determining the appropriate use of specialist and generalist skills.

Credit Points: 16

Learning Outcomes: To be advised.

Class Contact: One hour per week for one semester, Plus 40 days minimum on placement, with weekly supervision by an appointed placement supervisor.

Required Reading: To be advised by lecturer/supervisor.

Assessment: Report, Logbook, placement report and supervisor’s report, Pass/Fail. Assessment will be Satisfactory or Non-satisfactory.

APM6030 THESIS RESEARCH

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study is designed to provide students with experience in planning, conducting, analysing and reporting a major research project in their area of interest. The thesis will be of the same quality as a Master degree by research, but the scope of the research will be smaller.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Monthly one-hour class Plus individual supervision.

Required Reading: To be advised by lecturer.

Assessment: Thesis 100%. All theses will be assessed by two independent markers.

APM6035 PSYCHOLOGY OF HEALTH

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will include: The field of health psychology; historical and conceptual perspectives; models of health care; medical and psychological ethics; politics of health. The relationship between mind and body: dualism versus monism: interaction of psychological and physical aspects in pain and stress. Adaptation to illness/injury: psychosocial aspects of chronic illness; critical evaluation of personality: health literature; social nature illness; pain management. Practitioner/ patient communication; dynamics of receiving and providing health care; the role of communication in care; women as patients. The health system; community and institutional care; health maintenance; lifestyles; prevention issues; health education. Substance abuse; addiction; bio-psychosocial perspective; alcohol use; abuse of prescription drugs.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Two hour seminar per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Presentation 30%; Paper 70%. (Subject to change).

APM6040 PSYCHOLOGICAL PRACTICE 4C

Locations: Footscray Park.

Prerequisites: APM6008 - PSYCHOLOGICAL PRACTICE 3

APM6002 - COMMUNITY PSYCHOLOGY INTERVENTIONS

Description: This unit of study will include: Participant-observer; evaluator; consultant, researcher, change agent; planner-designer; networker, trainer, negotiator, facilitator, intervenor. Exploring settings: community service agency, public sector bureaucracies; policy-making bodies, community-based groups and collectives; education and information services, industry, health service, targeted services eg. women’s health. Negotiating a learning contract: specialist skills training, agency visits, interviews with practising community psychologists and consumers; production of a piece of work for specific audiences. Formulation of a professional practice plan.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: Two hours per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Seminar participation and presentation 30%; Tasks negotiated in learning contract 50%; Professional practice plan including self-evaluation and aims for continuing education and professional practice 20%. (Subject to change).

APM6045 PSYCHOLOGICAL PRACTICE 4S

Locations: Footscray Park.

Prerequisites: APM6008 - PSYCHOLOGICAL PRACTICE 3

APM6003 - PROFESSIONAL PRACTICE IN APPLIED SPORT PSYCHOLOGY

Description: This unit of study will include: ethics in applied sport psychology; training and certification standards, boundaries of practice, consulting ethics. Professional practice issues; getting started, initiating a practice; changing for services/billing clients. Issues in applied sport psychology consulting, evaluating psychological skills training programs, developing strategies for gaining entry; enhancing client adherence. Self-evaluation and planning; identifying personal strengths and weaknesses as a consultant; strategies for developing consulting skills; targeting your audience; formulation of personal professional practice plan.
Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: One two-hour seminar per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Seminar participation and presentation 30%; Essay on professional ethics in sport psychology 30%; Personal professional practice plan, including aims and goals statements, comprehensive professional practice plan, and self-evaluation 40%. (Subject to change).

APM6050 PRACTICUM 3

Locations: Footscray Park.

Prerequisites: APM6021 - PRACTICUM 2

Description: This unit of study will provide students with extended knowledge of specialist psychological practice settings, and the roles and responsibilities taken by professional psychologists in these settings. As well, it is designed to integrate academic learning with professional applications. Work will be carried out on tasks and activities negotiated with the placement supervisor and approved by university staff.

Credit Points: 16

Learning Outcomes: To be advised.

Class Contact: One hour per week for one semester (or equivalent), Plus 40 days minimum on placement, with weekly supervision by an appointed placement supervisor.

Required Reading: To be advised by lecturer/supervisor.

Assessment: Report, Log-book, placement report and supervisor’s report., Pass/Fail. Assessment will be Satisfactory or Non-satisfactory.

APM6060 PSYCHOLOGY OF COMMUNITY HEALTH

Locations: Footscray Park.

Prerequisites: APM5001 - FOUNDATIONS OF COMMUNITY PSYCHOLOGY

Description: This unit of study is designed to apply theories and principles of health and community psychology to fieldwork in community settings. Special emphasis will be given to social health issues impacting on the western region of Melbourne. The focus will be on community-based strategies such as self-help, consumer participation and illness prevention, and social policy initiatives in health promotion and public administration contexts. Relevant roles and skills for applied psychologists, such as group facilitation and training, networking and advocacy, consultation, submission writing, program implementation and evaluation will be developed by involvement in group and individual projects.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: Two hours per week for one semester.

Required Reading: Students will be directed to current journal articles in the relevant areas.

Assessment: Minor project 30%; Major project including proposal, final report and project evaluation 70%.

APM6070 EXTENDED THESIS RESEARCH

Locations: Footscray Park.

Prerequisites: APM6030 - THESIS RESEARCH

APM5003 - QUALITATIVE RESEARCH METHODS

APM5013 - QUANTITATIVE RESEARCH METHODS

Description: This unit of study is a continuation of the same project undertaken in APM6030 Thesis Research. In this particular unit of study however, students are expected to devote proportionately more of their study time to completing their research project than during other semesters. The unit of study is designed to provide students with the experience in planning, conducting, analyzing and reporting a major research project in their area of interest. The thesis will be of the same quality as a Master degree by research, but the scope of the research will be smaller.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Monthly one-hour class Plus individual supervision.

Required Reading: Students will be directed to current journal articles in the relevant areas.

Assessment: Thesis 100%. All theses will be assessed by two independent markers.

APM6075 PRACTICUM 4

Locations: Footscray Park.

Prerequisites: APM6050 - PRACTICUM 3

Description: Students will undertake a field placement of approximately 500 hours over two semesters. They will be supervised on placement by an external supervisor on a weekly basis (at least). Students will fully participate in the agreed activities within the agency where they are placed and work to meet agreed-upon objectives. The objectives will be determined in consultation with field supervisor and university liaison person. Students will submit all required paperwork determined by the Psychologists’ Registration Board of Victoria, the Australian Psychological Society and the Department of Psychology. They will also submit a minimum of four psychology reports over two semesters. Students must complete all requirements for satisfactory progress.

Credit Points: 16

Learning Outcomes: To be advised.

Class Contact: One two-hour class, once a fortnight for two semesters.

Required Reading: No additional text will be set. Students will already have a copy of the field placement handbook used in earlier field placements. Additional reading will be set on supervision and making the most of supervision.

Assessment: Students will submit a placement report and at least four psychological reports over the two semesters.

APM6076 ADVANCED READING UNIT B

Locations: Footscray Park.

Prerequisites: APM6080 - ADVANCED READING UNIT

Description: Content in this unit of study will reflect the core area of applied psychology. It will cover key aspects of the area in greater depth. Focus will be on integration of materials, interpretations of events and application of appropriate interventions.

Credit Points: 8

Learning Outcomes: On successful completion of this unit, students will be able to Apply in-depth knowledge to key aspects of their core area; Analyse and apply new knowledge; Use case studies and other methods in order to convey to an audience the importance, impacts and interventions in area of applied psychology.

Class Contact: One two-hour class per fortnight.

Required Reading: Required readings will be advised by lecturers. These will depend upon the students’ core area and the specific theoretical area being explored.
Assessment: Presentation on problem in area of applied psychology 40%; Essay on a second problem area 60%.

APM6080 ADVANCED READING UNIT
Locations: Footscray Park.
Prerequisites: Nil.
Description: Students will review core knowledge and competencies in health psychology and their applied area, either community or sport. They will read and critique the required reading provided by the teaching staff. The nature of evidence will be reviewed. Evidenced-based practice in applied psychology and the use of both outcome and process data will be studied. Case studies will be presented and analysed against evidence-based criteria. Selected problems will be studied in-depth. The nature of the applied problems will be defined by the available teaching staff and student interests. For example, a topic might be depression or demoralisation in physical illness. The range of topics will ensure consideration of ethical issues and values, including cultural diversity.

Credit Points: 8
Learning Outcomes: To be advised.
Class Contact: One two-hour class once a fortnight during semester.
Required Reading: This unit will be based around recent publications in refereed journals and selected for quality and relevance by the lecturer. No text will be set.
Assessment: Students will present either individually or in small groups an applied problem, in applied psychology. This presentation will be to the class and invited external professionals or lay people working in a related area. Students will focus on an intervention and evaluating the evidence-base for any proposed intervention. Students will also submit an essay or report on a second problem of their own choosing. The report may include issues related to quality assurance mechanisms and setting benchmarks in applied psychology practice.

APM6085 PRACTICUM 5
Locations: Footscray Park.
Prerequisites: APM6075 - PRACTICUM 4
Description: Students will undertake approximately 250 hours of field placements in professional settings. The unit is experientially based, with discussion of ethical, practical and organisational issues covered.

Credit Points: 16
Learning Outcomes: On successful completion of this unit, students will be able to Understand the constraints, pressures and satisfactions which psychologists experience in their everyday work; Perform as an independent professional.
Class Contact: Individual supervision - one hour per day for two days of placement. One two-hour class per fortnight.
Required Reading: Nil.

APM6090 DOCTORAL THESIS (RESEARCH)
Locations: Footscray Park.
Prerequisites: APM6070 - EXTENDED THESIS RESEARCH
Description: At the doctoral level, this unit of study provides students with the experience of completing the writing of a thesis reporting an applied psychology research study. The thesis will normally be 40,000 - 60,000 words in length. It will involve development of theory, data collection and analysis, or a further study beyond the project required for the Master of Applied Psychology. Completion of this unit marks the completion of the research strand of the Doctor of Applied Psychology.

Credit Points: 24
Learning Outcomes: On successful completion of this unit, students will be able to Plan a major research project; Execute data gathering, analysis and interpretation; Apply independent research skills.
Class Contact: Individual supervision - Three one-hour seminars per semester.
Required Reading: Nil.
Assessment: Thesis (40,000 - 60,000 words) 100%. The thesis will be marked by at least two external examiners.

APP1012 PSYCHOLOGY 1A
Locations: St Albans, Footscray Park.
Prerequisites: Nil.
Description: The aim of this unit of study is to provide students with an introduction to several key discipline areas in the field of psychology, thus establishing a solid basis for further, more in-depth study in subsequent years. This unit covers topics including the research enterprise in psychology; sleep; personality; memory; language and cognition; health and stress; psychological disorders; and the history of psychology. Weekly seminar classes involving activities and discussion of research papers complement the lecture series by focusing on specific topics and special applications of research and knowledge in psychology.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to Demonstrate understanding of current issues in psychology and how theories within the topic areas covered have evolved over time; Demonstrate understanding of the basic principles of methodologies employed in psychological research; Critically evaluate research literature relating to the topic areas covered; Perform an independent literature search using online databases; Produce essays written in formal academic style and conforming to APA formatting conventions.
Class Contact: Three hours per week for one semester comprising two one-hour lectures and one one-hour seminar class.
Assessment: Examination, Semester examination, 50%. Exercise, Bibliographic exercise, 10%. Essay, To be advised, 30%. Journal, Journal relating to seminar, 10%. There is a hurdle requirement that students attend at least 80% of the seminar classes.

APP1013 PSYCHOLOGY 1B
Locations: St Albans, Footscray Park.
Prerequisites: APP1012 · PSYCHOLOGY 1A
Description: The aim of this unit of study is to build upon Psychology 1A by introducing students to further key discipline areas within the field of psychology, as well as topics in applied psychology. This unit covers topics including neuropsychology; perception; motivation and emotion; intelligence and learning; wellness and critical issues; the psychology of addiction; risk-taking behaviour and gambling; and interpersonal relationships. Weekly seminar classes involving activities and discussion of research papers complement the lecture series by focusing on specific topics and special applications of research and knowledge in psychology.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to Understand current issues in psychology and how theories within the topic areas covered have evolved over time; Understand the basic principles of methodologies employed in psychological research; Apply knowledge of research methodologies to a
specific research topic, critically evaluate research literature relating to the topic areas covered; perform an independent literature search using online databases; produce a laboratory report written in formal academic style and conforming to APA formatting conventions.

**Class Contact:** Three hours per week for one semester comprising two one-hour lectures and one one-hour seminar class.


**Assessment:** Examination, Semester examination, 50%. Laboratory Work, Laboratory reports, 30%. Exercise, Work relating to seminars, 20%. There is a hurdle requirement that students attend at least 80% of the seminar classes.

**APP1014 INTERPERSONAL SKILLS**

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

**Prerequisites:** Nil.

**Description:** This unit of study will develop students’ understanding of the nature and importance of interpersonal skills in their communication with others. Topics include: self awareness and personal interests, social perception, values, attitudes, cultural awareness, introduction to active listening skills and observation skills.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to understand interpersonal skills necessary for effective communication; explore practical approaches to communication; demonstrate active communication skills; link written evaluation of communication theories to practice; demonstrate presentation skills.

**Class Contact:** Two-hour seminar per week.

**Required Reading:** Basic personal counselling: a training manual for counsellors, Geldard D & Geldard K 2009, 6th edn, Frenchs Forrest NSW: Pearson.

**Assessment:** Journal, Reflective Journal, 50%. Exercise, Demonstration of Skills, 30%. Essay, written critique, 20%. 3,000 equivalent wordcount.

**APP1015 ORGANISATIONAL SKILLS 1**

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

**Description:** This unit of study will introduce students to theoretical concepts relevant to working in organisational settings and to promote development of effective group membership skills. Topics include: group structure, maintenance and effectiveness; decision-making processes and social influence; authority and power. These topics will be reviewed from a psychological perspective.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to discuss and analyse knowledge about organisational processes; identify basic organisational skills; reflect upon learning experiences and practice of basic organisational skills; write about experiences in a reflective journal.

**Class Contact:** One-two hour seminar per week.

**Required Reading:** Organizational behaviour: understanding and managing life at work, Johns G & Sachs AM 2008, 7th edn, Toronto: Pearson.

**Assessment:** Journal, Reflective journal, 50%. Essay, Essay, 50%. Effective word limit 3,000 words.

**APP1016 FOUNDATIONS OF PSYCHOLOGICAL RESEARCH**

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

**Prerequisites:** Nil.

**Description:** This unit will use the examination of key historical psychology research studies to help develop academic skills and knowledge (including essay writing and on-line searching); while working on some new skills related to spoken communication in an academic context and understanding basic research design.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to demonstrate satisfactory research and essay writing skills; source relevant psychology academic articles and other material through online search; demonstrate good spoken-communication skills for academic purposes; present (to a group of fellow students) evidence-based and relevant material about a key historical psychological study and its legacy, making use of a PowerPoint presentation; discuss how psychologists design studies to explore particular questions; demonstrate knowledge about key studies that have shaped both the discipline and profession of psychology and understand how they have had an impact on subsequent developments in understanding human behaviour.

**Class Contact:** Two-hour seminar per week for 12 weeks.

**Required Reading:** Hock, RR 2009, Forty studies that changed psychology, 6th edn, Pearson Prentice Hall, New Jersey.

**Assessment:** Performance, Group project involving research of an historical psychological study & its impact on the discipline, then give a PowerPoint presentation, 20%. Essay, Essay re: one of the studies in the required text (but not covered in class) (1500 words), 40%. Examination, Assesses knowledge and understanding of the course material, 40%. Total EWL 3000 words.

**APP2013 PSYCHOLOGY 2A**

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

**Prerequisites:** APP1012 - PSYCHOLOGY 1A

**APP1013 - PSYCHOLOGY 1B**

**Description:** This unit of study consists of two components, a focus on cognitive and biological psychology and a focus on training in research methods. The cognitive and biological psychology component aims to extend students’ knowledge of learning and cognition, perception and brain-behaviour relationships. The research methods component of the unit will provide students with further training in both quantitative and qualitative research methods. Students will continue to develop an understanding of techniques of data collection, data entry, data analysis, statistical programs and report writing.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to understand core concepts, perspectives and research in cognition, learning and perception; demonstrate a basic knowledge of brain structure and brain-behaviour relationships; demonstrate knowledge regarding both quantitative and qualitative research methodologies; demonstrate a basic knowledge of statistical methods in psychology; produce a literature review and laboratory report demonstrating academic writing skills at a level appropriate for 2nd year.

**Class Contact:** Three hours per week for one semester, comprising two one-hour lectures and one fortnightly two-hour laboratory class.


**Assessment:** Literature Review, Literature review, 10%. Report, Laboratory report, 40%. Examination, Examination on research methods, 20%. Examination, Examination on cognitive and biological psychology, 30%. EWL 3000 words. There is a requirement that students attend 80% of laboratory classes.
**APP2014 PSYCHOLOGY 2B**

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

**Prerequisites:** APP2013 - PSYCHOLOGY 2A

**Description:** This unit of study consists of two components, a focus on personality and social psychology and a focus on further training in research methods. The aim of the personality and social psychology lectures is to present these topics in such a way as to illustrate their relevance to situations encountered in everyday life. Students will become familiar with some of the central conceptual frameworks and models developed by social psychologists to account for individual behaviour in social settings. Personality lectures will focus on contemporary personality theory and research and introduce the issue of personality assessment or measurement. The research methods lectures will build on the concepts underpinning research methodologies, statistical tests and processes introduced in APP2013 Psychology 2A. Students will develop an understanding of the logic and process of hypothesis testing and inferential statistics as related to non-parametric measurement and parametric measurement, eg. Analysis of Variance. Students will also be introduced to the principles of design and measurement in psychology and the concepts of reliability and validity as related to research design and data collection instruments.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to Demonstrate understanding of core concepts and models in social psychology and their relevance in everyday life; Demonstrate understanding of core personality theory and research and selected applications; Demonstrate understanding of the principles of research design and the reliability and validity of data collection instruments; Demonstrate knowledge of the use of inferential statistics in psychology; Demonstrate experience in collecting, critically analysing and reporting quantitative data.

**Class Contact:** Three hours per week for one semester, comprising two one-hour lectures and one fortnightly two-hour laboratory class.

**Required Reading:** Statistics for the behavioral sciences, Gravetter, FJ & Wallnau, LB 2009, 8th ed, Belmont. CA: Wadsworth.

**Assessment:** Report, Laboratory/field study report, 50%. Examination, Examination on research methods, 20%. Examination, Examination on personality and social psychology, 30%. EWL 3000 words. There is a requirement that students attend 80% of laboratory classes.

**APP2023 INTERPERSONAL SKILLS 2**

**Locations:** St Albans.

**Prerequisites:** APP1014 - INTERPERSONAL SKILLS

**Description:** This unit of study builds on theory and skills taught in APP1014 Interpersonal Skills 1 and further develops students’ active listening skills and interpersonal problem-solving abilities. Throughout the unit students will be expected to use their understanding of developmental psychology and cross-cultural issues for effective relationship building. Topics include: accurate assessment of presenting problems; interviewing skills; advanced active listening skills; interpersonal problem-solving.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to Identify and analyse interpersonal skills for effective communication; Reflect on exploration of practical approaches to communication; Demonstrate development of active communication skills; Produce a written evaluation of communication theories linked to practice; Complete a presentation task.

**Class Contact:** One two-hour seminar per week.

**Required Reading:** Basic personal counselling: a training manual for counsellors, Geldard D & Geldard K 2009, 6th edn, Frenchs Forrest NSW: Pearson.

**Assessment:** Journal, Activity Journal, 20%. Essay, Essay, 50%. Exercise, Reflective Skills Based Class Exercise, 30%. Total effective word length 3,000.

**APP2024 ORGANISATIONAL SKILLS 2**

**Locations:** St Albans.

**Prerequisites:** APP1015 - ORGANISATIONAL SKILLS 1

**Description:** This unit of study will extend students’ theoretical understanding and skill development in areas relevant to working within an organisational setting. Topics to be explored in depth include: conflict dynamics, implementing change, power dynamics, and the organisational contextualisation of decision-making processes.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to Demonstrate an appreciation of intra and inter-group processes including communication, decision-making conflict and co-operation and the use and abuse of power; Examine the process of organisational change, resistance to change and effective organisational development interventions; Demonstrate group project skills and the ability to critically reflect on group member performance; Discuss the ‘real world’ applicability of group process and organisational behaviour research.

**Class Contact:** One two-hour seminar per week.

**Required Reading:** Organizational behaviour: understanding the managing life at work, Johns G & Saks AM, 7th edn, Toronto: Pearson.

**Assessment:** Presentation, Presentation, 20%. Journal, Reflective Journal, 30%. Essay, Essay, 50%. Total effective word limit is 3,000 words.

**APP2101 INTERCULTURAL AND DEVELOPMENTAL ISSUES IN PSYCHOLOGY**

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

**Prerequisites:** APP1012 - PSYCHOLOGY 1A

**APP1013 - PSYCHOLOGY 1B**

**Description:** This unit of study consists of two components, a focus on intercultural psychology and a focus on developmental psychology. The aim of the intercultural component is to develop a critical awareness of and appreciation for cultural, social and psychological diversity. Psychological perspectives related to cultural diversity, individual and group identities and indigenous and dominant communities will be introduced. The aim of the developmental component is to enhance students understanding of human development across the lifespan. This will include a study of perspectives and research relating to personality, cognitive, social and emotional development in childhood, adulthood and ageing.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to Demonstrate greater awareness of and appreciation for cultural, social and psychological diversity; Relate the activities and concepts of particular schools of psychology to Demonstrate knowledge of key features of cognitive, social, emotional and personality development across the lifespan; Discuss and critique major developmental theories and research.

**Class Contact:** Three hours per week for one semester, comprising two one-hour lectures and one one-hour seminar.

**Required Reading:** Required reading to be advised by lecturer.

**Assessment:** Essay, Essay on a topic in developmental psychology, 30%. Journal, Journal on issues in intercultural psychology, 30%. Examination, End of semester examination, 40%. EWL: 3000 words. There is a requirement that students attend 80% of seminar classes.

**APP3015 COUNSELLING THEORY AND PRACTICE**

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

**Prerequisites:** APP2013 - PSYCHOLOGY 2A
**APP3016 GROUP BEHAVIOUR**

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

**Prerequisites:** APP2013 - PSYCHOLOGY 2A

**Description:** The study group has a dual task: first, to develop students' understanding of concepts encountered in the literature (the seminar group will discuss set readings each week) through discussion, and by applying these concepts to students' own experiences; and second, the seminars: to analyse the group's own processes as they occur, giving students direct experience of issues discussed in the literature. Such topics as: membership of the group, leadership, power and authority, gender relations and roles usually emerge in the group.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to Demonstrate insight into group processes through experiential activities; Explore group processes relationship to interpersonal and intrapersonal processes; Demonstrate theoretical knowledge of group processes; Demonstrate skills and knowledge of reflective practices.

**Class Contact:** Two hours seminar per week for one semester.

**Required Reading:** Readings available online in Blackboard.

**Assessment:** Journal, Reflective Journal, 40%. Presentation, Class Presentation, 20%. Essay, Theoretical Essay, 40%. Total effective word limit 3,000 words.

**APP3018 ORGANISATIONS AND WORK**

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

**Prerequisites:** APP2013 - PSYCHOLOGY 2A

**Description:** This subject is designed to introduce students to selected aspects of human behaviour in organisations. Emphasis is placed on systems oriented organisational psychology, and on viewing the person as part of a work and social system. In general the unit examines the relation between organisational members and their organisational context - a bi-directional relation is proposed through the way organisational members are affected by an organisation, and the way an organisation is affected by its members.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to Demonstrate an understanding of major theories in the organisational psychology field. Critically discuss key organisational psychology concepts. Explore opportunities for experiential learning in order to enhance understanding and application of theoretical constructs. Demonstrate improved interview and report writing skills.

**Class Contact:** Two hours per week for one semester.

**Required Reading:** Riggio, E 2003, Introduction to industrial/organizational psychology, Prentice-Hall, New Jersey.

**Assessment:** Assignment, Written assignments, 60%. Examination, Multi-choice examination at the end of semester, 40%. EWL 3000 words.

**APP3019 PSYCHOBIOLOGY**

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

**Prerequisites:** APP2013 - PSYCHOLOGY 2A

**Description:** Topics covered in this unit of study include: anatomy of the brain and nervous system; neural transmission; psychobiological research methods; psychobiology of normal and abnormal eating and drinking behaviour; neuroendocrine systems (hormones); sleep, dreaming and circadian rhythms; drug addiction and reward circuits in the brain; psychobiology of emotions, stress and mental illness; evolution, genetics and genetic counselling.

**Credit Points:** 12

**Learning Outcomes:** To be advised.

**Class Contact:** One hour lecture each week and one two-hour laboratory/seminar each second week in one semester.

**Required Reading:** Pinel JPJ 1997, Biopsychology, 4th edn, Allyn and Bacon, London.

**Assessment:** Exercise, Essay plan and reference exercise, 10%. Essay, 2000 words, 40%. Examination, 50 item multiple choice examination, 50%.

**APP3020 PSYCHOANALYSIS**

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

**Prerequisites:** APP2013 - PSYCHOLOGY 2A

**APP2031 - DEVELOPMENT ISSUES IN PSYCHOLOGY**

**Description:** Each psychoanalytic concept in this unit of study is illustrated by clinical examples and its use in psychology, psychiatry, cultural and women's studies, philosophy, literary criticism, sociology, anthropology and other disciplines. Key post-Freudian contributions to psychoanalysis, as well as critical evaluations of Freudian theory and practice are discussed.

**Credit Points:** 12

**Learning Outcomes:** To be advised.

**Class Contact:** Two hours per week for one semester.

**Required Reading:** Selected readings from The Pelican Freud library - students to be advised.

**Assessment:** An original essay (3000 words).

**APP3021 PSYCHOLOGY OF ADJUSTMENT**

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

**Prerequisites:** APP2013 - PSYCHOLOGY 2A

**APP2031 - DEVELOPMENT ISSUES IN PSYCHOLOGY**

**Description:** This unit of study explores the experience of, and adjustment to, a range of life events and transitions including loss, illness, migration, new parenthood and more uncommon traumatic events. The experience of these events is considered in
the light of theoretical perspectives about stress, coping and adaptation, trauma and recovery, attachment and social support.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to demonstrate an understanding of the range of psychological experiences associated with certain life events and transitions; demonstrate an understanding of some theoretical perspectives on stress, coping and adaptation, trauma and recovery; discuss individual, community and cultural difference and the challenges this may pose for psychological theory and practice; research, write and develop arguments about specific aspects of human experience and psychological theory.

Class Contact: Two hours per week for one semester.

Required Reading: APP3021 Book of Readings.

Assessment: Examination, Multiple choice examination, 50%. Research Paper, Written paper (2000 words), 50%.

APP3023 PSYCHOLOGICAL ISSUES IN THE WORKPLACE

Locations: St Albans, Footscray Park.

Prerequisites: APP2014 - PSYCHOLOGY 2A

APP2013 - PSYCHOLOGY 2B

Description: This unit of study will examine organisational, legal, political, ethical, professional, physical and psychological issues encountered by employees in the workplace. Concerns pertinent to the particular occupations and workplaces of the class participants will be identified, and considered in relation to other occupational groups. Issues such as: role and task definitions, the extrinsic and intrinsic meaning or value of work to the individual, personality characteristics and work, recognition of mental health factors in relation to work, and the suitability of an employee for a specific occupation will be discussed. How psychological measures and techniques may be useful in choosing employees, managing change and conflict, dealing with occupational health and safety issues and maintaining employee satisfaction will also be explored.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to provide an overview of the field of organisational psychology; explore work experiences; write a job application; write a curriculum vitae; complete a capstone task.

Class Contact: Two hours per week for one semester.


Assessment: Essay, 2500 words, 50%. Exercise, Work application exercise, 25%. Workshop exercise, 25%.

APP3025 PSYCHOLOGICAL ASSESSMENT

Locations: St Albans, Footscray Park.

Prerequisites: APP2013 - PSYCHOLOGY 2A

Description: The aim of this unit of study is to introduce students to the many facets of psychological assessment ranging from observation and interview techniques to formal testing procedures using structured and objective techniques. Topics include: test construction and administration; assessment of cognitive abilities; personality assessment; assessment of specific traits; and cross-cultural assessment.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to understand the purpose of assessment and how it is used in a variety of settings; demonstrate the importance of observation and interviewing and how information obtained from these two methods can be used. This will be achieved by students undertaking a case study using these two methods; demonstrate the differences between structured and unstructured techniques and tests and when it is appropriate to use one or the other and/or a combination.

Class Contact: One one-hour lecture per week and one two-hour fortnightly workshop. Please note that 80% attendance at the workshop is a hurdle requirement.

Required Reading: Contemporary reading to be advised by lecturer.

Assessment: Assignment, Observational case study (1500 words), 50%. Examination, To be advised, 50%.

APP3026 COGNITIVE PSYCHOLOGY

Locations: St Albans, Footscray Park.

Prerequisites: APP2013 - PSYCHOLOGY 2A

Description: This unit will provide a systematic overview of key areas in cognitive psychology and cognitive neuroscience. Topics to be covered in the lectures include attention; memory; visual perception and object recognition; language representation and processing; reading; reasoning and decision making; and social cognition. Fortnightly laboratory classes will involve discussion of research papers and practical demonstrations of key experimental concepts and methodologies employed in cognitive psychology.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to demonstrate a knowledge of current issues in cognitive psychology; understand the principles of systematic experimental research in the context of cognitive psychology; critically evaluate research literature relating to key areas of cognitive psychology; perform and interpret the kinds of statistical analyses typically used in cognitive psychology research; design and conduct a research project examining cognitive processes, and report the findings in a laboratory report conforming to APA formatting conventions.

Class Contact: Two hours per week for 12 weeks, comprising one 1-hour lecture per week and one 2-hour laboratory class per fortnight.

Required Reading: To be advised by the lecturers.

Assessment: Journal, Journal relating to research papers, 15%. Laboratory Work, Laboratory report (topic to be advised), 30%. Test, In-class short-answer test on lecture topics, 15%. Examination, End of semester examination, 40%. Total effective word limit 3000 words.

APP3028 FIELDWORK

Locations: St Albans, Footscray Park.

Prerequisites: APP2014 - PSYCHOLOGY 2B

APP2023 - INTERPERSONAL SKILLS 2

Description: Fieldwork is a core unit within the Bachelor of Psychology (Interpersonal & Organisational). The unit involves the student undertaking voluntary work or paid employment in a work setting which requires them to use interpersonal or organisational skills. Students also attend a weekly Fieldwork seminar in which they reflect upon their Fieldwork experiences in the light of theory and skills they have already learned. Assignments set within class take this process further by asking students to write papers in which they apply these frameworks to the real-life work issues arising from their Fieldwork experiences.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to engage in applied, experiential learning guided by adult learning principles: utilise a cycle of practice-reflection-practice to guide their learning; and to link academic with applied experiences; develop and work towards self-directed, professional development goals; demonstrate a deeper understanding of the way
the theory and skills they have acquired in their degree relate to real-life work issues, roles and settings eg. how to conceptualise and process professional experiences; Practise applying theory and skills they have acquired to/within their real-life work issues, roles and settings.

Class Contact: One two-hour practicum per week.

APP3029 SKILLS IN CONTEXT
Locations: St Albans.
Prerequisites: APP3028 - FIELDWORK
Description: This unit aims to help students consolidate skills and accompanying knowledge acquired during their workplace learning experience of Fieldwork through two activities. Firstly, students will be asked to plan, research and deliver in class, a simple training workshop for the class on a skill/skill set and the knowledge which accompanies it, which was identified during Fieldwork. Adult learning principles can be applied to this process. Secondly, students will be asked to produce a manual to accompany the training workshop. Students will also be asked to look for current positions which might be of interest to graduates of the course, and will be asked to respond in writing to the key selection for one of these, as though applying for the position.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students are expected to be able to identify and discuss adult learning principles and workplace learning frameworks for professional development; Further conceptualise how their knowledge, skills and experience fit into selection criteria employers set for relevant graduate jobs; Practise responding to key selection criteria for relevant graduate jobs and make use of career guidance regarding these responses; Demonstrate consolidation of learning made during Fieldwork by planning, researching and delivering a training workshop regarding a specific skill/skill set identified there, to other adult learners in class and by writing a professional training manual to accompany the training workshop for participants.
Class Contact: Weekly two-hour seminar.
Required Reading: .
Assessment: Written response to key selection criteria for advertised position 15%; Conduct skills training workshops (approx 45 minutes duration) 20%; Skills workshop manual 50%; Demonstration of professional development skills 15%.

APP3035 RESEARCH METHODS IN PSYCHOLOGY
Locations: St Albans, Footscray Park.
Prerequisites: APP2013 - PSYCHOLOGY 2A
APP2014 - PSYCHOLOGY 2B
APP2101 - INTERCULTURAL AND DEVELOPMENTAL ISSUES IN PSYCHOLOGY
Description: This unit of study will include: paradigms and assumptions of psychological research. Qualitative methods: observational techniques; case studies, interviewing; ethnographic fieldwork, focus groups, qualitative data analysis techniques, validity. Quantitative methods: experimental, quasi-experimental and correlational designs, review of univariate statistical techniques; survey methods and sampling, MANOVA, multiple regression. Psychometric methods: development of measures; reliability and validity assessment, factor analysis. Selection of appropriate methods.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students are expected to be able to understand criteria used to determine the validity and usefulness of various types of qualitative and quantitative research designs; Select appropriate statistical procedures for analysis of different types of research data; Understand and apply skill in the use of SPSS for Windows; and Demonstrate awareness of basic psychometric methods and their application.
Class Contact: One one-hour lecture per week and one one-hour seminar per week.
Required Reading: Book of Readings available for purchase.
Assessment: Review, Two critical reviews, 60%. Review, Third critical review, 40%. There is an 80% attendance requirement in this unit of study.
Total effective word limit 3000 words.

APP3036 HISTORY AND THEORIES IN PSYCHOLOGY
Locations: St Albans, Footscray Park.
Prerequisites: APP2013 - PSYCHOLOGY 2A
APP2014 - PSYCHOLOGY 2B
APP2101 - INTERCULTURAL AND DEVELOPMENTAL ISSUES IN PSYCHOLOGY
Description: This unit of study will include: paradigms and assumptions of psychological research. Qualitative methods: observational techniques; case studies, interviewing; ethnographic fieldwork, focus groups, qualitative data analysis techniques, validity. Quantitative methods: experimental, quasi-experimental and correlational designs, review of univariate statistical techniques; survey methods and sampling, MANOVA, multiple regression. Psychometric methods: development of measures; reliability and validity assessment, factor analysis. Selection of appropriate methods.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students are expected to be able to understand criteria used to determine the validity and usefulness of various types of qualitative and quantitative research designs; Select appropriate statistical procedures for analysis of different types of research data; Understand and apply skill in the use of SPSS for Windows; and Demonstrate awareness of basic psychometric methods and their application.
Class Contact: One one-hour lecture per week and one one-hour seminar per week.
Required Reading: Book of Readings available for purchase.
Assessment: Review, Two critical reviews, 60%. Review, Third critical review, 40%. There is an 80% attendance requirement in this unit of study.
Total effective word limit 3000 words.

APP3037 CLINICAL ASPECTS OF PSYCHOLOGY
Locations: St Albans, Footscray Park.
Prerequisites: APP2013 - PSYCHOLOGY 2A
APP2014 - PSYCHOLOGY 2B
APP2101 - INTERCULTURAL AND DEVELOPMENTAL ISSUES IN PSYCHOLOGY
Description: This unit will study and provide an overview of human neuro-psychology: elements of neuroscience, neuro-psychological syndromes, the aphasias; amnesic syndromes, attention, executive functioning, traumatic brain injury, brain development and developmental neuro-psychology, learning disabilities, autistic spectrum disorders, degenerative disorders, and recovery of function after brain damage. It will also provide an overview of the concepts of psychopathology: diagnostic classification and mental health; a study of anxiety disorders, mood disorders, schizophrenia and other psychoses and substance-related
disorders; together with an exploration of the concepts of behaviour disorder and personality disorder.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: identify and discuss conceptual and methodological approaches to human neuro-psychology; demonstrate an understanding of the clinical neuro-psychology knowledge base and methods of inquiry for a selection of child and adult disorders; demonstrate an understanding of conceptual and methodological issues in the study of psychopathology; demonstrate an understanding of the basic phenomenology of a selection of psychological disorders and of relevant theoretical perspectives; and demonstrate an enhanced capacity to access, review and analyse information about clinical aspects of psychology.

Class Contact: Three hours per week comprising two one-hour lectures and one one-hour seminar.


Assessment: Examination, Multiple choice examination, 70%. Exercise, Bibliographic exercise, 30%. Total effective word limit 3000 words.

APP4001 QUALITATIVE GROUP PROJECT

Locations: Footscray Park.

Prerequisites: APP4003 - RESEARCH THEORY AND ORIENTATION

Description: This unit of study aims to provide students with limited, supervised experience in planning, conducting, analysing and reporting a socially significant research study. The unit will involve a small group of students actively working through selecting a research problem; defining a research question; deciding upon a research strategy; shaping and refining the problem: conceptual development, review of the literature, data handling, data collection and data analysis; interpreting results and drawing conclusions. The final product will be a research paper structured for submission to a refereed journal.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Three hours per week by arrangement with supervisor.


Assessment: Research Paper, Completed research paper, 80%. Presentation, Oral presentation of completed report, 20%.

APP4002 QUANTITATIVE GROUP PROJECT

Locations: Footscray Park.

Prerequisites: APP4003 - RESEARCH THEORY AND ORIENTATION

Description: This unit of study aims to provide students with limited supervised experience in planning, conducting, analysing and reporting a socially significant research study. The unit will involve a small group of students actively working through selecting a research problem; defining a research question; deciding upon a research strategy; shaping and refining the problem: conceptual development, review of the literature, data handling, data collection and data analysis; interpreting results and drawing conclusions. The final product will be a research paper structured for submission to a refereed journal.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Three hours per week as organised between the group and the supervisor.


Assessment: Research Paper, Completed research paper (5000 words), 80%. Presentation, Oral presentation of completed report, 20%.

APP4003 RESEARCH THEORY AND ORIENTATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: The lectures in this unit of study will focus on contemporary and seminal issues and areas associated with theory as they relate to the use of various methodologies in psychology. Each seminar will contain substantive reading material, references and focused questions relating to those materials. The overall aim is to provide students with an understanding of the theoretical issues underlying psychosocial research methodology (eg. debate on objectivity/subjectivity in research and differences between quantitative and qualitative research, positivistic approaches and their alternatives including symbolic interactionism, feminism, phenomenology and ethno-methodology).

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: One one-hour lecture and one two-hour seminar per week.


Assessment: Review, Critique of a selected research report in consideration of current theory in research methodology (3000 words), 75%. Presentation, Oral presentation of selected issue related to a current debate in the use of social research methodology, 25%.

APP4004 RESEARCH PROPOSAL AND REPORT WRITING

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will involve students actively working through and writing a research proposal and report. Included will be oral presentations of the students' work. The style of writing will be in line with the type of report or proposal being written eg. in consideration of the type of methodology used. The overall aim of this unit is to provide students with advanced writing skills and an understanding of the requirements associated with the writing of research proposals and reports.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: One one-hour lecture and one two-hour laboratory workshop session each week.

Required Reading: To be advised by lecturer.

Assessment: Report, Research proposal (1000 words), 25%. Presentation, Oral presentation of research proposal, 25%. Research Paper, 3000 words, 50%.
APR1000 RESEARCH FULL-TIME

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

Description: This unit of study will involve students preparing a thesis that meets the requirements of the University regarding word length.

Credit Points: 48

Learning Outcomes: To be advised.

Class Contact: Full-time workload.

Required Reading: To be negotiated in consultation with supervisor.

Assessment: Examination by three external examiners appointed for this purpose.

APR1001 RESEARCH PART-TIME

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

Description: This unit of study will involve students preparing a thesis that meets the requirements of the University regarding word length.

Credit Points: 24

Learning Outcomes: To be advised.

Class Contact: Part-time workload.

Required Reading: To be negotiated in consultation with supervisor.

Assessment: Examination by three external examiners appointed for this purpose.

APS2030 QUALITATIVE SOCIAL RESEARCH METHODS 1

Locations: St Albans, Footscray Park.

Prerequisites: APP1013 - PSYCHOLOGY 1B

Description: This unit of study aims to develop students’ ability to plan, conduct and analyse qualitative research studies. Studies that exemplify qualitative research principles and processes are drawn from disciplines including psychology, sociology, gender studies and education. On completion of this unit of study students will be able to: appreciate the contribution made by qualitative research methods and the ways in which they may be used in social research; understand the various design elements in qualitative studies including methods, sampling, analysis and presentation. The philosophical background to social research and appropriate theoretical frameworks are discussed throughout the semester and students will have the opportunity to undertake a small scale qualitative project.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to list the values, principles and assumptions that underpin different forms of research; identify ethical issues related to human research using qualitative strategies; design and conduct a small qualitative research project; present in writing findings from a small research project.

Class Contact: Two hours per week for one semester including on-line and face-to-face.


Assessment: Test, In-class test, 40%. Assignment, Written assignment, 45%. Laboratory Work, As advised, 15%.

APS2040 QUANTITATIVE SOCIAL RESEARCH METHODS 1

Locations: St Albans, Footscray Park.

Prerequisites: APP1013 - PSYCHOLOGY 1B

Description: This unit of study aims to develop students’ ability to conduct social research. In particular, the unit aims to provide students with the skills required to undertake research using quantitative research techniques. On completion of this unit of study, students should be able to understand the potential uses of quantitative methods, recognise appropriate applications of analysis of variance and regression procedures, analyse data (using sophisticated statistical computer packages) by analysis of variance and regression and interpret research articles which have used sophisticated research designs and advanced statistical procedures.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to demonstrate increased skills and knowledge associated with the use of advanced research techniques in quantitative methods. In particular, outcomes are centred upon the use of these techniques in psychology and associated fields; demonstrate an increased level of skill in the use of SPSS in concretely attending to tasks dealing with various theoretical and practical problems in psychology and associated fields.

Class Contact: Three hours per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Examination, To be advised, 50%. Laboratory Work, Laboratory exercises, 50%.

APS3020 QUALITATIVE SOCIAL RESEARCH METHODS 2

Locations: St Albans, Footscray Park.

Prerequisites: APS2030 - QUALITATIVE SOCIAL RESEARCH METHODS 1

Description: This unit of study is intended to further help students develop an understanding, knowledge, skills and comfort with qualitative research methods, as an important technique for research in psychology. Specifically, the qualitative section of the unit aims to help students familiarise themselves with basic assumptions of the qualitative research paradigm, help students further develop knowledge of major methods of qualitative research and introduce students to methodological and ethical implications of the assumptions of qualitative research.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to demonstrate increased skills and knowledge in the application of advanced qualitative methods within psychology and associated fields.

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


Assessment: Laboratory Work, Laboratory assignments, 50%. Examination, To be advised, 50%. Subject to change.
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APT2330 PSYCHOSOCIAL ASPECTS OF HEALTH AND ILLNESS

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study explores social and psychological aspects of health and illness with the focus ranging from individual experience to the broader sociopolitical context. Topics include: the history and politics of medicine; roles and relationships in health care; individual and family experiences of illness; body image; loss, grief and adaptation; values and stereotyping; medicalisation of illness; curative versus preventative perspective.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Understand the social and psychological dimensions of the experience of illness; Demonstrate an awareness of, and sensitivity to, the range of values and attitudes held by groups within the community interacting with the health care system; Understand the role of psychosocial processes in shaping health and the health care system; Demonstrate knowledge of roles and relationships within health care systems; Apply skills in accessing and analysing information about the psychosocial dimensions of health and illness; Demonstrate a developing capacity to think about how the above knowledge, insights and understandings might be applied to practice in various human services.

Class Contact: One one-hour lecture and one one-hour tutorial per week, and three hours per semester of mixed-mode or self-directed study.

Required Reading: To be advised by lecturer.

Assessment: Essay, 2000 words, 40%. Examination, To be advised, 30%. Exercise, Two commentaries (2 X 600 words), 30%.

APT5005 DOMESTIC VIOLENCE AND SEXUAL ASSAULT

Locations: City Flinders.

Prerequisites: Nil.

Description: The aim of this unit of study is to provide a sociopolitical framework from which to view issues of violence. The problem is seen as a community responsibility in that victim groups are defined by their relative powerlessness. Thus action is required at multiple levels, and interventions will be taught as ranging from individual counselling through group support to community development and social action. Emphasis will be placed on developing the self-awareness of the counsellor in response to indicators of violence and sexual assault. A limited introduction to narrative approaches to counselling is provided.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Two hours per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Journal, To be maintained throughout the course, 40%. Project, Group project, 60%. Subject to change.

APT5010 APPLIED TECHNIQUES OF GRIEF COUNSELLING

Locations: St Albans.

Prerequisites: APT5025 - INDIVIDUAL AWARENESS

APT5035 - THEORIES AND TECHNIQUES OF COUNSELLING

Description: This unit of study is designed to provide students with an understanding of grief counselling models and strategies available to the grief counsellor working in a variety of settings and with diverse client groups. The applied basis of relevant counselling practice and strategies within the grief and loss paradigm will be the central focus of this unit, including critical incidence debriefing, crisis intervention, peer counselling/support. Consideration will also be given to issues of cross-cultural understanding and ethnic identity. The unit aims to introduce students to various models of grief counselling and intervention strategies. It will provide students with the opportunity to practise and develop skills in grief counselling. Classes will be run on an experiential basis and include role-plays, group discussion and class presentations.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Understand the experience of grief and loss in adults, adolescents and children; Understand the models of grief responses; Understand complex presentations of grief; Reflect on ones personal experience with grief and loss and how this relates to practice as a counsellor; Consider grief and loss and trauma and other presentations and how they interact.

Class Contact: Two hours per week for one semester.


Assessment: Review, Agency Service Provider, 40%. Report, Grief & Loss, 40%. Tutorial Participation, Attendance & Discussion, 20%. Total effective word limit 5000 words.

APT5025 INDIVIDUAL AWARENESS

Locations: St Albans, City Flinders.

Prerequisites: Nil.

Description: This unit of study will include discovery of self: investigation of fear of self-revelation and defence mechanisms; personality testing (Myer-Briggs); concept of individual growth. Exploration of potentially difficult discussion topics including death and dying, suicide, sexual concerns including loss and sexual potency and/or organs, AIDS and safe sexual practices; rape, incest and violence; anger; depression; religion; cross-cultural issues and ethnic identity (may vary according to group). Format of classes includes group participation, basic introduction to group dynamics, building communication skills in the group, setting ground rules.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Two hours per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Autobiography exploring one’s personal growth and counselling philosophy, Journal reflecting on process of classes. Minimum of 80% attendance is required. (Subject to change).

APT5035 THEORIES AND TECHNIQUES OF COUNSELLING

Locations: St Albans, City Flinders.

Prerequisites: Nil.

Description: This unit of study will focus on an exploration of the theoretical issues and practical skills associated with a range of counselling paradigms. Person-centred, Gestalt, existential, behavioural, cognitive behavioural and psychodynamic theories will be addressed. Through role-plays and class activities, students will be encouraged to develop their own counselling skills and reflect on their personal development as counsellors.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Describe the basic theory and intervention practices of therapeutic paradigms;
Critically review each paradigm; Understand the key essentials for effective counselling; Demonstrate the counselling micro-skills necessary to engage in client-centred counselling.

Class Contact: Two hours per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Research Paper, Theory paper, 50%. Assignment, Counselling demonstration, 50%.

**APTS037  CHILD AND ADOLESCENT: THEORIES AND TECHNIQUES OF COUNSELLING**

Locations: St Albans, City Flinders.

Prerequisites: Nil.

Description: Systematic reviews of counselling for children and adolescents will be presented. Implications for working with children and adolescents in multiple settings will be elaborated. Evidence relating to types of intervention will be presented and outcome measures suited to working with children and adolescents will be workshopped. Specific counselling processes will be defined and their evidence-base established. The use of case studies presented by students and staff will highlight the presentation and learning of the principles for best practice.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Two hours per week for one semester.


Assessment: Essay, To be advised, 70%. Presentation, Class presentations, 30%.

**APTS060  APPLIED TECHNIQUES OF COUNSELLING**

Locations: St Albans, City Flinders.

Prerequisites: APTS035 - THEORIES AND TECHNIQUES OF COUNSELLING

Description: This unit of study will provide students with class supervised counselling practice in order to enhance their client attending skills and the skills of developing a client formulation. It will further provide students with information concerning various types of counselling sessions (intake, continuing and termination) and for responding to various types of problems, use of video and audio equipment and supervised counselling practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate increased applied counselling skills; Construct and present client case formulations; Investigate counselling strategies for a range of presenting problems; Describe key features of effective intake, referral and termination.

Class Contact: Two hours per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Report, Video/audio and Report (2000 words), 60%. Other, Class vignette (1500 words), 40%. The 80% attendance requirement must also be met.

**APTS062  CHILD & ADOLESCENT: APPLIED TECHNIQUES IN COUNSELLING**

Locations: St Albans.

Prerequisites: APTS037 - CHILD AND ADOLESCENT: THEORIES AND TECHNIQUES OF COUNSELLING

Description: This unit of study will include child and adolescent assessment tools that are used in community and other settings. The tools are designed to detect commonly presenting problems and to assist students to recognise crisis situations. The crisis intervention techniques will be taught and practised, along with a number of other applied techniques suited to working with children and adolescents. The principles and practices of case management and working with systems and significant others will be covered.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Two hours per week for one semester.


Assessment: Videotaped role-play or in vivo intervention; Essay.

**APTS070  SOCIAL AND ETHICAL ISSUES IN COUNSELLING**

Locations: St Albans, City Flinders.

Prerequisites: Nil.

Description: This unit of study will examine: the social context of counselling aspects to be considered include: gender, ethnicity, class, occupation and age, the family as a unit of social organisation. Implications of social context for counselling practice such as the assumptions that client and counsellor bring to counselling as a function of their social background, power relationships in the counsellor-client dyad, blaming the victim versus empowerment. Ethical issues in counselling; introduction to ethical principles and ethical dilemmas; the philosophical basis of ethical principles; client rights and responsibilities, counsellor rights and responsibilities; issues concerning third parties; referral, consultation and supervision, counsellors’ needs for consultation and supervision, the client-counsellor relationship: implicit and explicit client-counsellor contracts, therapeutic and anti-therapeutic developments in the client-counsellor relationship, combining the role of counsellor with a profession-based treatment or advisory role; confidentiality, principles underlining confidentiality, the limits of confidentiality; reporting and liaison, negotiating with the client about reporting and liaison, the question of mandatory reporting; legal frameworks relevant to counselling, working with clients who may present particular ethical dilemmas, suicidal clients, clients who may be a danger to others, terminally ill clients, helping clients to resolve ethical dilemmas, abortion counselling, clients with communicable diseases.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Two hours per week for one semester and three hours per semester of mixed-mode or self-directed study.

Required Reading: Corey, G, Corey, M & Callanan, P 2002, Issues and ethics in the helping professions, 6th edn, Brooks/Cole, Pacific Grove. (NB: This text is updated regularly the 7th edition will be used should it become available).

Assessment: Presentation, Class presentation on an ethical dilemma (2000 words), 50%. Essay, 2000 words, 50%.
**APT5080 CROSS-CULTURAL ISSUES IN COUNSELLING**

**Locations:** St Albans, City Flinders.

**Prerequisites:** Nil.

**Description:** This unit of study aims to: improve cross-cultural counselling skills by both developing awareness of personal cultural position and that of others; facilitate a better understanding of others' ways of learning and communicating; improve ability to listen to the 'other' and awareness of the sociopolitical and economic context of people from diverse cultural backgrounds in contemporary Australia; address specific issues in counselling that derive from the above. The unit explores issues of racism, social justice, bicultural history, refugee experience, survivors of torture, women's issues, Aboriginals and second generation Australians. It also discusses some of the Western contextual issues related to modernity, postmodernity and postcolonial views.

**Credit Points:** 12

**Learning Outcomes:** To be advised.

**Class Contact:** Two hours per week for one semester.

**Required Reading:** To be advised by lecturer.

**Assessment:** Assignment, Written assignment, 50%. Assignment, Counselling video, 50%. Subject to change.

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**APT5085 PRACTICUM**

**Locations:** St Albans, City Flinders.

**Prerequisites:** APT5060 - APPLIED TECHNIQUES OF COUNSELLING

APT5062 - CHILD & ADOLESCENT: APPLIED TECHNIQUES IN COUNSELLING

**Description:**

**Credit Points:** 12

**Learning Outcomes:** To be advised.

**Class Contact:** Five hours per week for two semesters comprising one two-hour group seminar and one three-hour outside placement.

**Required Reading:**

**Assessment:** Assessment will be based on written assignments, journal materials and placement evaluations. Students must achieve a satisfactory grade on all assessment requirements to pass the unit. In addition the minimum 80% attendance requirement must be met. Note: Students must pass the practicum on their first attempt.

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**APT6001 PRACTICUM 1**

**Locations:** St Albans, City Flinders.

**Prerequisites:** APT5060 - APPLIED TECHNIQUES OF COUNSELLING

**Description:** The Practicum is designed to provide students with extended knowledge of the counselling setting and the roles and responsibilities involved in such a setting. The placement aims to integrate theoretical knowledge with professional experience and to provide students with experience in a counselling setting. Application of skills and knowledge developed in the unit can be applied to practical settings. Ethical issues in counselling will be examined.

**Credit Points:** 12

**Learning Outcomes:** To be advised.

**Class Contact:** Two hours per week class contact for one semester Plus field placement.

**Required Reading:** To be advised by lecturer.

**Assessment:** Assignment, Journal/written assignments, 50%. Report, Field reports, 50%.

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**APT6002 PRACTICUM 2**

**Locations:** City Flinders.

**Prerequisites:** APT6001 - PRACTICUM 1

**Description:** Students will continue the acquisition of extended knowledge of the counselling setting and the roles and responsibilities involved in such a setting. The placement aims to integrate theoretical knowledge with professional experience and to provide students with experience in a counselling setting. Application of skills and knowledge developed in the unit can be applied to practical settings. Ethical issues in counselling will be examined.

**Credit Points:** 12

**Learning Outcomes:** To be advised.

**Class Contact:** Two hours per week class contact for one semester Plus field placement.

**Required Reading:** To be advised by lecturer.

**Assessment:** Assignment, Journal/written assignments, 50%. Report, Field reports, 50%.

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**APT6004 MINOR THESIS**

**Locations:** City Flinders.

**Prerequisites:** APT6006 - RESEARCH METHODS IN COUNSELLING

**Description:** This unit of study requires students to gain experience in generating a research question and writing an independent thesis on the topic of 10,000 - 14,000 words. The topic will be negotiated between the student and supervisor and will be a research area within the counselling field. The thesis is not to be experimental research unless the applicant can demonstrate the necessary statistical knowledge.

**Credit Points:** 24

**Learning Outcomes:** To be advised.

**Class Contact:** Regular contact with supervisor.

**Required Reading:** To be advised by lecturer.

**Assessment:** Thesis 100%.

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**APT6006 RESEARCH METHODS IN COUNSELLING**

**Locations:** St Albans.

**Prerequisites:** Nil.

**Description:** This unit of study provides students with advanced knowledge and techniques in the design of research in the counselling field. The following topics will be explored: introduction to the nature and significance of competing paradigms and methodologies in the research process and the range of research methods used in social science research; application of qualitative and quantitative methods to the counselling field; critical analysis of the design, analysis and interpretation of research in the counselling field; examination of research papers in the counselling field.

**Credit Points:** 12

**Learning Outcomes:** To be advised.

**Class Contact:** One two-hour seminar per week for one semester.

**Required Reading:** To be advised by lecturer.

**Assessment:** Literature Review, To be advised, 35%. Thesis, Thesis proposal, 35%. Test, Research methods quiz, 30%. 

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APT6007  ISSUES IN THEORY AND PRACTICE OF PSYCHOLOGY

Locations: St Albans.
Prerequisites: Nil.
Description: This unit of study will provide an opportunity to further develop a
theoretical knowledge base and practice skills. The areas available in any given
semester will vary depending on staff expertise and availability but will always involve
current issues in theory and practice of psychology. Issues may be specific areas of
counselling work such as stress and crisis or specific theoretical areas such as cognitive
behavioural theory or psychoanalytic theory. The currently available selection of topics
includes: stress, crisis and trauma, current problems in psychoanalysis, and psychology of
adjustment.
Credit Points: 12
Learning Outcomes: To be advised.
Class Contact: Two hours per week for one semester comprising one two-hour
seminar OR one one-hour weekly lecture and one two-hour fortnightly workshop.
Required Reading: To be advised by lecturer. (Each topic will have different Required
Reading.).
Assessment: Each topic has different assessment requirements which are
communicated in writing in the first week. Assessment may include one or more of
the following: essay, written paper, oral presentation (total requirement approximately
3000 words).

APU5002  THEORY OF SEXUALITY

Locations: St Albans.
Prerequisites: Nil.
Description: This unit of study will include the study of Freud's main texts on
sexuality, the Oedipus complex, the relation of sexuality to the neuroses, the debate
on feminine sexuality and Lacan's contributions on the signification of the phallus and
sexuation.
Credit Points: 8
Learning Outcomes: To be advised.
Class Contact: One 90-minute seminar per week for one semester.
Required Reading: Freud, S 1895, Three essays on the theory of sexuality, SE 2. 1900,
The interpretation of dreams, SE 4 & 5. 1901, The psychopathology of everyday life,
SE 6. 1905, Jokes and their relation with the unconscious, SE 8. 1914, On the history
autobiographical study, SE 20.
Assessment: Essay, 3000 words, 80%. Presentation, Seminar presentation (notional
1000 words), 20%.

APU3001  PSYCHOLOGICAL ISSUES

Locations: St Albans, Other.
Prerequisites: Nil.
Description: This unit of study will provide students with a basic understanding of
psychological principles and their applications to health sciences. A focus on self-
esteme, body image, ageing, terminal illness, disability and resulting loss or grief
outcomes will be addressed from a psychological perspective. The social context of
these issues, as well as their effect upon individuals, will be examined. The unit of
study will also consider interpersonal processes in a health care context and addresses
the issues of recognising serious psychological distress and disturbance. The focus
of this unit of study will be primarily directed at understanding that assists students
to facilitate the health and wellbeing of clients. Emphasis includes greater self
understanding, workplace psychology and psychology with clients.
Credit Points: 16
Learning Outcomes: To be advised.
Class Contact: Three hours per week for one semester comprising lectures and
tutorials.
Required Reading: Atwater, E & Duffy, KG 2000, Psychology for living: adjustment,
This unit of study will include a presentation and discussion of clinical material and formulation of a diagnosis and treatment plan according to psychoanalytic principles.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: One 90-minute seminar per week for one semester.


Assessment: Assignment, Case history or written commentary on case presentation (2000 words), 100%.

APU5004 THEORY OF THE SUBJECT AND LOGIC OF THE SIGNIFIER

Locations: St Albans.

Prerequisites: APU5001 - HISTORY AND EPISTEMOLOGY OF PSYCHOANALYSIS

Description: This unit of study includes the study of the linguistic and philosophical foundations of the Lacanian theories of the subject and the signifier, as well as the key texts by Lacan himself on the matter.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: One 90-minute seminar per week for one semester.


Assessment: Essay, 3000 words, 80%. Presentation, Seminar presentation (national 1000 words), 20%.

APU5005 THE SYMBOLIC, THE IMAGINARY AND THE REAL

Locations: St Albans.

Prerequisites: APU5001 - HISTORY AND EPISTEMOLOGY OF PSYCHOANALYSIS

Description: This unit of study includes the study of three fundamental Lacanian concepts, their genealogy and implications for clinical practice and research through the analysis of key texts and the discussion of clinical experience.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: One 90-minute seminar per week for one semester.


Assessment: Essay, 3000 words, 80%. Presentation, Seminar presentation (national 1000 words), 20%.

APU5006 CLINICAL SEMINAR II: DEVELOPMENT OF THE TRANSFERENCE

Locations: St Albans.

Prerequisites: APU5003 - CLINICAL SEMINAR I: ASSESSMENT

Description: This unit of study will include a presentation and discussion of clinical material and conceptualisation of the development of the transference in the cases presented.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: One 90-minute seminar per week for one semester.


Assessment: Assignment, Case history or written commentary on case presentation (2000 words), 100%.

APU5007 NEUROSIS

Locations: St Albans.

Prerequisites: APU5001 - HISTORY AND EPISTEMOLOGY OF PSYCHOANALYSIS

APU5002 - THEORY OF SEXUALITY

APU5002 - THEORY OF SEXUALITY

APU5008 PSYCHOANALYTIC TECHNIQUES I

Locations: St Albans.

Prerequisites: APU5001 - HISTORY AND EPISTEMOLOGY OF PSYCHOANALYSIS

Description: This unit of study will include a study and critical review of the main Freudian texts which deal directly with the clinical applications of psychoanalysis, the beginning of the treatment, the development of the transference and the ending of the treatment.
APU5007 - NEUROSIS

APU5005 - THE SYMBOLIC, THE IMAGINARY AND THE REAL

APU5010  PSYCHOSIS AND PERVERSION

APU5011  PSYCHOANALYTIC TECHNIQUE II

APU5012  CLINICAL SEMINAR IV: HANDLING OF THE TRANSFERENCE

APU6001  THE ETHICS OF PSYCHOANALYSIS
APU6002 THE OBJECT RELATION

Locations: St Albans.
Prerequisites: APU5010 - PSYCHOSIS AND PERVERSION
APU5011 - PSYCHOANALYTIC TECHNIQUE II

Description: This unit of study will include a comparative study of the positions of the main psychoanalytic schools on the object relation and their implications for clinical practice.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: One 90-minute seminar per week for one semester.


Assessment: Essay, 3000 words, 80%. Presentation, Seminar presentation (national 1000 words), 20%.

APU6003 CLINICAL SEMINAR V: ETHICAL PROBLEMS IN THE CLINIC

Locations: St Albans.
Prerequisites: APU5012 - CLINICAL SEMINAR IV: HANDLING OF THE TRANSFERENCE

Description: This unit of study will include presentation and discussion of clinical material that illustrate actual or potential ethical issues and applying the conceptual framework learned in other sections of the course.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: One 90-minute seminar per week for one semester.


Assessment: Essay, 3000 words, 80%. Presentation, Seminar presentation (national 1000 words), 20%.

APU6004 PSYCHOANALYSIS WITH CHILDREN

Locations: St Albans.
Prerequisites: APU6001 - THE ETHICS OF PSYCHOANALYSIS
APU6002 - THE OBJECT RELATION

Description: This unit of study will include a study of the main texts representing the different theoretical positions in the history of psychoanalysis with children and the typical clinical and conceptual issues which prevail in this field.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: One 90-minute seminar per week for one semester.


Assessment: Assignment, Case history or written commentary on case presentation (2000 words), 100%.

APU6005 PSYCHOANALYSIS AND CULTURE

Locations: St Albans.
Prerequisites: APU6001 - THE ETHICS OF PSYCHOANALYSIS
APU6002 - THE OBJECT RELATION

Description: This unit of study includes an introduction to the vast field of applications of psychoanalysis to the study of cultural phenomena and institutions. It includes the use made by psychoanalysis of the findings of other disciplines, the methodological issues involved and selected examples of this growing field of research.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: One 90-minute seminar per week for one semester.


Assessment: Essay, 3000 words, 80%. Presentation, Seminar presentation (national 1000 words), 20%.

APU6006 CLINICAL SEMINAR VI: CHILDREN IN TREATMENT

Locations: St Albans.
Prerequisites: APU6003 - CLINICAL SEMINAR V: ETHICAL PROBLEMS IN THE CLINIC

Description: This unit of study will include the presentation and discussion of cases of children in psychoanalytic treatment, with special emphasis on typical psychopathological and clinical issues, the handling of the transference and the relations with the parents.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: One 90-minute seminar per week for one semester.


Assessment: Assignment, Case history or written commentary on case presentation (2000 words), 100%.
APU6007 CLINICAL SEMINAR VII: SPECIAL CLINICAL PROBLEMS

Locations: St Albans.

Prerequisites: APU6006 - CLINICAL SEMINAR VI: CHILDREN IN TREATMENT

Description: This unit of study includes a study of a range of special clinical cases and situations which require particular technical devices, such as addictions, psychosomatic disorders, serious physical illness and mental disability.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: One 90-minute seminar per week for one semester.

Required Reading: Freud, S 1912-15, Papers on technique, SE 12.

Assessment: Assignment, Case history or written commentary on case presentation (2000 words), 100%.

APU6008 THESIS I

Locations: St Albans.

Prerequisites: APU6005 - PSYCHOANALYSIS AND CULTURE

Description: In this unit of study, students work under individual supervision to design and develop a research project on a topic of psychoanalytic interest that would constitute the subject matter of the minor thesis.

Credit Points: 16

Learning Outcomes: To be advised.

Class Contact: One 90-minute individual supervision per week for one semester.

Required Reading: Freud, S 1926, The question of lay analysis, SE 19.

Assessment: Report, Report on progress of research project, 100%.

APU6009 RESEARCH SEMINAR

Locations: St Albans.

Prerequisites: APU6008 - THESIS 1

Description: This unit of study will include a presentation and discussion of the design and development of individual research projects on topics of psychoanalytic interest that constitute the subject matter of the minor thesis.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: One 90-minute seminar per week for one semester.

Required Reading: Freud, S 1926, The question of lay analysis, SE 19.

Assessment: Report, Report on the design and development of research project by fellow students, 100%.

APU6010 THESIS II

Locations: St Albans.

Prerequisites: APU6008 - THESIS 1

Description: This unit of study will include final development and completion of the individual research project and writing up of the research thesis.

Credit Points: 16

Learning Outcomes: To be advised.

Class Contact: One 90-minute individual supervision per week for one semester.

Required Reading: Freud, S 1926, The question of lay analysis, SE 19.

Assessment: Research thesis of approximately 15,000 words to be examined by two independent external examiners 100%.

ASA1023 COMMUNITY DEVELOPMENT FROM THE LOCAL TO THE GLOBAL

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study aims to introduce students to the theory and practice of community development from an international perspective, with particular reference to models of community development in Asia and the Pacific regions. The unit begins with a discussion of the concept of community and the nature of community development work and an introduction to the historical emergence and evolution of community development, including United Nation models, Western models and Third World models. It also aims, to familiarise students with existing and emerging linkages between community development and action at local, regional, national and global levels. Students are encouraged to explore, analyse and develop models and approaches to community development that are considered to be of most relevance to their background experience or in their work with communities.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to source material so it can be found by others, and by good verbal and written communications to their fellow students and teachers; Work autonomously, both alone and in groups, and take initiative and use imagination when searching for solutions to problems which are put before them; Demonstrate awareness of a range of cultures represented in class and in other societies which are the focus of their study, and to communicate effectively with people whose culture is very different from their own.

Class Contact: Three hours per week for one semester, comprising one three-hour lecture/seminar.


Assessment: Two essays (40% each) 80%; Journal/folio 20%.

ASA1024 APPLIED HUMAN RIGHTS

Locations: Footscray Park.

Prerequisites: Nil.

Description: The aim of the unit of study is to introduce students to the ways in which community development theories and models can be applied in the context of human rights, particularly in the welfare and human service sectors. The unit begins with an examination of United Nations and other international conventions and covenants on human rights, including specific covenants on social, educational, employment rights and rights of women, minorities and children. International observance, and problems in the implementation, of human rights are then examined, with particular reference to the Asia Pacific region. Specific human rights problems in the educational, welfare and employment contexts are discussed and related to strategies and models of community development and advocacy.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to demonstrate a knowledge of the major human rights instruments in use internationally; understand the role played by power and politics in the international and national governance of human rights; identify the role played by civil society in pioneering most of the international human rights instruments and how to use them today; demonstrate a clear understanding of the contours and principal features of a rights-based approach to development; clearly conceptualise practice-based approaches to human rights.
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

Class Contact: Three hours per week for one semester, comprising one three-hour lecture/seminar.


Assessment: Essay 50%; Role-play/class paper 40%; Class exercises 10%.

ASA1025 CROSS-CULTURAL FIELDWORK PREPARATION

Locations: Footscray Park.

Description: Conducting fieldwork with communities inherently involves many cultures. In this unit students engage with local groups and collaborate with members and teams from different parts of the world. Culture plays a significant role in defining the meaning and purpose of fieldwork. It also influences our involvement in fieldwork processes and our relationship with others. Therefore, the success, relevance and impact of fieldwork must be viewed and carefully examined through cultural lenses. This unit is designed to introduce some of the key cross-cultural concepts and frameworks that are relevant to community development work. Students are expected to reflect on their personal cultural upbringing, values and behaviours and their impact on community development work. They are also required to critically examine case studies and participate in cross-cultural roleplays, debates and group discussions. The course is delivered in workshop format and includes lectures and guest speakers to engage students and challenge some of the cultural assumptions on ‘universal values’.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate understanding of some of the key cross-cultural theorems and frameworks relevant to community development fieldwork; articulate the implications of culture on community development fieldwork; critically examine and analyse cross-cultural issues in the context of community development; critically reflect on their personal cultural values and assumptions; communicate interests, needs and concerns in a culturally sensitive manner; design and develop culturally sensitive approaches to community development project/fieldwork; evaluate, assess and improve culturally sensitive policies and programs.

Class Contact: To be advised.


Assessment: Case Study, Analysis of cross-cultural case studies, 20%. Journal, Reflective journals, 20%. Presentation, Group presentation, 30%. Workshop, Group discussions, debates, roleplays and simulations, 30%. Total effective word limit 3000 words.

ASA2024 SOCIAL MOVEMENTS, SOCIAL ACTIONS

Locations: St Albans.

Prerequisites: ASA1023 - COMMUNITY DEVELOPMENT FROM THE LOCAL TO THE GLOBAL

ASA2024 - APPLIED HUMAN RIGHTS

Description: This unit of study aims to introduce students to theory and practice of empowerment as applied social movements of various types. A further aim is to enable students to develop and evaluate their own practice of community development; to identify central issues in the practice of community development and to introduce students to theories of social action and social change. The unit will include a study of a variety of practical strategies for implementing social action and social change with examples and case studies drawn from, or relating to, Asian Pacific and African contexts. These will include nationalist, trade union, environmental, peace, and women’s movements as well as movements for self-determination, social justice, fair trade, human rights and many others. The relationship between social movements and social change will also be explored along with an examination of the development of a number of social movements and an assessment of their impact on societies.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to understand the social, economic, environmental and political circumstances that give rise to social movements and social actions; demonstrate knowledge of current discussions and debates with respect to social movements; recognise the plurality of approaches that have been adopted within Asia Pacific and African societies as a response to social ills; demonstrate self-reflective skills with respect to community development methodologies and practice.

Class Contact: Two hours per week for one semester.


Assessment: Other, Class paper, 40%. Essay, one major essay, 60%.

ASA2030 REGIONAL AND INTERNATIONAL ORGANISATIONS AND POLICY

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study aims to familiarise students with the organisations which have been used by the international community to address such issues as international security, food, education, health, the environment, trade, economic development, human rights and the status of women. Distinguishing between international organisations of the state, the corporate sector and civil society, the unit begins with a study of the history and structure of the United Nations. Specialised agencies of the UN, ILO, UNESCO, FAO and WHO are examined from the point of view of their strategies and policy-making and competing philosophies between them. The impact of the Cold War and its demise, and the impact of globalisation on the ability of international organisations to achieve their goals are major themes. The United Nations Development Program (UNDP), the United Nations Fund for Women (UNIFEM), the UN High Commissioner for Refugees (UNFPA), The World Bank, the International Monetary Fund (IMF) and Asian Development Bank will be examined together with the newer trading organisations APEC and the World Trading Organisation (WTO). Asian and Pacific regionalism will be studied looking at organisations such as ASEAN, the South Pacific Commission and South Pacific Forum. Students will have an opportunity to specialise in areas of their interest.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate knowledge of the institutions of the international community, when they were founded and the conditions that led to their emergence; advise non-governmental organisations, community groups, and others on which Declaration, Convention, Treaty or Security Council Resolution is relevant to their interests and how they may be used to hold nation states accountable; demonstrate an awareness of how International Civil Society has been able to both move the policies of nations and demonstrate their impact on societies; give rise to social movements and social actions; demonstrate knowledge of current discussions and debates regarding to social movements; understand the different roles of global organisations, such as the UN system and regional bodies in Africa, Asia, the Pacific and Latin America.

Class Contact: Two hours per week for one semester, this unit is only taught in alternate years.


ASA2033 MANAGEMENT IN NON-GOVERNMENT ORGANISATIONS

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will look at different forms of organisational structures involved in organising and mobilising for social change in Asian and Pacific countries, ranging from service-providing government departments and semi-governmental authorities to various types of non-governmental organisations, co-operatives and community businesses. The unit aims to give students a background in relevant theory, eg. theory of organisational development, and also encourage them to develop their practical skills in the area of organisational management. Some of the topics this unit of study will cover are: group dynamics; the recruitment of staff and committee members; motivation of volunteers; personnel issues; committee-employee relations; networking; brainstorming and decision-making; program planning; monitoring and evaluation of ongoing programs and special projects; budgeting; project proposal writing; project management; conflict resolution; and negotiating skills.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Understand how and why non-governmental organisations have emerged as such powerful types of organisations in different types of societies; Identify some of the theory behind organisational development and put it into practice with class exercises. This begins with small-scale group dynamics and group development; Recognise the difference between governance and management of an organisation; Work with others in organising a small and a large event or get a university or other club or society on its feet; Demonstrate skills useful in their professional life and be introduced to some theory which they may or may not use to develop their own professional management style.

Class Contact: Two hours per week for one semester.


Assessment: Organising tasks 25%; Class presentation or training session 25%; Research project 50%. Other, Organising tasks, 25%. Presentation, Class presentation or training session, 25%. Project, Research project, 50%.

ASA3023 THEORY AND PRACTICE OF INTERNATIONAL DEVELOPMENT

Locations: St Albans.

Prerequisites: ASA1023 · COMMUNITY DEVELOPMENT FROM THE LOCAL TO THE GLOBAL

ASA1024 · APPLIED HUMAN RIGHTS

Description: A major aim of this unit of study is to consolidate students’ understanding of the central theoretical and practical aspects of community development work in the Asia Pacific region. The unit begins with a review of concepts of community and approaches to studying and working with communities. A study of the nature of formal and informal decision-making processes at the international, national and local levels constitutes an important part of this unit. Methodological and conceptual issues in conducting community studies will be explored as well as an examination of a range of strategies and approaches to awareness-raising and social mobilisation. The role of community development in the context of broader development issues and initiatives will also feature. In particular, the unit will review theories of development, globalisation, and state and community relationships in order to assist in the development of theoretical understandings and how these relate to practical applications. The unit of study aims to encourage reflection, questioning and analysis of the ideological bases of community development theory and policy and its implementation.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Demonstrate a high level of analytical skills to select appropriate methodologies and policies to address issues of inequality, deprivation of human rights or conflict; Understand the impact of international political and economic forces on the wellbeing of peoples at local levels; Demonstrate skills and experience in working on community issues in cross-cultural settings; Consider their own style and practice of advocacy.

Class Contact: Two hours per week for one semester.


Assessment: Presentation, Class activity/presentation, 20%. Assignment, Class paper, 40%. Other, Research paper, 40%.

ASA3024 PROJECT DESIGN AND IMPLEMENTATION

Locations: St Albans.

Prerequisites: ASA1023 · COMMUNITY DEVELOPMENT FROM THE LOCAL TO THE GLOBAL

ASA1024 · APPLIED HUMAN RIGHTS

Description: The aims of this unit of study are to consolidate students’ understanding of the central theoretical and practical aspects of community development work and to further develop their abilities in planning, implementing and evaluating community action plans and strategies. The unit commences with a review of some of the central concepts and components of models of community development, considers a range of successful case studies of community development in Asian, Pacific and Third World contexts, and goes on to analyse some of the key stages and modes of action of community development work in these contexts. These include approaches to understanding and researching the community action environment, processes of social mobilisation and strategies and methods of social action.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Demonstrate a high level of cross-cultural communications skills; Design, write a budget for, and identify the needed personnel for projects of many types, including advocacy projects and development projects; Carry out an evaluation of projects and programs in the field of community development in societies other than one’s own; Consider the importance of different types of knowledge, including indigenous knowledge in solving many of the problems caused by unequal development.

Class Contact: Two hours per week for one semester.

Required Reading: Beyond the horizon: a Guide to Managing Development Projects from a Distance, Mike Cooke, 2003 Australian Council for Overseas Aid, Canberra.

Assessment: Essay, Reflective essay, 50%. Project, Project, 40%. Exercise, Class exercises, 10%.

ASA5001 COMMUNITY DEVELOPMENT: THEORY AND PRACTICE

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

Description: This course will look at community development from a third world...
perspective. The focus will be addressing issues of poverty and marginalization. Arturo Escobar in his book Encountering Development: the making and unmaking of the third world, states that massive poverty in the modern sense appeared only when the spread of the market economy broke down community ties and deprived millions of people from access to land, water and other resources (pg 22). So how do we do community development in an age where the dictates of the free market hold supreme? Or are they contradictory? Development itself is a new construct evolved soon after the first European war. This class will ask whose development is being promoted. Does community building and development go together? In this course we will try to first understand our own location and how our views have been shaped by the dominant economic paradigm. We will try to understand basic economics and neo-liberalism. The result of this dominant paradigm is that the slice of the cake taken by 1% of the world’s population is the same size as that handed to the poorest 57%. Never before as the world seen such wealth and affluence and concentrated in fewer and fewer hands. Co-existing with this unprecedented wealth is extreme poverty. To compound this, the dominant paradigm is certainly not friendly to the environment. It is based on extraction and exploitation. The rape of the earth’s resources and the exploitation of people have resulted in enormous material benefit for some and not much for the majority. We know that roughly 20% of the earth’s population consumes about 80% of its resources. It is well known that it will take nearly seven earths if all 6 billion people on this earth live like the average American. This development paradigm is generating huge waste and is not sustainable. Yet, this is the model for development that is touted and promoted. This course will look at these issues from a historical perspective as well as examine various theories to explain and understand poverty. Participants will examine both the notion of community as well as development. The course will examine critically the dominant paradigm of development and its impact on community and development. Participants will be encouraged to be critical and develop their own views of these issues. In the second half of the course, the participants will be encouraged to develop their own framework to review community development and their practice. The class will also examine practical responses to issues of poverty and marginalization, such as micro-finance (e.g., Grameen Bank, Bangladesh), orange pilot project, Pakistan; Community Development Organization Institute, Thailand, and others), community organization and conscientization, etc. Disasters happen, some natural and others man-made. In these situations of crisis can a people centred and community driven process be fostered? Emphasis will be given on the practical examples of community development with marginalized groups.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Think critically; Consider the importance of ‘problematising’ an issue thoroughly before a problem can be solved; Appraise good habits in observation, data collection, written communications, both personally and professionally, i.e. learning thoroughly the academic conventions for referencing all kinds of material so it can be found by others, and by good verbal and written communications to one’s fellow students and teachers; Work autonomously, both alone and in groups, to take initiatives and use the imagination in searching for solutions to problems which are put before them; Demonstrate awareness of a range of cultures represented in the class and in other societies which are the focus of their study, and to communicate effectively with people whose culture is very different from their own.

Class Contact: Two hours per week for one semester in the form of a seminar/ workshop.


Assessment: Journal, Weekly reflections on topic covered in previous lecture. The reflection paper will be a minimum of 300 words. Students can focus on one or more ideas, 40%. Review, A review of one of the books in the course study guide, 20%. Essay, Option 1: Writing a 3000 word essay on one of the suggested topics. Option 2: Writing a 3000 word literature review that will lead to the thesis, 40%. Total word count for all assessments is 5000 words.

ASAS002 COMMUNITY DEVELOPMENT: PROJECT PLANNING AND MANAGEMENT

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study focuses on project planning, design and implementation for community development work in a development setting. The principles of project design will be examined and discussed in relation to their role and application to international community development work. Topics covered include: methodologies and techniques used in project work; log frames; needs assessments; research methods; participatory rapid appraisal (PRA); gender and development strategies; monitoring and evaluation; and project implementation and management.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Understand the central theoretical and practical aspects of community development work; Plan, implement and evaluate community action plans, strategies and projects; Provide orientation for overseas students preparing to return to their home countries and for students preparing to work in the community development field.

Class Contact: The equivalent of two hours per week for one semester.


Assessment: Essay, Reflective essay, 50%. Project, Project, 40%. Exercise, Class exercises, 10%.

ASAS003 HIV/AIDS AND INTERNATIONAL DEVELOPMENT

Locations: Footscray Park.

Description: This unit introduces the issues surrounding HIV/AIDS in international development. Students are introduced to debates about different community strategies to address HIV/AIDS in an international development context. The unit is broken into four areas: introduction; regional contextualisation; minorities; and strategies to combat the spread of HIV/AIDS. Students will be learning through case studies.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate understanding of the background and issues surrounding HIV/AIDS in different contexts; Assess the impact of HIV/AIDS on international community development practices; Evaluate strategies used to control the spread of HIV/AIDS worldwide; Demonstrate understanding of international community development issues by examining real case studies.

Class Contact: To be advised.


Assessment: ICT (Wiki, Web sites), Online reflections posted on WebCT, 25%. Review, Book review, 25%. Presentation, Country or issue portfolio and end-of-year conference presentation, 50%. Total effective word limit 5000 words.
**ASAS004 ENGAGING COMMUNITIES FOR SUSTAINABILITY**

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

**Description:** The key focus of this unit is to skill and empower participants to work with communities in a variety of contexts to achieve effective learning and action for sustainability. The unit covers the range of key sustainability issues important for communities, at local and international levels, including reducing impacts on water, waste, greenhouse gas production and biodiversity. The unit examines the latest projections of trends and impacts of climate change, along with ways to mitigate these. It also examines how the changing climate impacts in various ways on communities and ways to appropriately adapt to these changes, taking account of local circumstances, cultural practices, resource base, etc. Students learn the most up-to-date methods for engaging communities to achieve productive, equitable and effective change for sustainability. Teaching and learning in the unit draws on students' diverse backgrounds and origins to enrich class understandings of positive community responses to sustainability. This is complemented by using case studies of communities acting to live more sustainably from different parts of the world.

Students have the opportunity to engage in a practical community and sustainability project which spans the duration of the unit. They become involved with a community group and investigate how the group views notions of sustainability. They also engage with the group in order to take steps to contribute to more sustainable ways of acting.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to Define what community sustainability is and why it is important; Use examples to illustrate how communities are responding to the challenges of living sustainably; Understand and summarise key documents that contribute to our understanding of community sustainability; Apply their knowledge of community sustainability to issues and opportunities for action in a practical context, using best practice engagement for sustainability approaches; Investigate and analyse or evaluate small-scale community sustainability initiatives.

**Class Contact:** 2 hours per week for one semester.


**Assessment:** Review, Summary of Key References, 20%. Practicum, Reporting an experience of a community for sustainability, 40%. Other, Written proposal to improve a community for sustainability, 40%. Total effective word limit 5000 words.

**ASAS005 PSYCHOSOCIAL APPROACHES IN AID AND DEVELOPMENT**

**Locations:** Footscray Park.

**Description:** Too often aid interventions lack understanding and sufficient consideration of the complexity of human factors salient in humanitarian or development contexts. This unit will introduce students to broad concepts and principles of working from a psychosocial perspective. It will engage students in developing an understanding of the processes and benefits of applying an integrated psychosocial support approach to assessment, design and planning, implementation, monitoring and evaluation phases of projects. The unit will consider a range of specific circumstances in which aid projects are delivered including disaster response, community engagement and working with displaced people. Further, the unit will examine the importance of providing systematic processes of psychosocial support for staff and volunteers engaged in human service and aid work.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to Understand the complexities of human factors in the context of humanitarian and development; Learn different psychosocial approaches to work and manage in the context of aid and development.

**Class Contact:** To be advised.

**Required Reading:** To be confirmed.

**Assessment:** Case Study, Analysis of case studies, 20%. Presentation, Group presentation, 30%. Project, Group project, 50%. Total effective word limit 5000 words.

**ASAS006 DESIGNING INTERNATIONAL DEVELOPMENT PROJECTS**

**Locations:** Footscray Park.

**Description:** This unit will introduce the basic elements followed by more advanced and complex aspects of project development and design, providing both practical skills and frameworks for thinking critically about the strengths, limits and challenges of projects as a vehicle for ‘doing’ international development work. The unit will review the purpose and practice of project design in the context of international community development, including the history, evolution and critiques of the idea of a ‘project’ as a method of delivering development assistance in developing countries. The unit will look at various approaches to project delivery including the program approach and sector-wide approaches, and more recent efforts to move beyond a linear goals, strategies and outcomes approach towards more dynamic, iterative, responsive approaches to doing development. Step-by-step processes and techniques will be introduced in relation to each phase of a project life cycle. The unit will review the values, knowledge and skills required to design and evaluate social development programs/projects in international and/or cross-cultural contexts. Key topics will include: rights-based participatory approaches to change; designing in gender; methods of needs assessment; setting priorities in contexts of uncertainty and change; defining objectives and strategies; and determining approaches to monitoring and evaluation. The unit will take a practical learning-by-doing approach to assessment, with students writing a project proposal based on one or more donor guidelines, and including a requirement to address project justification, monitoring, risk, gender integration, sustainability and budget and resourcing.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to Learn the ‘step-by-step’ approach to evaluate and design an international community development project.

**Class Contact:** 2 hours per week.

**Required Reading:** To be confirmed.

**Assessment:** Journal, Reflective journal, 30%. Project, Project design, 70%. Total effective word limit 5000 words.

**ASAS008 PEACE, VIOLENCE AND CONFLICT**

**Locations:** Footscray Park.

**Description:** This unit aims to examine the relationship between peace, violence and conflict in theoretical contexts with a view to better understanding the causes and consequences of ethnocultural conflicts and developing strategies for intervention. Students will read and examine current issues and researches from psychology, sociology, politics and international studies perspectives. Students will explore the notions of peace and power, and examine different peacemaking and reconciliation processes. Students will study conflict theory and responses to conflict in a variety of contexts. These include use of language, awareness of own identity and understanding of different cultural values in conflict and its resolution. The unit examines a range of peacebuilding strategies, starting from the interpersonal level and progressing to community, regional and international levels.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to Demonstrate understanding of some key theoretical and practical frameworks on peace, violence and conflict; Demonstrate understanding of structural,
systemic, psychosocial and political violence and conflict; Demonstrate understanding of peacemaking, peacebuilding, peacekeeping and reconciliation processes; Demonstrate understanding of cultural implication of peacemaking and alternative dispute resolution; Gain knowledge on different forms of peace education in Australia and other countries; Critically evaluate, create and apply socially responsible strategies to address identified problems; Demonstrate critical reflection on their own learning.

Class Contact: To be advised.


Assessment: Case Study, Analysis of a violent or conflict event using a mind map, 30%. Presentation, Group presentation, 30%. Essay, Final essay, 40%. Total effective word limit 5000 words.

ASAS009 WORKING IN CROSS-CULTURAL CONTEXTS

Locations: Footscray Park.

Description: Working with communities often involves many cultures. Working with communities often involves collaborating with members and teams from different parts of the world as well as engaging with people from local groups. Culture plays a significant role in defining the meaning and purpose of a project, the way we involve in a process and our relationship with each other. Therefore, the success, relevance and impact of our work must be viewed and carefully examined through a cultural lens. This unit is designed to introduce the cross-cultural concepts and frameworks that are relevant to community development work. Students are expected to reflect on their personal cultural upbringing, values and behaviours and their impact on community development work. The students are required to critically examine cross-cultural community development case studies, participate in cross-cultural role plays, take part in debates and group discussions. The class will be delivered in workshop format. Lectures and guest speakers will engage students and challenge some of the cultural assumptions on ‘universal values’.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate understanding of some of the key cross-cultural theories and frameworks; Articulate the implications of culture on community development work; Critically examine and analyse cross-cultural issues in the context of community development; Critically reflect on their personal cultural values and assumptions; Communicate interests, needs and concerns in a culturally sensitive manner; Design and develop a culturally sensitive approach to community development project/work; Evaluate, assess and improve culturally sensitive policies and programs; Develop intercultural leadership skills.

Class Contact: To be advised.


Assessment: Case Study, Analysis of cross-cultural case studies, 20%. Journal, Reflective journals, 20%. Presentation, Group presentation, 30%. Other, Cross-cultural role plays and simulations, 30%. Total effective word limit 5000 words.

ASAS010 TRANSNATIONAL GENDER ISSUES AND HUMAN RIGHTS

Locations: Footscray Park.

Description: This unit examines gender in a global context and its impact on issues such as poverty, coercive forms of labour migration affecting men, women and children, differential health outlooks, patterns of gendered violence, human trafficking and domestic servitude. It investigates the complex and contradictory ways in which globalisation has impacted on gender relations. The unit compares developing and developed societies and endeavours to challenge gender stereotypes about different societies. It assesses various national efforts to address gender inequality such as microfinance programs. It also has a particular focus on transnational human rights networks and their advocacy around gender.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate understanding of key gender issues in a global context; Apply the concept of human rights to a particular gender issue; Identify some of the features of transnational human rights networks and their advocacy around gender; Critically evaluate debates about the contradictory impact of globalisation on gender relations.

Class Contact: To be advised.


Assessment: Report, Learning in the Workplace and Community report on a transnational human rights organisation and its approach to human trafficking, 25%. Case Study, Case study of an issue such as microfinance, domestic service or labour migration and its gendered implications, 45%. Annotated Bibliography, Critically review selected texts on a global gender issue, 30%. Total effective word limit 5000 words.

ASAS020 THE CHALLENGES OF SOCIAL TRANSFORMATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit introduces students to the course through an examination of the values and visions of advocacy organisations, including the interrelationships between sustainability, justice, inclusiveness and peace. The variety of paradigms that lie behind the purposes of advocacy. The unit covers the range of advocacy approaches from government-based programs to people’s movements, with emphasis towards independent advocacy and empowerment. The unit then examines tension points within advocacy organisations and in advocacy issues, including those between: individual rights and sovereignty; traditional/local culture versus gender and socioeconomic equity; economic values versus community, cultural and spiritual values; wilderness versus human influenced ecosystems; issues-specific advocacy versus advocacy for social transformation.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Explain the visions and values that motivate advocacy and the various ways that advocacy action can be expressed; Understand some of the major frameworks advanced to explain and explore advocacy, and consider the participants’ location within these frameworks; Identify the tension points in advocacy around a range of societal issues and outlooks, and develop an appreciation of the participant’s own stance in relation to these tension points.

Class Contact: This unit is offered with ASAS021 over two weeks at the beginning of the course in an intensive mode (equivalent to two hours per week for one semester).

Required Reading: To be advised by lecturer.

Assessment: Journal, Reflective paper, Bibliographic essay (equivalent to 5000 words).

ASAS021 NEGOTIATING ADVOCACY: CONTEXTS, STRATEGIES, ACTIONS

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study further develops the initial explorations in The Challenges of Transformation by exploring the circumstances of working in advocacy, focusing upon the ethical dimensions, dealing with difference, sustainability, operating in local to global contexts and making decisions about these fundamentals. Definitions and dimensions of key terminologies and constructs are considered, drawing upon contemporary social theory. These include ideas about civic society, the nation
state, governance, rule of law, sustainability, nature and culture, gender, race and leadership. Key elements of successful and unsuccessful campaigns, advocacy and actions are considered, along with notions of measurement and evaluation of campaign outcomes. This unit of study also seeks to set up frameworks for theorising and understanding personal reactions and motivations.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to articulate frameworks for analysing the processes and outcomes of advocacy and action using both theoretical and empirical inputs; Identify and apply contemporary social theory to illuminate the dimensions and dilemmas of contemporary advocacy and activism; Undertake analysis of contemporary issues in public advocacy and activism through application of various ethical philosophical perspectives; Compose and analyse case studies of public advocacy and action.

Class Contact: This unit is offered with ASA5020 over two weeks at the beginning of the course in an intensive mode (equivalent to two hours per week for one semester).

Required Reading: To be advised by lecturer.

Assessment: Journal, ethics paper, case study and presentation (equivalent to 5000 words).

ASAS022 APPROACHES TO GLOBALISATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will include an analysis of contemporary theoretical debates on globalisation and their relationship to different forms of community development. A critical examination of how perspectives on globalisation have changed, especially since the attacks on the World Trade Centre in the United States of America on September 11, 2001 will be discussed. Case studies will be investigated from the global justice movement, specific NGOs in the South, environmental, feminist, labour and human rights groups.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to identify different schools of thought on the meaning and character of globalisation; Understand the differences between various dimensions of globalisation: political, economic, cultural and environmental; Assess the impact of globalisation on women; Identify recent changes in the paradigms used to debate globalisation since September 11, 2001; Relate key theoretical debates about globalisation to the concrete practices of civil society organisations; Identify the ways different advocacy groups deal with the benefits of globalisation and within its constraints; Employ advanced skills of analysis and critique and to use communication and writing skills appropriate to professional advocacy work; Produce written reports which show evidence of independent thought and wider research; Contribute to and/or facilitate online global forums and interact with the international development communities.

Class Contact: The subject will be delivered in intensive mode during Semester 4 - Class Contact Hours will be around four hours a day over eight days.


Assessment: Exercise, Workshop exercises, 25%. Case Study, Case study, 50%. Other, Online discussion paper and contribution to online forum, 25%. Word count for total assessible work is 5000.

ASAS023 BUILDING CAPACITY AND MOBILISING CIVIL SOCIETY

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will complement Community Development Theory and Practice by introducing students to key developments and debates about civil society, its history and evolving roles and functions in international community development.

The topics that are covered in this unit will include advocacy, solidarity, service delivery, provision of expertise and governance. Students will examine civil society's relationships with other actors including other civil society organisations (CSOs), governments, international institutions and the private sector. Sessions will provide opportunities to critically assess the relationships between civil society in developed and developing countries, including in relation to supporting capacity development of indigenous civil society to mobilize communities to claim rights, hold governments and authorities to account, connect communities and representatives, and plan and implement community development initiatives. Students will interrogate the concept of capacity development and its relationship to processes of self-determination, democratisation and state development and consider the appropriateness and sustainability of capacity development strategies. Case studies will be used to provide real world illustrations of key issues and tensions.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to understand the key concepts and approaches of building capacity; define the concepts of civil society and capacity building; critically examine key development theories and civil society; understand the links between public policies, government and civil society organisations in building capacity; describe the roles and functions of civil society in international community development; identify key concepts, issues and debates in relation to capacity building in international community development contexts.

Class Contact: Two hours per week for 12 weeks or equivalent.


Assessment: Report, Evaluative report, 40%. Presentation, Seminar presentation, 20%. Review, Annotated review, 40%. Total effective word length of 5000 words.

ASAS024 MANAGEMENT IN NON-GOVERNMENT ORGANISATIONS

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study will look at different forms of organisational structures involved in organising and mobilising for social change in Asian and Pacific countries. These range from service providing government departments and semi-governmental authorities to various types of non-governmental organisations, co-operatives and community businesses. The unit aims to give students a background in relevant theory, eg. theory of organisational development, and also encourage them to develop their practical skills in the area of organisational management. Some of the topics this unit of study will cover are: group dynamics, the recruitment of staff and committee members, motivation of volunteers, personnel issues, committee-member relations, networking, brainstorming and decision-making, program planning, monitoring and evaluation of ongoing programs and special projects, budgeting, project proposal writing, project management, conflict resolution, negotiating skills.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to understand how and why non-governmental organisations have emerged as such powerful types of organisations in different types of societies; Identify some of the theory behind organisational development and put it into practice with class exercises. This begins with small-scale group dynamics and group development; Recognise the difference between governance and management of an organisation; Work with others in organising a small and a large event or get a university or other club or society on its feet; Demonstrate skills useful in their professional life and be introduced to some theory which they many or may not use to develop their own professional management style.

Class Contact: Two hours per week for one semester. This unit of study may also be offered in summer semester.

Assessment: Project, Research project, 50%; Other, Organising tasks, 25%. Presentation, Class presentation or training session, 25%.

ASA5025 PUBLIC ADVOCACY INTERNSHIP

Locations: Footscray Park.

Prerequisites: Nil.

Description: The Public Advocacy Internship unit offers students the opportunity to apply their learning in the course along with their previous learning and experience in a task-oriented work integrated learning environment. Students will undertake one day a week for 12 weeks (or equivalent) in an organisation actively involved in advocacy work. Students may use this opportunity to extend their existing areas of expertise and/or to work and learn in a new area of advocacy and action. Students will keep a reflective journal of their internship activities and will produce an evaluative report considering their experiences and contributions against a variety of measures including the organisational strategic plan and evaluation methodologies.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Apply the skills and knowledge acquired in their public advocacy studies to a professional setting; Understand the place of advocacy expertise and professionals in an organisational environment with reference to achieving strategic outcomes; Advocate and evaluate the advocacy component of a program or project in a written report; Compose a reflective practice journal.

Class Contact: Regular meetings with supervisor.


Assessment: Reflective journal of internship experience 30%; Evaluative report of internship project 70%. (Equivalent to 5000 words).

ASA5050 CONFLICT RESOLUTION IN GROUPS AND COMMUNITIES

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study introduces conflict resolution theory and its application to conflicts at both group and community levels. Through seminar presentations, discussion and analysis, experiential exercises, role-plays and problem-solving tasks, the unit aims to develop students’ skills in understanding and practising appropriate means of resolving or managing conflicts. The elective commences with defining the nature of conflict in groups and communities, and then presents the theory, principles and practical strategies of conflict resolution. Specific processes and skills for resolving or managing conflict in a range of differing contexts are then considered, including: individual conflicts, multi-party and multi-issue conflicts, intragroup conflicts, cultural and intergroup conflicts, and disputes in neighbourhood and workplace contexts.

Particular emphasis will be placed on the awareness of difference and its effect in disputes, and on the students’ own styles in dealing with conflict.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Three hours per week for one semester comprising one three-hour seminar/workshop.


Assessment: Assessed role-play 40%; Essay (3000 words) analysing a particular dispute 60%.

ASA5055 REGIONAL AND INTERNATIONAL ORGANISATIONS AND POLICY

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study aims to familiarise students with the organisations which have been used by the international community to address such issues as international security, food, education, health, the environment, trade, economic development, human rights and the status of women. Distinguishing between international organisations of the state, the corporate sector and civil society, it begins with a study of the history and structure of the United Nations. Specialised agencies of the UN, ILO, UNESCO, FAO and WHO are examined from the point of view of how they influence their member nation’s policies. It examines: the UN General Assembly; Security Council and Economic and Social Council (ECOSOC) together with some specialised agencies; the International Labour Organisation (ILO); United Nations Cultural, Educational and Scientific Organisation (UNESCO); Food and Agriculture Organisation (FAO); and the World Health Organisation (WHO). Other programs of the UN are looked at from the point of view of their strategies and policy-making and competing philosophies between them. The impact of the Cold War, its demise, and the impact of globalisation on the ability of international organisations to achieve their goals is a major theme. The United Nations Development Program (UNDP), the United Nations Fund for Women (UNIFEM), the UN High Commissioner for Refugees (UNHCR). The World Bank, the International Monetary Fund (IMF) and Asian Development Bank will be examined together with the newer trading organisations APEC and the World Trading Organisation (WTO). Asian and Pacific regionalism will be studied looking at organisations such as ASEAN, the South Pacific Commission and South Pacific Forum. Students will have an opportunity to specialise in areas of their interest.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Demonstrate knowledge of current debates and discussions within the arena of international community development; Understand how the internationalisation of economic, political and cultural processes is redefining the role of nation states and communities; Demonstrate interpretive skills with respect to the formation and delivery of community development programs in specific cultural settings.

Class Contact: Two hours per week for one semester.


Assessment: Presentation, Class presentations, 20%. Project, Two research projects, 40%. Test, Class test, 40%.

ASA6001 PROFESSIONAL PROJECT (FULL-TIME)

Locations: Footscray Park, Other.

Prerequisites: AAA5002 Research Methods or AGCS2000 Approaches to Research

Description: Students are required to enter into a Learning in the Workplace and Community (LiWC) contract relating to a community development project or program in an agency. The contract is negotiated between the university supervisor, agency supervisor and student, and specifies learning objectives and strategies in three areas: conceptual and policy; practical skill; and personal development. Students are required to participate in a number of key phases and activities of the program or project and write a major report that outlines the processes and outcomes of the project. They are also required to submit a report that outlines the LiWC objectives that have been identified in the contract.

Credit Points: 36
Learning Outcomes: On successful completion of this unit, students are expected to be able to apply the skills and knowledge acquired in their international community development studies to a professional setting; identify and discuss the issues and challenges of designing, planning and implementing a community development project in an organisational environment (either in a community-based, regional, governmental or international setting) with reference to achieving strategic outcomes; compose a reflective practice journal; produce a professional project report.

Class Contact: Fortnightly meetings of at least one hour’s duration with the agency supervisor, and a minimum of 300 hours working on the project as verified in a log of hours confirmed by the agency supervisor.

Required Reading: To be advised by supervisor.

Assessment: Project, Log of hours and list of tasks worked on the project, 10%. Journal, Learning journal involving a minimum of 20 substantive entries shown to university supervisor at end of project, 10%. Performance, End-of-project written proforma from the agency supervisor, 15%. Presentation, End-of-project three-way review meeting (or presentation) involving the student, agency supervisor and university supervisor and other stakeholder, 15%. Report, 10,000 word professional project evaluation report, 50%. Total word count should exceed the minimum of 20,000 words.

ASA6021 PROFESSIONAL PROJECT PAA (FULL-TIME)

Locations: Footscray Park.

Prerequisites: Nil.

Description: Students have the option of undertaking the Professional Project Plus two further electives, rather than the minor research thesis. The Professional Project unit provides an opportunity for students to apply their learning in the unit to a practical investigation and presentation of the final product as a 10,000 word written report or equivalent. Students can choose to present their findings in another format accompanied by an exegesis. The outcomes of the Professional Project will be presented in one or more colloquia, either in person or online, organised in conjunction with supporting NGOs.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to apply the skills and knowledge acquired in their international community development studies to a professional setting; identify and discuss the issues and challenges of designing, planning and implementing a community development project in an organisational environment (either in a community-based, regional, governmental or international setting) with reference to achieving strategic outcomes; compose a reflective practice journal; produce a professional project report.

Class Contact: Regular meetings with individual supervisor.

Required Reading: Faculty of Arts Postgraduate Professional Project Guidelines 2009, Victoria University.

Assessment: Professionally presented project (10,000 words or equivalent). Other forms of final product accompanied by an exegesis can be submitted. The project will be examined in the same mode as the minor thesis.

ASA6022 PROFESSIONAL PROJECT PAA (PART-TIME)

Locations: Footscray Park.

Prerequisites: Nil.

Description: Students have the option of undertaking the Professional Project Plus two further electives, rather than the minor research thesis. The Professional Project unit provides an opportunity for students to apply their learning in the unit to a practical investigation and presentation of the final product as a 10,000 word written report or equivalent. Students can choose to present their findings in another format accompanied by an exegesis. The outcomes of the Professional Project will be presented in one or more colloquia, either in person or online, organised in conjunction with supporting NGOs.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to identify a research question and design a research project to investigate answers to the question; choose an appropriate research methodology and methods and use these methods to collect and analyse data; write up the findings in a formal report that includes a brief review of literature, description of the methodology and methods, collection and analysis of data, findings and conclusion and, where appropriate, recommendations; undertake more substantial research projects.

Class Contact: Regular meetings with individual supervisor over two semesters for part-time candidates.

Required Reading: Faculty of Arts Postgraduate Professional Project Guidelines 2009, Victoria University.

Assessment: Professionally presented project (10,000 words or equivalent). Other forms of final product accompanied by an exegesis can be submitted. The project will be examined in the same mode as the minor thesis.

ASA6025 PROFESSIONAL PROJECT (PART-TIME)

Locations: Footscray Park, Other.

Prerequisites: AAA5002 Research Methods or AGC5200 Approaches to Research

Description: Students are required to enter into a Learning in the Workplace and Community (LiWC) contract relating to a community development project or program in an agency. The contract is negotiated between the university supervisor, agency supervisor and student, and specifies learning objectives and strategies in three areas: conceptual and policy; practical skill; and personal development. Students are required to participate in a number of key phases and activities of the program or project and write a major report that outlines the processes and outcomes of the project. They are also required to submit a report that outlines the LiWC objectives that have been identified in the contract.

Credit Points: 18

Learning Outcomes: On successful completion of this unit, students are expected to be able to apply the skills and knowledge acquired in their international community development studies to a professional setting; identify and discuss the issues and challenges of designing, planning and implementing a community development project in an organisational environment (either in a community-based, regional, governmental or international setting) with reference to achieving strategic outcomes; compose a reflective practice journal; produce a professional project report.

Class Contact: Fortnightly meetings of at least one hour’s duration with the agency supervisor, and a minimum of 300 hours working on the project as verified in a log of hours confirmed by the agency supervisor.

Required Reading: To be advised by supervisor.

Assessment: Project, Log of hours and list of tasks worked on the project signed by the agency supervisor, 10%. Journal, Learning journal involving a minimum of twenty substantive entries shown to university supervisor at end of project, 10%. Performance, End-of-project written proforma from the agency supervisor, 15%. Presentation, End-of-project three-way review meeting (or presentation) involving the student, agency supervisor and university supervisor and other stakeholder, 15%. Report, 10,000 word professional project evaluation report, 50%. Total word count for all assessible tasks should be at least 20,000 words.

ASA6030 MINOR RESEARCH THESIS (PART-TIME)

Locations: Footscray Park.

Prerequisites: Nil.

Description: Students will undertake a substantial piece of independent research in public advocacy to be negotiated between the student and supervisor. The outcomes of the research project will be presented in one or more colloquia, either in person or online, organised in conjunction with supporting non-government organisations. The thesis will be externally examined.
Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to identify an academic research question and design a research project to investigate this thesis. They will be required to work with a research methodologist and make use of these methods to collect and analyse data; they will then design and apply their academic learning to constructing a formal thesis incorporating a review of literature, a methodology and methods, collection and analysis of data, findings and conclusion; Undertake more substantial academic research projects.

Class Contact: As negotiated with supervisor.

Required Reading: To be advised by supervisor.

Assessment: Thesis (20,000 words) 100%.

**ASA6035 MINOR RESEARCH THESIS**

Locations: Footscray Park.

Prerequisites: Nil.

Description: Students will undertake a substantial piece of independent research in public advocacy to be negotiated between the student and supervisor. The outcomes of the research project will be presented in one or more colloquia, either in person or online, organised in conjunction with supporting non-government organisations. The thesis will be externally examined.

Credit Points: 48

Learning Outcomes: On successful completion of this unit, students will be able to identify an academic research question and design a research project to investigate this thesis. They will be required to work with a research methodologist and make use of these methods to collect and analyse data; they will then design and apply their academic learning to constructing a formal thesis incorporating a review of literature, a methodology and methods, collection and analysis of data, findings and conclusion; Undertake more substantial academic research projects.

Class Contact: As negotiated with supervisor.

Required Reading: To be advised by supervisor.

Assessment: Thesis (20,000 words) 100%.

**ASC1012 FIELDWORK 1: WORKING WITH ORGANISATIONS**

Locations: Footscray Park.

Prerequisites: ASA1023 - COMMUNITY DEVELOPMENT FROM THE LOCAL TO THE GLOBAL

Description: Students are placed in a community or human services agency with the aims of: introducing them to the organisational and policy context of the agency; helping them to integrate theory with actual practice in a community or human services setting; and enabling them to develop a range of practical skills, including consultation, analysis, reporting, and feedback phases of the action research cycle; Implement an action research or PAR project, including design, information-gathering, data collection, analysis, reporting, and feedback phases of the action research cycle.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to demonstrate understanding of the aims, policies and strategies of a specific community development or human services agency; demonstrate understanding of community development and/or human service worker roles in an actual community or agency setting; demonstrate that they have undertaken a small scale project or organising task in a community development or human services agency; demonstrate their improved communication and project co-ordination skills; understand the linkages between policy, conceptual and theoretical frameworks and community development or human services work in a work integrated learning context.

Class Contact: One hundred hours placement time, Plus burst mode sessions scheduled outside placement hours, approximately 12 hours per semester.


Assessment: Report, Student Field Report: Students are required to keep a reflective journal throughout their fieldwork and submit a report based on their experience, 60%. Review, Agency supervisor’s evaluation, 20%. Workshop, Workshop Presentation: A presentation in the workshop which demonstrates facilitation skills, 20%. Total effective word limit 3,000 words.

**ASC1033 COMMUNICATIONS WORKSHOP**

Locations: St Albans.

Prerequisites: Nil.

Description: Communication is always interested and never free of social power or ideology; it always exists for and against particular social groups and communities. This unit of study commences with an introduction into communication concepts and then considers interpersonal communication theory and its relationship to the social determinants of gender, class and cultural group. In the final section we consider community media, risk communication and community theatre.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to apply interpretive and communication skills with respect to interviewing advocacy community media, risk communication and community theatre. Apply interpretive and communication skills with respect to interviewing advocacy; AnalySE the importance of procedural ethics within institutional settings; recognise how differences of gender, class and ethnicity shape and frame communicative relations.

Class Contact: Two hours per week for one semester comprising one two-hour workshop.

Required Reading: To be advised.

Assessment: Includes first semester: a case study exercise (1000 words) 50%; Portfolio exercise 50%.

**ASC2004 RESEARCH AND FIELDWORK 2**

Locations: St Albans.

Prerequisites: Nil.

Description: Topics covered in this unit include: introduction to action research and PAR concepts, including the use of action research in community development; skills in action research; action research design implementation; outcomes and feedback cycles; and ethical and social issues involved in action research and PAR. Students will use action research or aspects of action research in their research-based fieldwork placement of a further 100 hours in the community.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to implement an action research or PAR project, including design, information-gathering, consultation, analysis, reporting, and feedback phases of the action research cycle;
Demonstrate field-based experience in an agency in the design, preparation and implementation of all stages of an action research or PAR project.

Class Contact: One one-hour lecture and one one-hour tutorial plus fieldwork placement totalling 100 hours in agency.


Assessment: Students are required to: prepare a short (1000 words) action research or participatory rapid appraisal project brief in conjunction with the second-year field placement 40%; Write a 2500-word report on the project 60%; Keep a reflective learning journal of their fieldwork learning experience and write a 1000-word reflective learning report based on their experience in the fieldwork component (ungraded). Further details of the assessment requirements are contained in the course Fieldwork Handbook.

ASC2010 FIELDWORK PLACEMENT 2

Locations: St Albans.

Prerequisites: ASC1010 - FIELDWORK PLACEMENT 1

Description: Students are placed in a community or human services agency with the aims of: introducing them to the organisational and policy context of the agency; helping them to integrate theory with actual practice in a community or human services setting; and enabling them to develop a range of practical skills, including liaison and committee skills, project co-ordination skills, workshop or seminar organisation, community profiling, and organisational or publicity tasks. Students may undertake the placement individually or as part of a student team. The tasks and learning objects of the placement are specified in a written fieldwork contract developed at the start of the placement and agreed to jointly by the student, the agency, fieldwork supervisor and the university fieldwork supervisor.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Understand the aims, policies and strategies of a specific community development or human services agency; Understand community development and/or human service roles in an actual community or agency setting; Demonstrate that they have undertaken a small scale project or organising task in a community development or human services agency; Demonstrate their improved communication and project co-ordination skills; Understand the linkages between policy, conceptual and theoretical frameworks and community development or human services work in a work integrated learning context.

Class Contact: One hundred hours placement time, Plus fortnightly one hour fieldwork integration workshops on-campus.


Assessment: This unit of study is assessed using three instruments. (1) Students are required to keep a detailed log of the hours worked in the placement time, including time spent working at the placement, travelling time, supervision meetings, and integration workshops; this detail is assessed as supervisor/student review together with the Agency supervisor’s brief report confirming the outcomes of the placement and the log of hours worked. (2) Students are required to keep a reflective journal on their fieldwork and submit a 1000-1500 word end of fieldwork report on what has been learned from the placement in relation to the learning objectives set out in the placement contract. (3) The university supervisor then makes an overall assessment of the student’s placement, taking into account the student’s report, agency supervisor’s report, final joint assessment meeting, and confirmation of hours worked. Journal, A reflective fieldwork journal, 40%. Report, Student Field Report, 30%. Review, Supervisor/Student field experience appraisal, 30%.

ASC2023 COMMUNICATION FOR SUSTAINABLE DEVELOPMENT

Locations: Footscray Park, Other.

Prerequisites: Nil

Description: This unit of study covers various means of communication in the field of development studies. The areas of interest include the role of theatre and dance in development and social change; information and communication technologies in social change; traditional communication channels; Indigenous knowledge and sustainable development; the media and social change in the developing world. This unit also explores the various schools of development communication, ranging from the Breton Woods, Los Banos/Philippines, Indian, Latin American to African. It is intended to provide students with a broad base for communicating in various aspects of development and social change. The unit is designed to challenge students to develop an analytical and creative approach to communicating social change and development, given the dynamic nature of development challenges and the need to engage communities for sustainable development.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate an understanding of the importance of various traditional and modern communication channels towards social change and sustainable development; Utilise ICT, radio and other media in development and social change; Demonstrate the importance of Indigenous knowledge and scientific knowledge in sustainable development; Identify analytical and creative approaches to communicating social change and development.

Class Contact: One hour lecture and one hour tutorial per week for 12 weeks.


Assessment: Presentation, Design and present specific development and social change messages for various audiences, 30%; Essay, Outline theoretical communication perspectives (1500 words), 30%; Case Study, Students compare successful case studies of specific development/social change projects in various developing countries, 40%. Total effective word limit 3000 words.

ASC3005 RESEARCH AND FIELDWORK 3

Locations: St Albans.

Prerequisites: ASC2004 - RESEARCH AND FIELDWORK 2

Description: This unit of study focuses on social research planning and design, and consolidates students’ understanding and skills in using a range of research methodologies, including: survey and questionnaire methods; participant observation and other interpretative methods; documentary and historical research techniques; feminist research; action research; evaluation; and computer methods of data analysis. Students will prepare for, and commence, a 100-hour fieldwork placement in the community in which they will begin implementing their research project (which may be a continuation of their second-year research and fieldwork project). The fieldwork project involves a total of 200 hours during the whole year. It is expected that the process of locating a suitable fieldwork placement will commence prior to, or early in semester one, as the research project must be a co-operative and collaborative arrangement with the supervising agency.

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ASC3006 RESEARCH AND FIELDWORK 4

Locations: St Albans.

Prerequisites: ASC2004 - RESEARCH AND FIELDWORK 2

Description: This unit of study focuses on the final stages of the research process, including quantitative and qualitative data analysis, approaches to writing up the final research report, drafting of conclusions and recommendations, and dissemination of findings. Students are also required to give research-in-progress seminars, and group discussions of student placement experiences are also an important component of this unit of study. Students will complete the final 100 hours fieldwork placement in the supervising agency.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to use principal methods of quantitative data analysis, including frequencies, percentages, means, cross tabulations and other basic modes of statistical analysis; Present statistical data using charts and tables, including an introduction to the use of SPSS and other software tools for the analysis and presentation of quantitative data; Use principal methods of qualitative data analysis, including matrix methods of describing and analysing qualitative materials; Write a research report for both specialist and general audiences; Demonstrate experience in a fieldwork context of gathering data and information, analysing the data, writing up a research report, compiling recommendations and disseminating outcomes.

Class Contact: One one-hour lecture and one one-hour tutorial or seminar Plus a fieldwork placement totalling 100 hours in agency.

Credit Points: 12


Assessment: Students are required to write one 2000-word essay reflecting on a specific research method, and prepare one 2000-word research proposal for a project in a fieldwork context. Students are required to keep a reflective learning journal of their fieldwork learning experience. Further details of the fieldwork process are contained in the Fieldwork Handbook.

ASC3021 COMMUNITY DEVELOPMENT: THEORY AND PRACTICE 5

Locations: St Albans.

Prerequisites: Nil.

Description: The aim of this unit of study is to introduce students to Australian community studies and to the study of specific regions, particularly the western region of Melbourne. The unit begins with a review of concepts of community studies, examines historical studies of the development of urban communities in Melbourne, and then looks in-depth at recent community studies of both urban and rural communities and community development in the western region of Melbourne.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Review concepts of community studies; Examine community development approaches both in urban and rural communities; Explore current issues of valuing and celebrating cultural diversity and developing community partnerships in local settings, in an age of globalisation.

Class Contact: Two hours per week for one semester comprising one one-hour lecture and one one-hour seminar.


Assessment: Profile of a community development site (1000 words); Class presentation of a community case study; Community case study (3000 words). Project, Profile of a Community Development Site (1000 words), 30%. Presentation, Class Presentation of a Community Case Study, 20%. Case Study, Community Case Study (3000 words), 50%.

ASC3022 COMMUNITY DEVELOPMENT: THEORY AND PRACTICE 6

Locations: St Albans.

Prerequisites: Nil.

Description: The aim of this second semester, third-year unit of study is to consolidate students’ understanding of some central theoretical and practical aspects of community development strategies and methods. There is particular emphasis on the strategies and dynamics of social action campaigns, and on community development project management. The phases and processes of social action are discussed, including the planning and development phase, the mobilisation phase and alliance-building. Specific methods to be discussed include political lobbying, legal action, media and networking strategies, and non-violent methods of protest and direct action. Students are required to demonstrate that they are successfully able to reflect on and integrate their own practice as community development workers in the context of relevant and appropriate theory, have the ability to plan, implement and evaluate community action campaigns, and have the ability to manage community development projects.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Recognise the importance of ‘problematising’ an issue thoroughly before a problem can be solved; Demonstrate basic searching techniques for material in the library, on electronic data bases, and sources within the community, paying particular attention to use of verbal communication and information from other cultures; Demonstrate good habits in written communications, both professionally, (ie. learning thoroughly the academic conventions for referencing all kinds of material so it can be found by others), and by good verbal and written communications to their fellow students and others.)

Assessment: To be advised.
teachers; Work autonomously, both alone and in groups, and to take initiative and
use the imagination in searching for solutions to problems which are put before them;
Demonstrate awareness of a range of cultures represented in the class and in other
societies which are the focus of their study; Communicate effectively with people
whose culture is very different from their own.

Class Contact: Two hours per week for one semester comprising lectures and
seminars.

Required Reading: CD Theory and Practice 6 Readings: available for purchase at
the University Bookshop. Kenny, S 1999, Developing communities for the future:
community development in Australia, 2nd edn, Nelson, Melbourne.

Assessment: A hypothetical role-playing community action meeting 20%; Written
community social action plan (2000 words) 40%; Project management plan (2000
words) OR Essay analysing the relation of theory to practice in a specific campaign or
project (2000 words) 40%.

ASC3031 COMMUNICATION THEORY: WORKSHOPS A
Locations: St Albans.
Prerequisites: Nil.

Description: Communication Theory Workshops A and the linked second semester
unit of study, Communication Workshops B, aim to consolidate students’ theoretical
understandings and practical skills in the various levels of communication encountered
in community development settings. Workshops B focuses on practical communication
skills which assist in social change and good community development practice.
The writing segment of the unit focuses on writing for media, the research section
on freedom of information and report writing and the communication section on
video production and cross-cultural communication. Workshops A considers: basic
communication theory and its relationship to the social determinants of gender
and class; the role of democratic communication in capitalist societies; theories of
public communication and media communication; strategies for community media;
democratic styles of communication; and the role of community education.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to
Demonstrate knowledge of the aged care industry and its market segments;
Understand the various financial issues facing all stakeholders in the aged care
industry; Demonstrate an awareness of accounting concepts as applied to aged care;
Demonstrate greater awareness of both internal and external financial reporting
requirements for aged care; Understand accounting and computer systems utilised
by aged care service providers; Demonstrate greater understanding of financial
management strategies available to an aged services manager; Understand the
funding arrangements and the financial management techniques for both residential
and community aged care service providers; Demonstrate greater understanding of
financial management issues in relation to capital projects.

Class Contact: Two hours per week for one semester comprising of one-hour lecture
and one-hour tutorial. Manual and online delivery for off-campus students.

Required Reading: To be advised.

Assessment: Assignments and practical exercises 100%.

ASD1560 FINANCIAL MANAGEMENT IN AGED SERVICES
Locations: City Flinders, Other.
Prerequisites: Nil.

Description: This unit of study provides basic and essential knowledge of financial
management in aged services. Topics include: industry overview and financial
management issues; financial implications of legislation; accounting concepts and
application; introduction to management; financial reporting; accounting and computer
systems; development and management of staff rosters; payroll processing and roster
systems; financial planning and computer spreadsheet exercises related to high and
low care residential facilities and SRSs; financial management of community care
packages; and financial management of HACC services.

Credit Points: 12

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

Understand the various financial issues facing all stakeholders in the aged care
industry; Demonstrate an awareness of accounting concepts as applied to aged care;
Demonstrate greater awareness of both internal and external financial reporting
requirements for aged care; Understand accounting and computer systems utilised
by aged care service providers; Demonstrate greater understanding of financial
management strategies available to an aged services manager; Understand the
funding arrangements and the financial management techniques for both residential
and community aged care service providers; Demonstrate greater understanding of
financial management issues in relation to capital projects.

Class Contact: Two hours per week for one semester comprising of one-hour lecture
and one-hour tutorial. Manual and online delivery for off-campus students.

Required Reading: To be advised.

Assessment: Assignments and practical exercises 100%.

ASD1571 HUMAN RESOURCE MANAGEMENT IN AGED SERVICES
Locations: City Flinders, Other.
Prerequisites: Nil.

Description: This unit of study provides a sound introduction to the principles and
practice of human resource management in aged service organisations. Human
resource management is a very broad area and topics covered include: personnel
recruitment and selection; staff retention; organisational behaviour; performance
management; and industrial relations and legislative requirements for aged service
providers.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to understand the importance of human resources in the aged care services; demonstrate a detailed understanding of human resource issues in the aged care services; identify human resource legislations that relate to aged care services.

Class Contact: Two hours per week for one semester comprising of one-hour lecture and one-hour tutorial. Manual and online delivery for off-campus students.


Assessment: Online practical exercises and project business plan 100%.

ASD1650 OPERATIONAL AND MATERIAL RESOURCE MANAGEMENT

Locations: City Flinders, Other.

Prerequisites: ASD1560 - FINANCIAL MANAGEMENT IN AGED SERVICES

Description: Operational and Materials Resource Management is a unit of study designed to provide students with experience and knowledge that reflects, as closely as possible, the workplace environment. This entails students becoming involved in an active learning experience, which provides opportunities for lateral thinking and through collaborative discussion and assessment, evaluate performance and ideas against objective measurements. This unit critically examines traditional procedures and approaches to best business practice and high performance generation. It facilitates strategic planning to ensure robust and appropriate operational measures in a changing and highly regulated aged services organisational environment.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to understand traditional business procedures and approaches; demonstrate knowledge and understanding of organisational structure and board governance, the roles of the Board and the Executive; demonstrate practical experience in preparing reports and business plan development procedures; demonstrate knowledge of operational financial management, human resource planning and management, and purchasing and outsourcing services; understand, at a basic level, the role of technology and marketing in aged care; demonstrate adequate knowledge of maintenance systems including fire prevention and protection, communications and security systems; demonstrate a fundamental understanding of the importance of building design and operational efficiency and Building Code of Australia and Certification.

Class Contact: Two hours per week for one semester comprising of one-hour lecture and one-hour tutorial. Manual and online delivery for off-campus students.

Required Reading: Students will be provided with selected study materials.

Assessment: Online exercises and major report 100%.

ASD4000 UNDERSTANDING DEMENTIA: A MULTIDISCIPLINARY PERSPECTIVE

Locations: City Flinders, Other.

Prerequisites: Nil.

Description: This unit of study is focused on the anatomy and physiology of dementia, its behavioural and biomedical treatment and management, and how it impacts on significant others. Topics covered are: cognitive and sensory functioning in normal ageing; cognitive impairment; types of dementia; diagnosis and assessment; behavioural and psychological symptoms of dementia and their management; communication strategies; transitions in care and maintaining lifestyle and daily living.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to adopt a critical, reflective approach to management and practice in dementia services; understand the course of dementing illnesses (pathway of dementia) that is expected by persons, their families, social and community networks, their workplaces and service providers who support them; demonstrate knowledge of normal and pathological anatomy, physiology, signs and symptoms of dementia; demonstrate knowledge of current research into the management and treatment of dementing illnesses.

Class Contact: Two hours per week for one semester comprising of one-hour lecture and one-hour tutorial. Manual and online delivery for off-campus students.


Assessment: Online exercises and written assignments 100%.

ASD4001 SOCIAL AND POLITICAL ASPECTS OF AGEING

Locations: City Flinders, Other.

Prerequisites: Nil.

Description: The central aim of this unit of study is to answer the question: How and why do older people become clients of aged and community services, and why are some more likely to become clients than others? This unit will use a sociological framework to examine a number of social transitions of ageing in the context of Australian society and factors affecting outcomes of these transitions for older people. It proceeds to examine the social and political factors which influence policy planning and development in response to the needs that arise in the course of these transitions and the key social determinants that may infringe on these social transitions. Particular attention is given to the Commonwealth, State and local governments’ roles, policies, legislation and funding for aged services programs including housing, health, employment, retirement benefits and health, community and aged services.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to understand the main transitions of ageing in the context of Australian society and factors affecting outcomes of these transitions for older people; understand, at a basic level, ageing from a sociological and political perspective; demonstrate an awareness of the social indicators of ageing well and familiarity with some tools for assessing wellbeing; demonstrate an awareness of the social and political factors which influence policy planning and development; demonstrate knowledge of the background to policy initiatives in the Australian health, welfare, community and residential care programs; demonstrate knowledge of current Commonwealth, State and local governments’ roles, policies, legislation and funding in aged services programs including housing, health, employment, retirement benefits and incomes; demonstrate a basic understanding of ethical and professional issues in policy development and planning and administration of aged care programs; demonstrate an introductory knowledge of the issues of guardianship and advocacy for older people.

Class Contact: Two hours per week for one semester comprising of one-hour lecture and one-hour tutorial. Manual and online delivery for off-campus students.


Assessment: Life transition study 40%; Written assignment 60%.

ASD4002 QUALITY MANAGEMENT IN AGED SERVICES

Locations: City Flinders, Other.

Prerequisites: Nil.

Description: This unit of study provides students with an introduction to essential concepts and skills in aged services and service management. The unit provides an appreciation of key concepts and principles in establishing effective and efficient best practice in management and management systems; an awareness of the need to develop an integrated approach to quality management in terms of human, technical, legislative and environmental elements; an introduction to the tools and methods of continuous improvement; and an introduction to the implementation and evaluation of quality management in aged services covering residential and community services in the public and private sectors.
Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to demonstrate adequate knowledge of theories and concepts of quality management; demonstrate knowledge of quality management in the aged care services; understand the contribution of the quality functions towards the Government's accreditation process; understand the background to policy initiatives on providing quality care to Australian health, welfare, community and residential care programs; demonstrate adequate knowledge of current Commonwealth, State and local governments' roles, policies, legislation and funding in aged services programs, including housing, health, employment, retirement benefits and incomes towards maintenance of service quality; demonstrate an understanding of ethical and professional issues in the administration of service quality within their own workplace.

Class Contact: Two hours per week for one semester comprising of one-hour lecture and one-hour tutorial. Manual and online delivery for off-campus students.

Required Reading: Students will be provided with selected materials.

Assessment: Online exercises and written assignment(s) 100%.

ASD4008 MANAGEMENT ETHICS AND SOCIAL RESPONSIBILITY IN AGED SERVICES

Locations: City Flinders, Other.

Prerequisites: Nil.

Description: This unit of study is designed to give students an understanding of ethical issues, which arise when managing facilities and services for older adults. Students will develop a basic understanding of ethical terms, principles and concepts used in the unit readings and an overview of philosophical principles employed in decision-making and policy planning and administration. The unit will address issues relating to: allocation of resources; policy and practice in residential and community care; ethical issues in aged care; end-of-life decisions; non-compliance; acting on orders; dying with dignity; ethics in business; ethics; ethics in family and community; ethics; research and older people; and quality of life issues. The syllabus will also include discussions on institutional ethics committees and their establishment and role within different institutional and community settings.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to demonstrate an awareness of theoretical frameworks underlying arguments and decision-making in ethics; demonstrate a basic knowledge of ethical concepts; identify key ethical issues in aged services and dementia care; distinguish between legal and ethical issues and their interpretation; understand the distinction between personal opinion and ethical reasoning; assess and analyse relevant elements in ethical dilemmas and contribute to problem-solving in the aged services and dementia care settings; demonstrate an awareness of the professional approaches to competence for ethical decision-making and informed consent; understand the ethical issues related to an organisational culture; critically reflect on advanced directives in the context of ethical decision-making; demonstrate an awareness of the imperative of integrity in business management in aged services and ability to operate ethically; take leadership in promoting and facilitating policy and guidelines for ethical practice in aged and dementia care services.

Class Contact: Two hours per week for one semester comprising of one-hour lecture and one-hour tutorial. Manual and online delivery for off-campus students.

Required Reading: To be advised by lecturer.

Assessment: Case study presentation and report 40%; Written assignment (3000 words) 60%.

ASD4102 PERSON-CENTRED APPROACHES TO DEMENTIA SERVICES

Locations: City Flinders, Other.

Prerequisites: ASD4000 - UNDERSTANDING DEMENTIA: A MULTIDISCIPLINARY PERSPECTIVE

Description: The focus of this unit of study is on enabling person-centred approaches in services and organisations whose clients are people with dementia. This unit examines how a person’s individuality and uniqueness is part of a larger system, and how organisations can operate and work within the system to ensure a person-centred approach to the provision of care and services. Topics covered include: an understanding of the rapidly developing bureaucracy surrounding dementia as a national priority; integrated service models of care provision; systems context and construction of a person-centred service; health promotion and community education strategies; isolation and functional interdependence; community capacity building; understanding diversity; person-centred plans and evaluative planning styles; and service frameworks for a person-centred dementia specific service.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to critically reflect on current care practices within their own work setting and identify areas deficient in the provision of person-centred care; design, implement and facilitate person-centred care and case management practices that enhance the quality of life and wellbeing of the person with dementia, and his/her family and/or relatives, friends and community; plan and implement appropriate best practice in residential facility and community settings.

Class Contact: Two hours per week for one semester comprising of one-hour lecture and one-hour tutorial. Manual and online delivery for off-campus students.

Required Reading: Students will be provided with selected study materials.

Assessment: Online exercises and written assignments 100%.

ASD4105 LEADERSHIP, INNOVATION AND CHANGE

Locations: City Flinders, Other.

Prerequisites: Nil.

Description: During the next decades of the 21st century, the global ageing of populations will challenge every nation's ability to ensure leadership by qualified health professionals and managers to reshape and improve health care delivery systems. This unit of study will explore the attributes of the professional leader-manager in community, aged and dementia specific services. It begins by examining the theoretical approaches to styles of leadership to address issues such as change management, teamwork, communication skills and innovative models and strategies directed towards client-centred care. It proceeds to examine how leaders within the industry can validate and increase the knowledge base of the field and apply an evidence-based approach to best practice in a diverse and multicultural environment of community, aged and dementia specific services.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to demonstrate knowledge, skills and attributes required by a professional leader-manager in aged and dementia specific care and services; demonstrate knowledge of the theories and styles of leadership; use leadership skills to facilitate best practice in aged and dementia specific care; facilitate workplace communication and conflict management; identify and respond appropriately to actual and potential, issues or practices impacting on the attainment of a quality delivery of services for all consumers; demonstrate the principles of evidence-based health service evaluation to enhance a critical, reflective approach to learning and practice in dementia services.

Class Contact: Two hours per week for one semester comprising of one-hour lecture and one-hour tutorial. Manual and online delivery for off-campus students.

Required Reading: Students will be provided with a selected reading list.

Assessment: Case study report and written assignment 100%.
ASD4106  DEMENTIA PROJECT: PRACTICAL EXPERIENCE FOR SERVICE PROVIDERS

Locations: City Flinders, Other.

Prerequisites: ASD4000 - UNDERSTANDING DEMENTIA: A MULTIDISCIPLINARY PERSPECTIVE

ASD4107 - PERSON-CENTRED APPROACHES TO DEMENTIA SERVICES

Description: This practical project is designed to identify key issues related to dementia care and services in the workplace. The unit of study will bring together key aspects of the prerequisite units to enable students to identify and apply knowledge, insights and skills to their workplace project. Students will submit a project proposal for approval by the course coordinator. This will be endorsed by the manager of the relevant facility, service or organisation. In order to complete their project, students will be provided with unit criteria based on the overall course objectives and the key aspects of the prerequisite units.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to identify aspects of the workplace that are relevant to dementia care and services; Communicate recommendations to colleagues and management; Plan, develop and report on innovative programs and projects, and define areas for further research; Liaise and communicate effectively with other professionals in the field.

Class Contact: Two-hour seminars for on-campus students and online for off-campus students.

Required Reading: To be advised by lecturer.

Assessment: Report, Personal journal based on reflective experience and written project report (4000 words), 100%.

ASD4108  HUMANISTIC DESIGN FOR PERSONS WITH DEMENTIA

Locations: City Flinders, Other.

Prerequisites: ASD4000 - UNDERSTANDING DEMENTIA: A MULTIDISCIPLINARY PERSPECTIVE

Description: This unit of study provides students with an understanding of the design and assessment of physical environments for persons with dementia, and development of appropriate design solutions for this population. Designed physical environments are discussed in relation to theory of place, ageing in place and environmental design, with a focus on the design and assessment of physical environments for persons with dementia. Designed environments are also considered from the perspective of a person with dementia and their family. Key areas include the home environment, residential facilities, public buildings, hospitals, shopping centres, outdoor gardens and the urban design.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to identify aspects of the workplace that are relevant to dementia care and services; Communicate recommendations to colleagues and management; Plan, develop and report on innovative programs and projects, and define areas for further research; Liaise and communicate effectively with other professionals in the field.

Class Contact: Two hours per week over two semesters.

Required Reading: To be advised by lecturer.

Assessment: Report, Personal journal based on reflective experience and written project report (4000 words), 100%.

ASD5002  LITERATURE REVIEW IN AGED SERVICES MANAGEMENT

Locations: City Flinders, Other.

Prerequisites: ASD4000 - UNDERSTANDING DEMENTIA: A MULTIDISCIPLINARY PERSPECTIVE

Description: This unit of study enables students to extend their knowledge and skills in an area of professional interest in aged services. Students will conduct a literature review normally relevant to the topic selected for their minor thesis or collaborative research project. Students will survey the literature including government and policy reports, texts, journals demonstrating ability to access a merge of media sources and data bases. Students will interpret, critically analyse and discuss findings in the literature and define a question suitable for research in the Minor Thesis or Collaborative Research Project. Students will gain experience in developing structure and writing a proposal and thesis.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to conduct a literature review normally relevant to the topic selected for their minor thesis or collaborative research project; Provide the relevant context for their study; Utilise sources of information on research already done by others; Show where their study 'fits' what is known about the topic; Compare and contrast different authors' views of the topic; Critique methodological or theoretical ideas; Make clear the relationship of previous research to their own topic; Utilise information that is an integral or supportive part of the research; Appreciate various theoretical interpretations of the findings of past studies and understand methodological issues of past studies; Recognise the gaps in current understandings of the topic in question.

Class Contact: Two hours per week have been allocated to this unit of study in semester one.

Required Reading: To be advised by lecturer.

Assessment: Report, Written report (5000 words), 100%.

ASD5004  MINOR THESIS (FULL-TIME)

Locations: City Flinders.

Prerequisites: Nil.

Description: This Minor Thesis unit of study is intended to provide students with an opportunity to undertake independent inquiry into an area of personal interest, applicable to aged services management. The student normally will carry out the research project previously proposed in AHQ0001 Introduction to Research Design and Methods. The thesis should reflect the whole research process from identification of a problem, the literature review, the critique and reflection of other relevant studies, data collection appropriate for the chosen methodology, analysis, interpretation and discussion of results and reporting at a standard commensurable with a Master's degree award. There will be one internal supervisor, from a relevant area of the Faculty of Human Development.

Credit Points: 48

Learning Outcomes: To be advised.

Class Contact: Individual contact with supervisor(s). Students and supervisors will make mutually agreed arrangements for discussion of thesis progress. Full-time students will be required to commit approximately 13 hours per week over one semester to research. Part-time students will be required to commit at least six hours per week over two semesters.

Required Reading: Readings will be recommended by the supervisor relevant to the selected topic in addition to readings researched by students.

Assessment: Research thesis (15,000-20,000 words) 100%. Examination of the thesis will be by one internal academic staff member and one external examiner.
ASD5006  INDUSTRY-BASED PROJECT (FULL-TIME)

Locations: City Flinders, Other.

Prerequisites: Nil.

Description: Students will develop a proposal to reflect an area of investigation that has the potential to enhance their professional development and to contribute to the knowledge base within the aged care sector. Students will then implement a project such as the development of a manual, service program, policy, or a critical evaluation of services against standards and industry benchmarks. The topic that is chosen should allow the student to demonstrate the ability to define a problem, develop a methodology appropriate to the unit of study and apply it to the project criteria. Good data collection and analysis skills will need to be demonstrated. The project should also demonstrate a high level of written communication skills, made evident by the submission of a suitably formatted project in which the topic is described in detail, results, discussion and conclusion elaborated. Where possible, students will be encouraged to choose a project topic that would involve the collaboration of other staff within their place of employment. Students will nominate a supervisor in the workplace who will perform the role of a mentor/resource person. The supervisor will liaise with the University Principal Investigator for the project. Students may be required to attend seminar presentations, as specified by the supervisor at the commencement of the unit.

Credit Points: 48

Learning Outcomes: To be advised.

Class Contact: Approximately equivalent to 13 hours per week over one semester or 6.5 hours per week over two semesters.

Required Reading: To be advised by supervisor.

Assessment: Project report (15,000-20,000) 100%. Examination of the project will be by one internal academic staff member and one external examiner from an area of appropriate expertise.

ASD5014  MINOR THESIS (PART-TIME)

Locations: City Flinders.

Prerequisites: Nil.

Description: This Minor Thesis unit of study is intended to provide students with an opportunity to undertake independent inquiry into an area of personal interest, applicable to aged services management. The student normally will carry out the research project previously proposed in AHQ0001 Introduction to Research Design and Methods. The thesis should reflect the whole research process from identification of a problem, the literature review, the critique and reflection of other relevant studies, data collection appropriate for the chosen methodology, analysis, interpretation and discussion of results and reporting at a standard commensurable with a Master’s degree award. There will be one internal supervisor, from a relevant area of the Faculty of Human Development.

Credit Points: 24

Learning Outcomes: To be advised.

Class Contact: Individual contact with supervisor(s). Students and supervisors will make mutually agreed arrangements for discussion of thesis progress. Full-time students will be required to commit approximately 13 hours per week over one semester to research. Part-Time students will be required to commit at least six hours per week over two semesters.

Required Reading: Readings will be recommended by the supervisor relevant to the selected topic in addition to readings researched by students.

Assessment: Research thesis (15,000-20,000 words) 100%. Examination of the thesis will be by one internal academic staff member and one external examiner.

ASD5016  INDUSTRY-BASED PROJECT (PART-TIME)

Locations: City Flinders, Other.

Prerequisites: Nil.

Description: Students will develop a proposal to reflect an area of investigation that has the potential to enhance their professional development and to contribute to the knowledge base within the aged care sector. Students will then implement a project such as the development of a manual, service program, policy, or a critical evaluation of services against standards and industry benchmarks. The topic that is chosen should allow the student to demonstrate the ability to define a problem, develop a methodology appropriate to the unit of study and apply it to the project criteria. Good data collection and analysis skills will need to be demonstrated. The project should also demonstrate a high level of written communication skills, made evident by the submission of a suitably formatted project in which the topic is described in detail, results, discussion and conclusion elaborated. Where possible, students will be encouraged to choose a project topic that would involve the collaboration of other staff within their place of employment. Students will nominate a supervisor in the workplace who will perform the role of a mentor/resource person. The supervisor will liaise with the University Principal Investigator for the project. Students may be required to attend seminar presentations, as specified by the supervisor at the commencement of the unit.

Credit Points: 24

Learning Outcomes: To be advised.

Class Contact: Approximately equivalent to 13 hours per week over one semester or 6.5 hours per week over two semesters.

Required Reading: To be advised by supervisor.

Assessment: Project report (15,000-20,000) 100%. Examination of the project will be by one internal academic staff member and one external examiner from an area of appropriate expertise.

ASD7000  THESIS (FULL-TIME)

Locations: Other.

Prerequisites: Nil.

Description: In this unit of study, students negotiate a project/research of use and value to them and their work-related development with their supervisor/s. In particular students will: define their research/project topic related to/or contextualised within the workplace; develop a comprehensive literature review; develop a suitable methodology, data collection and data analysis; develop an ethics application; carry out data collection and analysis; provide a derivation of conclusions and recommendations; present a professionally prepared thesis of doctoral level for examination.

Credit Points: 48

Learning Outcomes: On successful completion of this unit, students will be able to Produce an original project/research on professional practice at doctoral level for examination. This research project will contribute significant knowledge to the practice/organisational context of the workplace in an accessible form for practitioners.

Class Contact: Regular meetings with supervisor/s and peer group will be expected. Attendances at OPGR seminars and workshops will also be required.

Required Reading: Reading in the relevant field of study will be negotiated and identified by supervisor and student.

Assessment: Production and presentation for examination of a workplace project of 50,000 words 100%. Examination of the project by two external examiners from national and international fields. The research will contribute significant knowledge to the practice of the workplace and be presented in a format that is accessible to practitioners in the field.
**ASE1101 HEALTH & DIVERSITY IN A GLOBAL CONTEXT**

**Locations:** St Albans, Other.

**Description:** This unit analyses the health and well being of ethnically and culturally diverse communities. It also examines the health of indigenous populations First Nations within Australia and elsewhere. The unit explores how the health disadvantage of these communities is rooted in wider historical and cultural processes specifically, those relating to cultural displacement, migration and social dislocation. The unit seeks to illustrate why and how sociological knowledge is essential to understanding health and well being issues in general nursing practice. Questions of cultural safety and competence are examined and the direction of current health policy and practice critically appraised.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to demonstrate knowledge of the social impact of cultural displacement and the social designation refugee; discuss the effect of colonial settlement on the cultural organisation and health of different indigenous populations within Australia; illustrate how different policy approaches and practices have shaped and framed social and health outcomes within Australia; discuss what is meant by the biomedical model; develop a critique of the limitations of a purely biomedical approach; demonstrate a clear understanding of the contours and principal health issues confronting immigrant populations and indigenous communities; understand the importance of culturally appropriate nursing and health services and modes of delivery; be familiar with terms such as cultural safety and cultural competence; identify gaps within the current provision of medical and health care services and strategies; recognise the plurality of issues within the provision of health care to ethnically diverse communities and appreciate the significance of particular cultural knowledge and practices; and develop interpretative skills with respect to the formation and delivery of nursing and health services within socially diverse communities.

**Class Contact:** One 2-hour, one 1-hour lecture and one 2-hour tutorial.


**ASE1311 INTRODUCTION TO SOCIOLOGY**

**Locations:** St Albans.

**Prerequisites:** Nil.

**Description:** The aim of this unit of study is to introduce nursing students to the major concepts in sociology. It aims to develop an awareness of social, cultural and historical contexts in which issues of health and illness impact on the practice of nursing and on the distribution and delivery of health care in Australia. It situates the examination of health care issues within an exploration of critical sociological perspectives. In particular, it examines the distribution of health and illness, the nursing profession and the health care system, and their relationship to social class, gender, ethnicity and religion, as these categories are articulated in the Australian community. It also offers a sociological critique of the dominant paradigms of medical practice.

**Credit Points:** 12

**Learning Outcomes:** To be advised.

**Class Contact:** To be advised.

**Required Reading:** A total of 48 hours over one semester comprising lectures, tutorials, seminars and workshops.

**Assessment:** Continuous assessment through weekly journal entries on set questions requiring research and reflection 80%; Tutorial presentation and written report 20%.

**ASE1320 SOCIOLOGY OF INDIGENOUS HEALTH**

**Locations:** St Albans.

**Prerequisites:** Nil.

**Description:** This unit of study includes an examination of: the historical and social contours of current Indigenous health disadvantage; significance of past and present policies (protection, assimilation, self determination) on Indigenous communities; epidemiological profile of Indigenous health in contemporary Australia, (morbidity, mortality); limitations of the biomedical tradition in relation to Aboriginal and Torres Strait Islander populations; social and medical requirements for improving "Aboriginal" health status; innovative initiatives and strategies within "Aboriginal" health policies and service provision; and value of sociological approaches for understanding Indigenous health issues.

**Credit Points:** 8
**Learning Outcomes:** On successful completion of this unit, students will be able to
- Demonstrate knowledge of the social impact of colonial settlement on the cultural organisation and health of different Indigenous populations; illustrate how different policy approaches and practices have shaped and framed social and health outcomes for Indigenous communities across Australia; demonstrate a clear understanding of the contours and principal health issues confronting Indigenous communities; understand the importance of culturally appropriate nursing and health services and modes of delivery; identify lacunae within the current provisioning of medical and health care services and strategies; recognise the plurality of issues within Indigenous communities and appreciate Indigenous cultural knowledges and practices; demonstrate interpretive skills with respect to the formation and delivery of nursing and health services in Indigenous communities.

**Class Contact:** Equivalent of 40 hours.


**Assessment:** Continuous assessment through: Weekly journal entries on set questions requiring research and reflection 40%; scenario and problem-based learning exercises dealing with specific situations/issues within Indigenous health 40%; tutorial presentation and written report 20%.

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**ASE1325 SOCIOLOGY OF INDIGENOUS HEALTH**

**Locations:** St Albans.

**Description:** This unit of study includes an examination of: the value of sociological approaches for understanding Indigenous health issues; the historical and social contours of current Indigenous health disadvantage; significance of past and present policies (protection, assimilation, self determination) on Indigenous communities; epidemiological profile of Indigenous health in contemporary Australia, (morbidity, mortality); limitations of the biomedical tradition in relation to Aboriginal and Torres Strait Islander populations; social and medical requirements for improving 'Aboriginal' health status; and innovative initiatives and strategies within 'Aboriginal' health policies and service provision.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to
- Demonstrate knowledge of the social impact of colonial settlement on the cultural organisation and health of different Indigenous populations; illustrate how different policy approaches and practices have shaped and framed social and health outcomes for Indigenous communities across Australia; demonstrate a clear understanding of the contours and principal health issues confronting Indigenous communities; understand the importance of culturally appropriate nursing and health services and modes of delivery; identify lacunae within the current provisioning of medical and health care services and strategies; recognise the plurality of issues within Indigenous communities and appreciate Indigenous cultural knowledges and practices; demonstrate interpretive skills with respect to the formation and delivery of nursing and health services in Indigenous communities.

**Class Contact:** Equivalent of 50 hours per semester comprising lectures and tutorials.

**Required Reading:** The Health of Indigenous Australians, Thomson, N (editor), 2003, Oxford & London, Oxford University Press.

**Assessment:** Presentation, tutorial presentations and report submission by the students, 40%; essay, Conduct independent research and submit an essay, 60%. Total effective word limit 3000 words.

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**ASH1001 WORLD HISTORY 1**

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

**Description:** The paired subjects, World History 1 and 2, take a broad, synoptic view of world history, structured to emphasise the distinctive contributions and remaining legacies of particular civilisations and historical movements. Several key debates run through all the topics. What is patriarchy and how have women dealt with their situation over the centuries? Is war ever justified? Why is human history seen as centred on the West? What was the contribution of Arabic and Islamic cultures to the rise of the West? How did America become the most powerful nation in the history of the world? And, finally, what will happen in the twenty-first century? In World History 1, dealing with the period up to the 1770’s most people imagined that God or ‘the gods’ controlled human history. From the time Cook was exploring the Australian coastline, in the 1770’s, the idea that human destiny was in mankind’s own hands became more acceptable and more widely believed. This was the key idea behind the French Revolution of 1789, which explains why it was such a pivotal moment in world history, and opens the discussion of World History 2.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to Develop the rudiments of historical writing and argument; Place Australian history in its world history context; Recognise key dates in world history and put them in perspective; Understand and define key terms that have ‘world history’ significance; Be prepared for an experience as an international exchange student or world traveller; Understand the distinction between primary and secondary sources; Understand the relationship between historical arguments and national or ethnic or class identity.

**Class Contact:** 2-hours lectures 1-hour tutorials.

**Required Reading:** Lecturer to advise on Book of Readings.

**Assessment:** Essay, Essay, 50%. Test, Test, 30%. Tutorial Participation, Tutorial Participation, 20%. A 2,000 word essay on topics set by the lecturer, requiring the use of both primary and secondary sources and including correct citations and bibliography; tutorial participation, measured principally by attendance; a 30 item in class test with some multiple choice and open ended questions.

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**ASH1002 WORLD HISTORY 2**

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

**Prerequisites:** ASH1001 - WORLD HISTORY 1

**Description:** The paired subjects, World History 1 and 2, take a broad, synoptic view of world history, structured to emphasise the distinctive contributions and remaining legacies of particular civilisations and historical movements. Several key debates run through all the topics. What is patriarchy and how have women dealt with their situation over the centuries? Is war ever justified? Why is human history seen as centred on the West? What was the contribution of Arabic and Islamic cultures to the rise of the West? How did America become the most powerful nation in the history of the world? And, finally, what will happen in the twenty-first century? In World History 1, dealing with the period up to the 1770’s most people imagined that God or ‘the gods’ controlled human history. From the time Cook was exploring the Australian coastline, in the 1770’s, the idea that human destiny was in mankind’s own hands became more acceptable and more widely believed. This was the key idea behind the French Revolution of 1789, which explains why it was such a pivotal moment in world history, and opens the discussion of World History 2.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to Develop the rudiments of historical writing and argument; Place Australian history in its world history context; Recognise key dates in world history and put them in perspective; Understand and define key terms that have ‘world history’ significance; Be prepared for an experience as an international exchange student or world traveller; Understand the distinction between primary and secondary sources; Understand the relationship between historical arguments and national or ethnic or class identity.

**Class Contact:** 2-hours lectures and 1-hour tutorials.

**Required Reading:** To be advised by lecturer Book of Readings (available at VU Bookshop).
ASH2001 HISTORY AND MEMORY

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit deals with Histories and Futures, the ways in which we use the past as individuals, families, groups, communities, and even nations, in order to gain agency in the wider world. This unit explores the uses of history made by individuals, families, neighbourhoods, communities, ethnic groups and nations in seeking to resolve conflicts, traumas, ambiguities and other personal troubles. Human memory is crucial to oral history and other important historical methodologies. The unit is designed for students of History, Political Science and Sociology. Students will be expected to use a wiki designed for this unit.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Understand the role of memory in human communities; Demonstrate conceptual and historiographical skills; Practise using wikis in student learning; Improve levels of accuracy in transcription; Develop their capacity to prepare exegetical summaries.

Class Contact: Equivalent to two hours per week comprising of workshops and lectures.


Assessment: ICT (Wiki, Web sites), Students will contribute to a wiki, 30%. Report, Students will write a report of their interview, 50%. Project, Students will reflect on their report, 20%. Total effective word limit 3000 words.

ASH2002 HISTORIES OF IMMIGRANT AUSTRALIA

Locations: Footscray Park.

Prerequisites: Nil.

Description: Australia is the product of significant waves of immigration whose history is contested. The institutions built by immigrants provide a physical fabric within which to inscribe these remembered and written histories.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate skills in researching the history of social groups, including their own; Demonstrate fresh insights into the historiographical and conceptual debates in history; Practise new applications in multimedia and traditional printed texts; Present their findings to community groups in spoken form; Interpret material objects and artefacts in relation to traditional historians’ documentation.

Class Contact: Equivalent to two hours per week comprising of workshops and lectures.


Assessment: Practicum, Site analysis, 30%. Project, Community conferencing, 30%. Essay, Reflective work, 40%. Total effective word limit 3000 words.
ASH4002 HONOURS THESIS (PART-TIME)

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

Description: The Honours Thesis is designed to be an educational experience that gives students the opportunity to conceptualise, design, implement and evaluate a specific research project. Unlike a Masters or Doctoral thesis, the Honours thesis is not expected to, although it may, contribute to a discipline’s body of knowledge. The broad aim of the Honours thesis is to promote the development of the student as an independent researcher. The specific aims are to develop and use the knowledge and skills necessary to conduct a research project and present a formal written thesis. The student should generally be able to display the resourcefulness and academic rigour required of an independent researcher. The thesis should be approximately 12,000-15,000 words in length and is expected to demonstrate a thorough familiarity with the literature in the relevant area, a sound understanding of the relevant concepts and, where appropriate, the application of relevant theory or method and ethics approval. The thesis requires independent supervised research. Students may extend areas of interest covered earlier in their academic career, but the work which constitutes the thesis must be entirely new. Students are required to certify that the substance of the thesis is their own work and supervisors are required to confirm that, to the best of their knowledge, this is the case. The thesis must have a clear hypothesis or objectives and develop well-documented arguments and/or data to support the hypothesis.

Credit Points: 24

Learning Outcomes: On completion of this unit, students will be able to: Have developed and used the skills necessary to conduct a research project; Have developed the skills needed to present a formal written thesis; Be able to demonstrate an understanding of the depth and breadth of knowledge and skills associated with a particular research area.

Class Contact: The research process will be monitored by regular meetings with the supervisor in light of the agreed-upon project proposal.

Required Reading: The student’s selection and preparation of a detailed literature review of books/articles is an integral component of the Honours Year.

Assessment: The final thesis will be examined by two academics with expertise in the specific area of the research. These may be internal or external to the School and will not include the supervisor. This examination will constitute 100% of the assessment. Dissertation, 12,000-15,000 word thesis, 100%.

ASH4004 HONOURS RESEARCH: THEORY, METHOD AND DEBATES

Locations: St Albans, Footscray Park.

Description: This unit of study will introduce students to a range of research strategies and methodological debates relevant to honours theses/exegeses in the humanities and social sciences. Students will be encouraged to evaluate different conceptual frameworks and to familiarise themselves with the key debates across disciplines. The emergence of new areas of inquiry will also be examined. This unit will provide honours research training, widen theoretical perspectives and complement the more discipline-based units in the honours program.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to Understand some of the diverse methodologies that inform research in the humanities and social sciences. Students will be encouraged to evaluate different conceptual frameworks relevant to honours level research; Evaluate a range of new fields of study and experience of creative, independent research; Evaluate different conceptual frameworks relevant to honours research. These may be internal or external to the School and will not include the supervisor. This examination will constitute 100% of the assessment. Dissertation, 12,000-15,000 word thesis, 100%.

ASH4011 SOCIOLOGY HONOURS

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study examines the ways in which knowledge is structured and transmitted in sociological debates. Attention will be paid to interpretative and methodological problems in particular areas of study relevant to the student’s honours thesis.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to Demonstrate an increased ability to recognise various theoretical underpinnings of particular kinds of analytical applications within the social sciences; Recognise and demonstrate the potential different kinds of conceptual and theoretical frameworks of their own research projects.

Class Contact: This unit of study will be offered by directed-study and/or seminars.

Required Reading: To be determined in consultation with the student.

Assessment: Essay, Reflective (3500 words), 50%. Presentation, Seminar paper (2000 words), 50%.

ASH5001 COMMUNITY SERVICES (IDEOLOGIES IN PRACTICE)

Locations: Footscray Park.

Prerequisites: Nil.

Description: The major content of this unit will cover: the epistemology and the disciplinary positioning of social theory or theories; the social, cultural, political, historical positioning of current social science theories; an exploration of the ideas of intellectual thinkers of the social; an examination of theories regarding gender, ‘race’, ethnicity and Indigenous knowledge; examination of current debates in the context of the social sciences relating to the community services sector more generally; an identification of how professional knowledge is constructed. Linking theories with practice will underscore all content.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Critically understand social theories and how they reflect changes in thinking; Connect theory development, research and scholarship; Engage with relevant theories through critically applying them to a variety of social phenomena; Critique theories of the social and critically situate theories within their social, cultural, political and historical contexts; Identify how knowledge is constructed and recognise the ambiguity inherent in social science knowledge and its application to community service practice.

Class Contact: In selected format averaging three hours per week.


Nil.
AS5002 INTEGRATING THEORY, RESEARCH AND PRACTICE IN COMMUNITY SERVICES

Locations: Footscray Park.

Prerequisites: Nil.

Description: Topics related to research theory and design, specific approaches, data collection and methods of analysis will be explored in the context of theory development and integration, ethics, the logic and structure of knowledge acquisition and action, and preparing and presenting investigations.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Critically analyse and map the issues and connections between theory, research and practice in a chosen speciality; Plan and undertake investigation, analysis and interpretation of documents, policies or services in order to critically reflect on both process and outcomes; Integrate and present their work.

Class Contact: In selected format averaging three hours per week.


Assessment: Major piece of theoretical and practical work to be determined in negotiation with the unit of study coordinator 60%; Seminar presentation to be negotiated from students' self-learning goals 40%.

AS5003 SUPERVISION FOR PROFESSIONAL PRACTICE IN COMMUNITY SERVICES

Locations: Footscray Park.

Prerequisites: Nil.

Description: Topics will include: identification of ideologies, philosophical concepts in supervision; socioeconomic and political influences of supervision; anti-discriminatory practice and supervision; ethics, power, language and professional responsibilities; organisational constraints; supervision from below; evaluation practices.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Build on the theoretical understandings of AS5001 Community Services (Ideologies in Practice); Critically evaluate the contributions of class, ‘race’, age, ability, sexuality, gender and power on theories and practices of supervision; Critically evaluate the role and function of the supervisor, including the personal influence of values, ethics, codes of practice, use of language and professional bias; Critique the professionals’ use and ownership of knowledge and its implications; Critically evaluate organisational context on the supervisory role and examine the impact of managerialism and professionalism on the contemporary practice of supervision.

Class Contact: In selected format averaging three hours per week.


Assessment: Seminar presentation (20 mins) 30%; Organisational analysis essay (3000 words) 50%; Reflective journal 20%.

AS1001 SOURCES OF ASIAN TRADITIONS

Locations: Footscray Park.

Prerequisites: Nil.

Description: With a focus on China, Japan and South Asia (India, Pakistan and Bangladesh) this introductory Asian Studies unit uses objects, images and events from art, literature and history to explore key founding themes and shifts shaping culture and society in traditional Asia. Students learn to read the past by learning to question the origins of authority, traditions and institutions, including law, order, work, writing, social stratification, power, imagination, creativity, innovation and resistance. In this view pre-modern Asia is not static and unitary but contested and diverse, and in many ways modern.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate knowledge of the major trends in Asian history; Question received images of non-Western traditions; Interpret diverse sources of historical and cultural knowledge; Perform critical readings of history; Demonstrate skill in imaginative research, writing and presentation.

Class Contact: Two one-hour lectures and one one-hour tutorial per week.

Required Reading: Literatures of Asia: from antiquity to the present, Barnstone, T 2003, Upper Saddle River, NJ: Prentice Hall Readings from the text will be supplemented with online readings via VU Library’s Electronic Reserve.

Assessment: Exercise, Weekly textbook questions, 40%. Presentation, Presentation Plus report (1000 words), 30%. Examination, Written examination (2 hours): short answer and reading-response questions, 30%. Total effective word limit 3000 words.

AS1002 SOURCES OF ASIAN MODERNITIES

Locations: Footscray Park.

Prerequisites: Nil.

Description: Spanning countries from across the region, this introductory Asian Studies unit uses objects, images and events from the art, literature and history of the 19th and 20th centuries to explore the major processes of cultural and social modernisation in Asia. Students learn to investigate the origins of industrialisation, colonialism, postcolonialism and globalisation as well as the rise of cultural and social forces such as secularism, individualism, urbanisation, alienation, mass culture and postmodernity. Students also develop tools for cultural and social critique that enables them to analyse and understand the diverse trajectories of Asian cultural history.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate understanding of the Asian region’s historical role in the creation of the modern world; Analyse cultural and social artefacts and texts in terms of class, gender and national discourses; Understand the diversity of conditions and forces shaping human cultures and societies; Demonstrate knowledge and skills for continuing advanced study of Asian cultures and societies.

Class Contact: Two one-hour lectures and one one-hour tutorial.

Required Reading: The first listed text, Literatures of Asia is also used in AS1001, (purchase of this text is recommended). The second listed text is available online as an e-book through VU Library and therefore purchase is not required. Literatures of Asia: from antiquity to the present, Barnstone, T 2003, Upper Saddle River, NJ: Prentice Hall Asia: cultural politics in the global age, Birch, D (et al) 2001, James Bennett Ettie Crows Nest, NSW: Allen & Unwin.

Assessment: Review, Three reviews of selected works of Asian literature or art (3 x 400 words, 15% each), 45%. Essay, Major essay (1500 words), 55%.
ASL1003  CRIMINAL JUSTICE SYSTEMS

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit will include an examination of: major institutions of the criminal justice system in their social and historical context, including police, courts, prisons, and related crime prevention and welfare organisations linked to crime control in Australia; statistical and other evidence of shifts in approaches to crime control; a study of a selection of recent reviews of criminal justice in Australia and elsewhere; the historical and social underpinnings of community-based interventions in crime control.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Recognise and engage with different kinds of conceptual tools that can be used to analyse the operations of the Australian criminal justice system and comparable justice systems in other parts of the world; Apply analytical tools productively in a way that engages with present challenges and aspects of change in the justice systems.

Class Contact: One two-hour lecture plus one one-hour tutorial per week. Total study hours of at least nine hours per week.


Assessment: Preliminary assignment focusing on written communication; Tutorial exercise (1000 words); Final essay (2500 words). Students may be required to keep a journal reflecting their overall course participation and the interaction between different parts of the course. Tutorial participation of 80% is required.

ASL2004  SOCIAL STUDIES OF SCIENCE TECHNOLOGY AND JUSTICE

Locations: Footscray Park.

Description: This unit of study traces the emergence of forensic technologies, from Bertillonage and fingerprinting to DNA profiling and brain imaging techniques, in the context of the policing and detecting of crime; the production and presentation of evidence, and their effects upon penal policy and sentencing. The unit of study focuses on a number of locations, including the forensic laboratory and the courtroom, but also the media including popular TV crime shows, as sites within which specific technologies establish their legitimacy as tools for the pursuit of criminal justice. Students are asked to engage with a body of contemporary scholarship, constituted, in particular, from within the discipline of science and technology studies, which suggests that these are complex spaces warranting careful critical analysis.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate a foundational understanding of contemporary theory drawn from social studies in science and technology (SST); Demonstrate increased effectivity in problem-solving via the application of critical theoretical tools drawn from SST to science-and-technology related practices in the criminal justice system, and to relations of criminal and social justice as they exist in the community; Demonstrate the ability to work as a team and address issues of collaborative investigation and presentation.

Class Contact: One two hour seminar per week. Plus independent on-line assessment linked learning.

Required Reading: Students will be required to purchase a Book of Readings and a manual of exercises designed to assist their learning of ethics.

Assessment: Other, One essay (2000 words) and satisfactory completion of practicum, 100%. Class participation (minimum 80%) is required.

ASL2003  ETHICS

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will include a survey of the legislation, charters, declarations and rules governing the conduct of public institutions, the development of the various aspects of human rights as emphasised in the above decisions and documents; the philosophical principles enunciated in the above that are held to determine ethical conduct. It will also include an examination of the techniques of ethical practice. What techniques are deployed by individuals in the context of ethical decision-making. Practicum’s leading students to becoming familiar with methods of self-inquiry and the performance of ethical rules.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are able to: Demonstrate a foundational understanding of ethics as the subject of academic inquiry and as an underpinning of research and professional practice; Apply the study of ethics to the practices and relations of criminal and social justice; Extend the academic discourse of ethics to ‘real life’ problems and issues that extend beyond the classroom and into the specific vocational arena of professional practices within the criminal justice system.

Class Contact: Two hours of combined lecture and seminar, practical classes, demonstrations and video material per week.

Required Reading: Students will be required to purchase a Book of Readings and a manual of exercises designed to assist their learning of ethics.

Assessment: Other, One essay (2000 words) and satisfactory completion of practicum, 100%. Class participation (minimum 80%) is required.

ASL3001  FILM, ART AND PERFORMANCE IN ASIA

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit explores connections between traditional Asian visual and performing arts and contemporary filmmaking in Asia. This will include detailed analysis of recent feature films that portray traditional performance such as The Story of Chunhyang (pansori, South Korea), Farewell My Concubine (Peking opera, China) and The Last Dance (kathakali, India). Themes covered include the traditional social context of performance arts in Asia, the translation of traditional performance arts to cinema, and the impact of cinema on performance history.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Write on Asian performance traditions; Explore and interpret art forms cross-culturally; Analyse performance and cinema in historical context; Devise structuralist, hermeneutic and/or poststructuralist approaches to art.

Class Contact: One 2-hour seminar per week.

Required Reading: Reader available from VU Bookshop and online readings via VU Library.

Assessment: The reading and ideas journal pieces will be assessed on the student’s ability to make adventurous connections between the readings and/or films set for each week. The end of semester presentation will be strictly limited to 10-15 minutes: format to be discussed with instructor. Journal, Reading and ideas journals (8 x 300 words, 10% each), 80%. Presentation, End of semester presentation based on reading and ideas journals (approx. 600 words), 20%.

AS193
ASL3002 LAW AND GOVERNANCE

Locations: Footscray Park.

Prerequisites: ASST1001 - SOCIOLOGY 1A: INTRODUCTION TO SOCIOLOGY
ASS1002 - SOCIOLOGY 1B: MANAGING NORMALITY
OR ASS1051 and ASS1052

Description: This unit of study draws on modern social theory to trace the interaction between law and systems of governance. The approach, taken through a range of case studies and specialist literature, is to examine law and policy as attempts to intervene in certain problem areas of social life that need to be regulated and managed. Particular topics include: law as governance, risk management and punishment, the medicalisation of crime, law, power and family. Students will be expected to demonstrate a knowledge and understanding of the law as a set of techniques for intervening in the way society is governed and to use this understanding in the conduct of their own research.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Two hours per week consisting of one one-hour lecture and one one-hour tutorial/seminar. Plus three hours of web-based learning per semester.

Required Reading: To be advised by lecturer.

Assessment: Two seminar papers 50%; Major essay 50%.

ASLS001 CRIME POLICY AND POLITICS

Locations: Footscray Park.

Prerequisites: Nil.

Description: According to the media, crime tends to be defined primarily as 'street crime'. Such crime is thus associated with personal terror and fear, and violence is seen as central. Crime is sensationalised, with important implications for the fear of crime among certain sections of the population. This fear is heightened by the way in which crime is seen as random in nature, with anyone and everyone a possible target for victimisation. As well, there is often the idea that crime is related to morality, and specifically to the decline of that morality. What is 'wrong' is plain for all to see. Furthermore, the 'criminal' is distinctive and identifiable from everyone else in society. Overall, the idea is that there is a continuing 'law and order' problem in society, and that things are constantly getting worse. This unit of study content includes: a study of recent trends in penal policies and statistical trends in arrest, sentencing and incarceration; a critique of law and order politics; comparative approaches to crime control; the history and sociology of crime control techniques; policing, legislation and media representations.

Credit Points: 24

Learning Outcomes: To be advised.

Class Contact: Two hours per week classroom teaching, or a combination of class and online tuition.


Assessment: Preliminary assignment 20%; Research paper (4500 words) 80%.

ASLS002 SPACES OF INCARCERATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study draws on modern social theory to trace the interaction between law and systems of governance. The approach, taken through a range of case studies and specialist literature, is to examine law and policy as attempts to intervene in certain problem areas of social life that need to be regulated and managed. Particular topics include: law as governance, risk management and punishment, the medicalisation of crime, law, power and family. Students will be expected to demonstrate a knowledge and understanding of the law as a set of techniques for intervening in the way society is governed and to use this understanding in the conduct of their own research.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to Recognise and engage with different kinds of conceptual tools that can be used to analyse material expressions of incarceration, past and present; Apply analytical tools productively in a way that engages with various public and professional understandings of incarceration as a problem to be solved.

Class Contact: Two hours per week classroom teaching or a combination of class and online tuition.


Assessment: Preliminary assignment 20%; Research paper (4500 words) 80%.

ASLS003 SOCIAL STUDIES OF FORENSIC SCIENCE

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study aims to introduce students to the tools of academic inquiry developed largely in the context of science and technology studies and invites students to turn a critical eye upon some of the contemporary commonsense models via which the relationship between science and the criminal justice system is often articulated. The unit aims to explore perceived tensions between the popular and the real, the collegial and the adversarial, lay understandings and professional scientific expertise. The unit traces the passage of scientific and technological knowledge through the interface of spatial architectural and topographical arrangements with aspirations diversely articulated as punishment, therapy, reform, protection of human rights and national and community security.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to Recognise the shared conceptual terrain that underpins Social Studies of Science and
Technology (SST); Apply theoretical tools drawn from SST to a sociological analysis of forensic practices, past and future.

Class Contact: Two hours per week classroom teaching or a combination of class and online tuition.


Assessment: Preliminary assignment 20%; Research paper (4500 words) 80%.

ASL5004 LAW AND NORM

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will include select case studies and texts on modes of governance and the workings of power, Australian and international socio-legal studies. Law and legal process on the one hand, and the management of social life understood through the sociological concept of normalisation, are studied in the context of recent social theory and social and historical studies. The unit aims to provide students with the analytical tools to explore distinctions between law and norm in the way social regulation and governance are implemented.

Credit Points: 24

Learning Outcomes: To be advised.

Class Contact: Two hours per week classroom teaching or a combination of class and online tuition.


Assessment: Preliminary assignment 20%, Research paper (4500 words) 80%.

ASL6001 MINOR THESIS (FULL-TIME)

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study is a compulsory component of the Masters program. Each student will be required to negotiate with their supervisor on a satisfactory project that encompasses the learning outcomes of the unit. The aim of the unit is to provide students with the opportunity to undertake a substantial piece of independent work on a chosen topic to be negotiated between the student and the supervisor. A topic may be undertaken that addresses a relevant theme or issue concerning the profession or work situation.

Credit Points: 24

Learning Outcomes: To be advised.

Class Contact: Regular individual contact with supervisor for at least one semester for full-time students and two semesters for part-time students.

Assessment: Work equivalent to 15,000 words.

ASL6002 MINOR THESIS (PART-TIME)

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study is a compulsory component of the Masters program. Each student will be required to negotiate with their supervisor on a satisfactory project that encompasses the learning outcomes of the unit. The aim of the unit is to provide students with the opportunity to undertake a substantial piece of independent work on a chosen topic to be negotiated between the student and the supervisor. A topic may be undertaken that addresses a relevant theme or issue concerning the profession or work situation.

Credit Points: 24

Learning Outcomes: To be advised.

Class Contact: To be advised.

Required Reading: .

Assessment: Thesis, Work equivalent to 15,000 words, 100%.

ASL6003 METHODS OF INQUIRY: CRIMINOLOGICAL, SOCIAL, ETHICAL (FULL-TIME)

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will include: a survey of legislation, charters, declarations and rules governing the conduct of public institutions; the development of the various aspects of human rights as encompassed in the above decisions and documents; the philosophical principles enunciated in the above that are held to determine ethical conduct; a survey of major shifts in public policy in relation to the criminal justice system in Australia and the rationales and political requirements underpinning these changes; a study of methods of historical inquiry, statistical methods in criminology, and a study of the methodologies deployed in ethical decision-making.

Credit Points: 24

Learning Outcomes: To be advised.

Class Contact: Two hours per week classroom teaching or a combination of class and online tuition.

Required Reading: To be advised by lecturer.

Assessment: Preliminary assignment 20%; Research paper (4500 words) 80%.

ASL6004 METHODS OF INQUIRY: CRIMINOLOGICAL, SOCIAL, ETHICAL (PART-TIME)

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will include: a survey of legislation, charters, declarations and rules governing the conduct of public institutions; the development of the various aspects of human rights as encompassed in the above decisions and documents; the philosophical principles enunciated in the above that are held to determine ethical conduct; a survey of major shifts in public policy in relation to the criminal justice system in Australia and the rationales and political requirements underpinning these changes; a study of methods of historical inquiry, statistical methods in criminology, and a study of the methodologies deployed in ethical decision-making.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Two hours per week classroom teaching or a combination of class and online tuition.
ASM2001 MEDIATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study has both a critical and a practical focus. It explores the rise of mediation in a range of settings and considers its limitations and opportunities, particularly where already marginalised complainants are involved. On a practical level, it introduces students to the various phases in the mediation process, including preparation, creating trust, summarisation and isolation of the issues, creating an agenda, exploring options, negotiation of an agreement, and implementation. It further equips students with mediation techniques and skills through practical exercises (including role-plays).

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Normally three hours per week, consisting of one one-hour lecture and one two-hour workshop.

Required Reading: To be advised by lecturer.

Assessment: Essay (3000 words) analysing a mediated dispute 50%; Assessed role-play 50%. Students are expected to have 80% attendance at lectures and workshops.

ASM2002 RESTORATIVE JUSTICE

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study looks at the emergence of restorative justice programs as an approach to 'repairing the harm' and considers a range of programs from Australia, New Zealand and Canada that fall under the restorative umbrella. The aim is to investigate claims that these approaches have a range of beneficial outcomes, including crime prevention, community and victim involvement which are not achievable within retributive and rehabilitative models. Given the interest in restorative justice in programs involving young offenders and Indigenous peoples, the unit of study will consider the opportunities and limitations of restorative justice strategies in diverse societies.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to understand the conceptual parameters of restorative justice; understand the lines of credit points; understand the emergence of restorative justice into the contemporary field of justice administration; participate in debates over the applicability of restorative justice techniques (eg. what kinds of offences, offenders etc.); evaluate existing programs; evaluate the professional role as it is currently conceived; demonstrate enhanced skills in becoming a team player, through sharing information, participating in e-discussions etc.; demonstrate skills in accessing knowledge and drawing from global forums around restorative justice; demonstrate the attainment of some of the skills required by a newly graduated professional practitioner (including self-evaluation and the constructive evaluation of the performance of others); participate in role-plays of restorative justice conferencing in ways that indicate readiness to undertake internship or other community-based learning.

Class Contact: Normally two hours per week.


Assessment: Assignment, Short assignment (1000 words), 20%; Project, Group project, 40%; Essay, Major essay (2500 words), 40%. Students are expected to have 80% attendance at lectures and workshops.

ASM3001 ADVOCACY AND MEDIATION INTERNSHIP 1

Locations: Footscray Park.

Prerequisites: ASM2002 - RESTORATIVE JUSTICE

Description: The completed Internship (ASM3001 and ASM3002) units of study will include 200 hours at an appropriate agency or organisation. Students will be required to complete a series of tasks that are oriented and integral to the work of the agency or organisation (see assessment task).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to demonstrate experience gained in work and agency settings where the skills of advocacy and mediation are deployed, or might usefully be deployed; work both independently and as part of a team; demonstrate record keeping skills (log of hours and learning journal), time management (project work, use of diary); understand document management.

Class Contact: One hour per fortnight workshop on-campus. University supervision staff will make a minimum of one visit to each student at their placement per semester (two for the internship as a whole).

Required Reading: BA (Advocacy and Mediation) Internship Manual.

Assessment: Completion of the internship contract in consultation with the agency supervisor and University supervisor; log of hours as submitted by the student and confirmed by the agency supervisor at the end of each semester and at the conclusion of the internship; Learning journal involving a minimum of six substantive entries shown to the University supervisor at the end of each semester (12 entries by the conclusion of the internship; Preliminary draft/plan of the 2500 word internship final report. The unit of study will be graded as satisfactory or unsatisfactory.

ASM3002 ADVOCACY AND MEDIATION INTERNSHIP 2

Locations: Footscray Park.

Prerequisites: ASM3001 - ADVOCACY AND MEDIATION INTERNSHIP 1

Description: The completed Internship (ASM3001 and ASM 3002) units of study will include 200 hours at an appropriate agency or organisation. Students will be required to complete a series of tasks that are oriented and integral to the work of the agency or organisation (see assessment task). The Internship will also include the Capstone Task as part of the assessment.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: One hour per fortnight workshop on-campus. University supervision staff will make a minimum of one visit per semester to each student at their placement (two for the internship as a whole).

Required Reading: BA (Advocacy and Mediation) Internship Manual.

Assessment: Log of hours as submitted by the student and confirmed by the agency supervisor at the end of the internship; completion of the learning journal involving a minimum of 12 substantive entries shown to the University supervisor at end of placement; A 2500-word internship final report submitted by the student (in addition to any task reports or materials required by the specific intern project); Capstone Task of 1500 words; where students reflect on their personal development in the area of the Victoria University core graduate attributes and on the evidence of this that they have accumulated in their student portfolio, then produce a statement on graduate attributes that can then be used when applying for work. End of internship written report and verbal report from the agency supervisor; End of internship three-way review meeting between the student agency supervisor and University supervisor. The unit of study will be graded as satisfactory or unsatisfactory.
ASM6000 PROFESSIONAL THESIS (FULL-TIME)

Locations: Other.
Prerequisites: Nil.
Description: In this unit of study, students negotiate a project/research of use and value to them and their work-related development with their supervisor/s. In particular students will: define their research/project topic and appropriate methodology; develop ethics application; carry out data collection and analysis; and present a professionally prepared thesis for examination.
Credit Points: 48

Learning Outcomes: On successful completion of this unit, students will be able to produce a project/research on professional practice. This research project will contribute significant knowledge to the practice/organisational context of the workplace and will be presented in a manner accessible to practitioners.

Class Contact: Regular meetings with supervisor/s and peer group will be expected.

Required Reading: Reading in the relevant field of study will be negotiated and identified by supervisor and student.

Assessment: Production and presentation for examination of a workplace project of 20,000 words. Examination by two examiners, one internal and one external in the field of the project 100%. This research will contribute significant knowledge to the workplace and be presented in a format that is accessible to practitioners in the field.

ASM6001 PROFESSIONAL THESIS (PART TIME)

Locations: Other.
Prerequisites: Nil.
Description: As negotiated with the supervisor/s a project/research of use and value to the candidate and their work related development. In particular: Define research/project topic and appropriate methodology; Develop ethics application; Carry out data collection and analysis; Present a professionally prepared thesis for examination.
Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to produce a project/research on professional practice. The research projects will contribute significant knowledge to the practice/organisational context of the workplace and will be presented in a manner accessible to practitioners.

Class Contact: Regular meetings with supervisor/s and peer group will be expected.

Required Reading: Reading in the relevant field of study will be negotiated and identified by supervisor and student.

Assessment: Production and presentation for examination of a workplace project of 20,000 words. Examination by two examiners, one internal and one external in the field of the project 100%. The research will contribute significant knowledge to practice of the workplace and be presented in a format that is accessible to practitioners in the field.

ASP2001 POLITICAL ECONOMY OF COLONIALISM AND NEOCOLONIALISM

Locations: Footscray Park.
Prerequisites: AAH1001 - WORLD HISTORY
AAH1008 - AUSTRALIANS AT WAR
OR AAP1002 and AAP1010
Description: The unit examines the phenomenon of colonialism and neo-colonialism since the 19th century in Africa, Latin America, Oceania and Asia. Examples are placed within a theoretical framework: high imperialism, for example, will draw on the work of J.A. Hobson, and neo-colonialism on the work of Immanuel Wallerstein and Andre Gunder Frank. Case studies include dependency in Amazonia, private imperialism in the Congo Free State, plantations and labour migration in Southeast Asia, and tax bondage in the former Australian colonies in New Guinea. The focus is on the production of commodities in the ‘global periphery’, including rubber and gutta-percha, tobacco, coffee, tin and cotton, and on labour regimes including slavery, indentured labour, the kangany system and tax bondage. The ecological and social effects of plantations, wild commodity collection, mining and manufacturing are also examined. Some attention is given to ‘coolie’ revolts and the growth of nationalist responses to colonialism. Benjamin Disraeli noted presciently that ‘colonies do not cease to be colonies when they become independent’, thus adumbrating the idea of neo-colonialism. The later part of the course deals with this phenomenon through examples in the ‘Global South’.
Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to understand the main theoretical debates about colonialism and neo-colonialism; demonstrate knowledge of the history of colonialism and neo-colonialism; demonstrate an understanding of the ecological ramifications of colonialism and neo-colonialism; reflect critically on their reading and discussions and contribute, however modestly, to the debate on relations between the Global North and South; write a major essay on some aspect of colonialism or neo-colonialism.

Class Contact: One hour lecture and one hour tutorial per week.

Required Reading: ASP2001 Book of Readings Book of Readings prepared by the lecturer. The readings will be compiled in part from the recommended (short) reading list.

Assessment: Essay, Plan/bibliographic exercise, 20%. Essay, Major essay (2000 words), 60%. Examination, Exam, 20%. Total effective word limit 3000 words.
ASP2003 INTERNATIONAL SECURITY

Locations: Footscray Park.

Prerequisites: AAP1010 - FOUNDATIONS OF POLITICAL SCIENCE

Description: This unit provides an introduction to security studies, a field of inquiry that examines the political processes through which people seek security within the realm of international politics. The unit adopts a historical approach to the examination of this subject: we shall consider how our understandings of security have changed over time, which types of political actors have been most responsible for the maintenance of security, and what types of strategies these actors have adopted in their pursuit of security. Thus, this unit offers students the opportunity to examine some of the most important issues facing the international political system today.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate understanding of events, concepts and theories relating to the field of security studies; Critically analyse such events, concepts and theories; Identify, gather, evaluate and utilise a range of primary and secondary sources related to this field; and Communicate, both orally and in writing, in a clear and persuasive manner.

Class Contact: One hour lecture and one hour tutorial.


Assessment: Report, A security report on a given country or organisation, 20%. Portfolio, A portfolio of notes and reflections on readings from any six of the allocated tutorials, 30%. Essay, Essay, 50%. Effective word limit 3,000 words.

ASR1000 RESEARCH (FULL-TIME)

Locations: St Albans.

Prerequisites: Nil.

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

Credit Points: 48

Learning Outcomes: To be advised.

Class Contact: Independent research in addition to regular meetings with the supervisor.

Required Reading: To be advised by supervisor.

Assessment: The thesis will normally be assessed by at least two expert examiners for Research Masters and three expert examiners for PhD from an appropriate area of expertise.

ASR1001 RESEARCH (PART-TIME)

Locations: St Albans.

Prerequisites: Nil.

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

Credit Points: 24

Learning Outcomes: To be advised.

Class Contact: Independent research in addition to regular meetings with the supervisor.

Required Reading: To be advised by supervisor.

Assessment: The thesis will normally be assessed by at least two expert examiners for Research Masters and three expert examiners for PhD from an appropriate area of expertise.

ASS1005 SOCIAL AND CULTURAL CHANGE IN SOUTH PACIFIC ISLANDS

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study will introduce students to the distinctive social, political and economic features of the Melanesian, Polynesian and Micronesian regions. Through a wide range of source materials, including writings by Pacific islanders, and documentary films, students will study a number of themes in the history and development of society in the Pacific Islands. These will include: the exercise of power and authority; contact with missionaries and colonial officials; issues of self-determination and independence; gender and class; the role of the mass media; education and military presence; and tourism.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate a knowledge of the culture, economy and society of some of Australia's closest neighbouring countries; Better understand the differences between Melanesia, Polynesia and Micronesia; Apply relevant sociological concepts to the countries of the Pacific Islands region and their transformation under colonialism and decolonisation; Search for bibliographic materials, films, media and web-based resources on topics about which it appears that very little has been written; Demonstrate communications skills, cross-cultural awareness and begin to understand how social and cultural change takes place.

Class Contact: One two-hour lecture and one one-hour tutorial per week.

Required Reading: Culture and Sustainable Development in the Pacific Antony Hooper 2000 Australian National University, Canberra.

Assessment: Review, Book review of a novel or autobiography by a Pacific Islander, 20%. Presentation, Tutorial presentation, 20%. Essay, Major essay, 40%. Test, Class test, 20%. Total effective word limit 3000 words.

ASS1051 SOCIOLOGY 1A

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

Description: This introductory unit seeks to give an overview of sociology - an introduction to how we might go about ‘thinking society’ in a systematic and disciplined way. This unit examines processes of social change and offers the opportunity to critically examine social issues and explore questions of social and cultural identity. It looks at how that theory might be applied to specific areas of investigation and research. The unit aims to equip students with the ability to distinguish a sociological approach from other possible approaches to information, social situations, issues and problems; to recognise and experiment with different theoretical frameworks within sociology; and to begin to apply a range of critical analytical skills to a variety of contemporary social arrangements and social issues.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate a foundational capacity to recognise the nature of sociological approaches to problems, as distinct from other forms of inquiry; Demonstrate a
foundational familiarity with different theoretical approaches within the broad discipline of sociology. Demonstrate a foundational capacity to borrow theoretical tools and concepts offered within the discipline of sociology and to recognize and experiment with their applicability to problems and practices beyond the classroom; Demonstrate a familiarity with and ability to apply academic conventions of documentation and referencing.

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

Required Reading: Students will be required to purchase a Book of Readings for this unit of study, to be used in conjunction with tutorial and assessment requirements.

Assessment: Assignment, Explore at an introductory level connections between sociological texts, lived social and community relations and workplaces, 25%. Assignment, Tutorial-based written exercise, 25%. Test, Mid semester test, 25%. Examination, End of semester exam, 25%. Effective word limit 3,000 words.

ASS1052 SOCIOLOGY 1B

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

Description: This unit of study is interested in the regulation of normal and deviant citizens, including corporate citizens, in contemporary Western societies. It takes as its starting point the claim that both normality and deviance are 'managed' and introduces students to the ways in which deviance and normality has been thought about, identified and acted upon. Students are introduced to sociological analyses of deviance, and to questions concerning the contribution of sociological investigation to the work of social regulation. Broad topic areas include: women and criminal deviance, juvenile crime, the medicalisation of deviance, corporate crime and social disadvantage.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Understand some of the key perspectives of the deviance and the management of normality; Demonstrate the development of an information base, and relevant analytic and basic research skills; Demonstrate the development of the skills of presentation, in both oral and written form.

Class Contact: Three hours per week for one semester, comprising two hours of lectures and one-one hour tutorial.


Assessment: Essay, 40%. Exercise, Tutorial based exercises, 30%. Examination, End of Semester, 30%.

ASS2009 MAKING MODERN IDENTITIES

Locations: Footscray Park.

Prerequisites: ASS1001 - SOCIOLOGY 1A: INTRODUCTION TO SOCIOLOGY
ASS1002 - SOCIOLOGY 1B: MANAGING NORMALITY
OR ASS1051 and ASS1052.

Description: This unit of study draws on recent social and cultural theory addressing questions of identity and difference to explore the historical production of contemporary identities. It seeks to juxtapose the notion that identity is unstable and historically conferred with those discourses that speak of identity as unitary and stable over time. The unit of study looks to the newly visible categories of ‘women, ‘migrant’, ‘gay’ and ‘black’, and to slightly older categories like ‘the homosexual’, ‘the delinquent’, ‘the Aborigine’ to question more familiar narratives of identity formation and to explore the implications of those moves for understanding connections between identity formation and governmental activity.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Construct an awareness of the contingency of identity; Deconstruct essentialist thought; Demonstrate a broad-based knowledge of the different core issues in processes of identity formation across cultures and history.

Class Contact: Two hours per week comprising one hour of lectures and one one-hour tutorial Plus three hours of self-directed learning per semester.

Required Reading: To be advised by lecturer.

Assessment: Two sets of guide questions (1000 words each); Essay (2000 words). Final assessment requires satisfactory completion of all assignments and attendance at 80% of tutorials/seminars.

ASS2013 SOCIOLOGY OF THE BODY

Locations: St Albans, Footscray Park.

Prerequisites: ASS1001 - SOCIOLOGY 1A: INTRODUCTION TO SOCIOLOGY
ASS1002 - SOCIOLOGY 1B: MANAGING NORMALITY
OR ASS1051 and ASS1052.

Description: This unit of study introduces students to some major contemporary debates in the emerging field of sociological inquiries into the body. The unit is particularly concerned with conceptions of health which intersect questions of normality and the rights and responsibilities of citizenship. Students explore these themes via a number of case studies which include an historically-based inquiry into the concepts of health, illness and disease. These case studies are used to explore three related themes: the cultural meanings attached to certain illnesses; the social construction of disease; the place of medical knowledge in governing individuals and populations.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Develop and demonstrate advanced skills in critical reading, thinking and writing;
Think 'sociologically' about the body; Analyse social phenomena across cultures; Apply theoretical questions to social phenomena; Demonstrate familiarity with the field of inquiry covered by this unit.

Class Contact: Two hours per week for one semester comprising one-one hour lecture and one-one hour seminar. Plus three hours per semester of self-directed learning.

Required Reading: ASS2013 Unit Reader.

Assessment: Group presentiation 20%; Two sets of guide questions 40%; Essay 40%. Final assessment requires satisfactory completion of all assignments and attendance at 80% of tutorials/seminars.

ASS2025 TRANSNATIONAL SOCIAL MOVEMENTS

Locations: Footscray Park.

Prerequisites: ASS1001 - SOCIOLOGY 1A: INTRODUCTION TO SOCIOLOGY
ASS1002 - SOCIOLOGY 1B: MANAGING NORMALITY
OR ASS1051 and ASS1052 OR AAP1002 and AAP1010

Description: This unit of study will critically examine the increasing significance and reach of non-party political formations such as the global justice movement, civil society organisations and transnational environmental, peace and community building networks. It will introduce students to the most recent literature on social movement theory and explore the relationship between transnational social movements and globalisation. The unit will include specific case study material as well as introducing wider debates on the role of the nation state since September 11, 2001; contemporary critiques of neo-liberalism and the problem of political engagement in the post-Cold War era.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to understand some of the key debates about transnational social movements, global civil society and globalisation; Critically evaluate some of the political and social implications of transnational social movements; Relate theoretical debates to case studies of non-party political formations; Understand how interpretations of globalisation have changed since September 11, 2001; Demonstrate familiarity with a number of different approaches to research for political and social inquiry; Apply skills of analysis and critique.

Class Contact: One one-hour lecture and one one-hour tutorial per week. Plus one three-hour online exercise.


Assessment: Seminar paper 25%; Micro case study 35%; Research essay 40%.

ASS2027 TIMOR LESTE: HISTORY, POLITICS AND SOCIETY

Locations: City Flinders.

Prerequisites: ASS1001 - SOCIOLOGY 1A: INTRODUCTION TO SOCIOLOGY
ASS1002 - SOCIOLOGY 1B: MANAGING NORMALITY
OR ASS1051 and ASS1052

Description: This unit of study gives students an in-depth insight into the history, politics and sociology of East Timor’s development, including the role of the international community. This will include the era of Portuguese colonialism, Indonesian occupation, the period of rule by the United Nations and prospects and strategies for the future. It will also introduce students to key areas of Timorese thought and action through these periods and they will meet Timorese in Melbourne or in East Timor who have been active participants in defending and rebuilding the country.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: This unit is taught by means of a study tour to Timor-Leste in June-July on alternate years. In the other years it is taught at the City Campus for two hours per week and also one three-hour study visit in Melbourne. Each enrolled student will present a tutorial paper.


Assessment: Book review 20%; Class presentation 20%; Essay/research project 60%.

ASS2028 CONTEMPORARY AFRICA AND SOCIAL CHANGE

Locations: St Albans.

Prerequisites: AAH1001 - WORLD HISTORY
AAH1008 - AUSTRALIANS AT WAR
OR AAP1002 and AAP1010 OR ASS1001 and ASS1002 OR ASS1051 and ASS1052

Description: The presence of African background communities in Australia has been accompanied by the emergence of African studies in the Australian context. This unit seeks to engage students in both local and global analysis of development and social change as they relate to contemporary Africa. It situates Africa’s ‘developmental’ trajectory amongst those of other developing world regions. It provides a base to critically evaluate various dimensions of development in Africa as a whole, particular regional blocs and particular countries. The unit also explores past and present trends in Africa’s socioeconomic affairs, and considers their impact. Students will consider both the salience of local communities’ engagement with socioeconomic empowerment and the international community’s engagement with socioeconomic empowerment and peace building.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to distinguish between complex layers of influence on the past and present African socioeconomic trends in the context of other developing regions; Comment on the diversity of African communities and their experiences at home, in transition and in Australia; Critically evaluate cases of development and social change planning and implementation; Appraise past and present trends in Australia’s engagement with Africa; Explain Africa’s position in the global socioeconomic, environmental, security and other aspects of world affairs.

Class Contact: Two hours per week.

Required Reading: Mphande, C (comp) 2009, Contemporary Africa and Social Change Reader.

Assessment: Poster presentation on comparative trends in development between an African and another developing region (EWL 600 words) 30%; Written report drawing upon student research conducted with emerging African background communities or the agencies that work with them around an area of interest that connects to the themes of the unit (1400 words) 40%; Theoretical essay on a set topic drawn from one of the weekly seminar topics (1000 words) 30%.
ASS2051  CHILD AND SOCIETY

Locations: St Albans, Footscray Park.

Description: This unit of study introduces students to some of the significant developments in the history of the sociological enquiry into religion, as well as exploring some key aspects of contemporary sociology working in this field. The unit considers issues relating to major world religions, recently emerging religious movements, themes of multiculturalism and globalisation in religion, and provides a particular focus on the secularisation debate. Drawing on these themes, alongside a range of relevant case studies, the unit also explores the theoretical and methodological tensions emergent throughout the sociological study of religion and secularisation.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Demonstrate an awareness of historical developments in sociological approaches to religion: Understand key aspects of contemporary sociological debates relating to religion and secularisation; Reflect critically on the methodological difficulties inherent in the contemporary sociological study of religion; Reflect meaningfully on the unique status of the 'search for meaning' during modernity; Show an awareness of the work of significant theorists in this field of study.

Class Contact: 1 hour lecture and 1 hour tutorial.

Required Reading: Book of Readings 2011 VU Bookshop.


ASS2052  MEANING AND SOCIAL CONTEXT

Locations: St Albans, Footscray Park.

Description: This unit of study introduces students to some of the significant contributions to this field of sociological enquiry. With a particular focus on childhood in Western countries, the unit will offer a historical exploration of childhood, revealing it as a category subject to considerable development, contingent on a range of political shifts and social forces. The unit will also explore issues relating to contemporary understandings, with a particular focus on the child as agent, actor and consumer. Drawing on these complexities, the unit provides insights into ongoing tensions within the concept of childhood.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate an enhanced capacity to think critically about concepts of childhood; Demonstrate an awareness of shifts and developments in the history of childhood; Reflect meaningfully on the tensions inherent within the category of childhood in the contemporary West; Reflect meaningfully on the unique situation of the child in postmodernity; Show an awareness of the work of significant theorists in this field of study.

Class Contact: 1 hour lecture and 1 hour tutorial.

Required Reading: Book of Readings 2011 VU Bookshop.


ASS3007  SPACE, KNOWLEDGE AND POWER

Locations: Footscray Park.

Prerequisites: ASS1051 - SOCIOLOGY 1A
ASS1052 - SOCIOLOGY 1B
or ASS1001 and ASS1002

Description: This unit explores the questions: what does it mean to be a social scientist and how does one go about focusing on the social? What if we begin with the loose premise that 'the social' has something to do with bodies in space. Imagine looking out of the window upon a busy street - buildings, traffic, and crowd. Given the fluidity of the scene before us, how are we going to get a fix upon what we see? Perhaps we could ask a different question, if we adjust our focus a little. Can we see evidence of attempts to get a fix on those milling bodies - evidence, say, of attempts to arrest fluidity, to promote flow, to produce order and govern conduct? In other words, what forms of power are at work, and through the application of what kinds of know-how is the child? This is the kind of question Michel Foucault asks in a discussion with Paul Robinov entitled, 'Space, knowledge and power', and it will serve as the overarching question this semester. It is a pivotal question shared by the authors you are asked to read, although you will find that they approach the question from a range of perspectives.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate an ability to recognise and articulate continuities and differences in theoretical and analytical materials that share a conceptual terrain; Demonstrate an increased affinity in problem-solving via the application of social theory to questions to do with the organisation of 'everyday' social space; Extend the application of the discipline of sociology to problems outside the classroom and into the community.

Class Contact: One two hour seminar per week.

Required Reading: Students will be required to purchase a set of readings for this unit to be used in conjunction with assessment requirements.

Assessment: Exercise, Students must complete three seminar tasks across the semester each comprising of a pre- and post-seminar component, 50%. Essay, Students are encouraged to consult with lecturer in development of a topic using seminar tasks as the basis of their essay, 50%. Effective word limit 3,000 words.

ASS3009  SOCIOLOGY OF LAW

Locations: Footscray Park.

Prerequisites: ASS1001 - SOCIOLOGY 1A: INTRODUCTION TO SOCIOLOGY
ASS1002 - SOCIOLOGY 1B: MANAGING NORMALITY
OR ASS1051 and ASS1052

Description: This unit of study introduces students to the main bodies of literature in the sociology of law. These include studies on the sociology of justice and relationship between justice and crime, on courts and the delivery of justice, and on punishment and imprisonment. Students will have an opportunity to explore in-depth a particular area of justice, such as the law and Indigenous Australians, affirmative action, the law and young people, theories of policing, and explanations of the causes of crime. The unit of study will be underpinned by a survey of classical and contemporary social theory as applied to law and order.

Credit Points: 12

Learning Outcomes: On successful completion of this unit students will be able to: Recognise the main frameworks of understanding in the Sociology of Law Apply theoretical tools drawn from sociology and the history of the human sciences to current problems in law and social regulation.

Class Contact: One-hour lecture and one-hour tutorial per week and three hours per semester of mixed-mode or self-directed learning.

Required Reading: To be advised.

Assessment: Tutorial paper (1500 words) 30%; Major essay (2500 words) 70%. Students must have averaged 80% attendance at lectures and tutorials.
ASS3012  SOCIOLOGY 3A: COLONISATION, DECOLONISATION AND DEVELOPMENT

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study examines sociological aspects of societies in the 'Global South', formerly known as the 'Third World'. It will emphasise the countries of Southeast Asia, the small island states of the South Pacific, and sub-Saharan Africa. Themes will include: European colonialism and imperialism; nationalistic movements and decolonisation; and the role of religion in colonisation and decolonisation. The emergence of new forms of class relations within independent countries and North/South relations via the international trading system, the global media, and structural adjustment will be examined from the point of view of their impact at the local and national levels. Students will be introduced to varieties of development theory and their relationship to development policy, development assistance programs, and gender issues.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Provide contextual studies for a number of different courses in the Arts faculty and others. It will particularly be of interest to those wishing to understand the causes of poverty and inequality in the present day world; Focus on the study of particular countries or regions of the Global South, be they in Africa, Asia, Latin America, the Middle East, the Caribbean or the Pacific; Consider some theoretical approaches from the social sciences to the problem of uneven development around the world and their application to countries of their interest; Understand the importance of history in the study of any social problem.

Class Contact: Two hours per week for one semester comprising lecture and tutorial. An additional three-hour session of interactive role-play based on the application of development theories and policies will also be a required part of the class attendance.


Assessment: Tutorial presentations 30%; Book review 20%; Major essay 30%; Class test 20%. Attendance at 80% of classes is a requirement.

ASS3013  SOCIOLOGY 3B: INTERNATIONAL SOCIAL POLICY

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study will build on students' understanding of sociological analysis to examine several areas of social policy in countries of the 'global south'. Themes include: the sociology of health, education and development; the international role of trade unions and non-governmental organisations; environmental policy; the growth of the 'information economy'; and the sociology of crime and policing.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Problematisate an issue thoroughly before determining how a problem can be solved and how to do it in a number of areas related to international development; Apply advanced searching techniques for material in the library, on electronic databases, and sources within the community, including the international development community, paying particular attention to use of verbal communication and information from other countries and cultures; Use good habits in communications, both professionally, i.e. learning thoroughly the academic conventions for referencing all kinds of material so it can be found by others, and by good verbal and written communications (including use of electronic communications) to other students and teachers; Work autonomously, both alone and in groups, to take initiative and use the imagination in listening to other voices and searching for solutions to problems which are put before them; Identify a range of cultures represented in class and in other societies which are the focus of their study; Communicate effectively with people whose culture is very different from their own; and prepare themselves for work in the world of international community development.

Class Contact: Two hours per week for one semester comprising lectures and tutorials Plus one field visit of three hours.


Assessment: Tutorial Participation, Tutorial presentation, 25%. Project, Research project, 25%. Essay, Major essay, 30%. Test, Class test, 20%.

ASS3031  SOCIOLOGY 3C: GOVERNING CIVIC LIFE: CITIZEN, NATION, SELF

Locations: St Albans.

Prerequisites: Nil.

Description: Current political and sociocultural changes are redefining notions of citizenship, nationhood and self. Recent debates about globalisation and the role of institutions such as the World Trade Organisation (WTO) reflect differences concerning the nature and direction of international change. Since the 1990s neo-liberal views, which prioritise deregulation and the removal of trade barriers, have dominated social policy agendas, reshaped national economies and refigured geo-political alignments. The impact of September 11, the war in Afghanistan, continuing conflict in Iraq and the 'war on terror' continue to shape domestic and foreign policies generating heated debate and competing policy prescriptions. The aim of this unit of study is to analyse the broader basis to these debates by examining how competing political rationalities regarding the social realm have been 'invented'. The unit thus situates current neo-liberal policies within a wider history (genealogy) of liberal thought (liberalism). The rise of 'entrepreneurial government' and the reinvention of government along entrepreneurial lines is analysed as a historically specific development, which depends upon unique political rationalities and techniques of social governance. To this end the unit of study focuses upon: how domains of expertise are integrated into the practices of government; the manner in which categories of persons become the objects and objectives of government; and why and how, social identities become attached to distinctive forms of social governance.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Two hours per week for one semester comprising one one-hour lecture, one one-hour tutorial and three hours per semester of self-directed learning.

Required Reading: A specific Book of Readings will be prepared for this unit of study and made available for purchase at the University bookshop.

Assessment: Take home exam 60%; Tutorial questions 40%.

ASS3032  SOCIOLOGY 3D: FORMATIONS OF POWER: GOVERNING CULTURAL IDENTITY IN A 'POSTCOLONIAL' WORLD

Locations: St Albans.

Prerequisites: Nil.

Description: This second semester unit of study focuses on questions of culture and Indigenous identity. The unit examines the cultural politics of race and the manner in which racial identities are constituted within a field of cultural difference and power. The unit analyses the relationship between 'Western' knowledge forms in the elaboration of racial and sexual identities. It considers how the human sciences have developed accounts of Indigenous people and how they have constituted Indigenous people as a focus for, and problem of, government. Attention is directed to the types of policy regimes that have resulted from this process. Particular conceptions of identity tied to notions of ‘the nation’ and self are integral components of government and racialist political movements both in Australia and overseas. The unit of study illustrates how such conceptions are central to the current immigration ‘debate’, and how they underpin attitudes and responses to detention policy and reconciliation within Australia.

Credit Points: 12
ASS3037 INQUIRING INTO THE SOCIAL

Locations: St Albans, Footscray Park.

Prerequisites: ASS1001 - SOCIOLOGY 1A: INTRODUCTION TO SOCIOLOGY
ASS1002 - SOCIOLOGY 1B: MANAGING NORMALITY
OR ASS1051 and ASS1052

Description: Students will work in groups of four to consider and gather materials from a range of genres which would provide the resources to undertake inquiry into a social issue, problem or question, and which would itself then form an assemblage or object of inquiry. Those resources would exist in the public domain, in special collections, electronically etc., rather than requiring research involving human subjects. Students will generate their own object of inquiry and engage in the conceptual and practical labour required to shape an assemblage and the approaches with which to investigate it.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Demonstrate increased effectivity in problem-solving; students will encounter/devise a ‘problem to be solved’ in conceptual and practical terms; Apply the discipline of sociology to problems ‘outside the classroom’; Work as a member of a team and to address the difficulties of teamwork; Communicate in oral, written and electronic formats.

Class Contact: This unit of study will be delivered flexibly, through a mixture of lecture/seminar, fortnightly group supervision sessions, online learning and ‘burst mode’ for the presentation of the projects to peers and others.

Required Reading: ASS3037 Inquiring into the Social: Unit Reader.

Assessment: Group journal to be maintained throughout the unit of study and to form the basis of the fortnightly ‘reporting’ and supervision sessions (approx 1500 words per student) 30%; Assemblage of materials and a written commentary (approx 1000 words) 40%; Presentation of the assemblage as a completed product in oral, written and electronic forms as appropriate 30%. The assessment load will be the equivalent of 4000 words for each student.

ASS3038 EXCURSIONS INTO THE FUTURE

Locations: St Albans.

Prerequisites: ASS1001 - SOCIOLOGY 1A: INTRODUCTION TO SOCIOLOGY
ASS1002 - SOCIOLOGY 1B: MANAGING NORMALITY
OR ASS1051 and ASS1052

Description: What are our possible futures? What will everyday life be like in 2020? Will humans be superseded by the cyborg or some other sophisticated form of technology? How are we to cope with the impact of emerging technologies that are already rapidly transforming our lives? Will we be able to live outside the matrix in the future? In the recent decade social theorists have turned their attention to these questions, with a view to mapping our transition into a highly complex technological world. Central to this unit of study are concepts such as ‘postmodernity’, ‘late modernity’ and ‘post-human’. Working with these notions, students will have the opportunity to apply a range of theoretical perspectives to ‘real life’ situations in areas such as education, health and family life that are being transformed by the new technologies. In addition, students will have an opportunity to examine the ‘new media’ (computer games, interactive video, virtual reality and voice recognition programs) and assess the effects of these on our life-worlds. The unit will also explore the images of the future that are to be found in popular culture (films, television, magazines, comics).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Demonstrate enhanced communication skills; Predict social and political trends; Understand the impact of technological change on a range of organisations; Demonstrate enhanced research skills.
ASS5027 TIMOR LESTE: HISTORY, POLITICS AND SOCIETY

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study gives students an in-depth insight into the history, politics and sociology of East Timor’s development, including the role of the international community. This will include the eras of Portuguese colonialism, Indonesian occupation, the period of rule by the United Nations and prospects and strategies for the future. It will also introduce students to key areas of Timorese thought and action through these periods and they will meet Timorese in Melbourne or in East Timor who have been active participants in defending and rebuilding the country.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Gain an in-depth insight into the history, politics and sociology of East Timor’s development Understand the role of the international community. This will include the eras of Portuguese colonialism, Indonesian occupation, the period of rule by the United Nations and prospects and strategies for the future. It will also introduce students to key areas of Timorese thought and action through these periods and they will meet Timorese in Melbourne or in East Timor who have been active participants in defending and rebuilding the country.

Class Contact: This unit is taught by means of a study tour to Timor-Leste in June-July on alternate years. In the other years it is taught at the City Campus for two hours per week and also one three-hour study visit in Melbourne.


Assessment: Review, Book review, 20%; Presentation, Tutorial presentation, 20%; Essay, Essay/research project, 60%; Effective word limit 5000 words.
ASSS080 CONTEMPORARY AFRICA AND SOCIAL CHANGE

Locations: Footscray Park.

Description: The presence of African background communities in Australia has been accompanied by the emergence of African studies in the Australian context. This unit seeks to engage students in both local and global analysis of development and social change as they relate to contemporary Africa. It situates Africa's "developmental" trajectory amongst those of other developing world regions. It provides a base to critically explore various dimensions of development in Africa as a whole, particular regional blocs and particular countries. Further, the unit focuses on changes within the African region in relation to changes in the global power relations, energy and other resources and peace building. The unit also explores past and present trends in Africa's socioeconomic affairs, and considers their impact. Students will consider the salience of local communities' engagement with socioeconomic empowerment.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Distinguish between complex layers of influence on the past and present African socioeconomic trends in the context of other developing regions; Comment on the diversity of African communities and implications on peace security and regional unity; Critically evaluate cases of development and social change planning and implementation; Appraise past and present trends in Africa's engagement with Africa; Explain Africa's position in the global socioeconomic, environmental, and other aspects of world affairs.

Class Contact: Face-to-face discussions and engagement over several evening sessions (or weekends) during the Summer Semester.


Assessment: Presentation, seminar presentations, 40%. ICT (Wiki, Web sites), on-line learning/portfolio, 20%. Review, Annotated reviews on topical issues, 40%. The total word count of assessable work should not exceed 5000 words.

ASW2013 INTRODUCTION TO SOCIAL POLICY


Prerequisites: Nil.

Description: Social policy refers to public policy covering the fields of income security, housing, education, health, community services, employment, leisure and other aspects of the social infrastructure of society. Social policy responds, in various ways and with varying degrees of consistency and success, to individual, family, community and societal needs and concerns. This unit of study introduces students to political and social policy processes. It assists students to identify social issues in their consciousness and in the media as social policy issues and to challenge oppression and bring about change. This unit focuses on political and policy processes and provides students with opportunities to pursue their own interests in contemporary social policy issues.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Articulate links between familiar social issues and relevant social policy; Demonstrate familiarity with typical Australian social policy processes; Demonstrate familiarity with Australian political systems and human services; Articulate ways that human service workers may engage with and influence policy processes; Demonstrate beginning skills in policy analysis; Discuss issues and debates in contemporary Australian politics and social policy.

Class Contact: Three hours weekly lecture/tutorial for one semester.


Assessment: Written summary of social issues, workbook entries 25%; Presentation based on an assessment assignment which focuses on linking analysis to social policy critique 30%; Paper on a contemporary social policy issue (selection of topic will be discussed in class) 45% (total EWL 3000 words).

ASW2090 GROUPWORK THEORY AND PRACTICE


Prerequisites: Nil.

Description: Human service workers work in groups across all fields of practice from staff teams to social action and therapeutic groups. This unit of study aims to introduce students to group work theories, processes and skills. It will use the process of critical reflection to integrate students' personal experiences, in the practice and theoretical dimensions of groupwork. It will focus on developing a critical understanding of the use of power, knowledge and privilege in groups and the implications of this for practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate an understanding of theoretical and practical issues relating to the process of practice with/ in groups; Demonstrate an ability to reflect and report on their experiences as group members and group leaders in a small group settings; Demonstrate an understanding of the different contexts of groupwork practice and the implications for practice; Demonstrate a working awareness and understanding of power in the groupwork context; Demonstrate an understanding of the knowledge used in acquiring beginning group facilitation skills.

Class Contact: One one-hour lecture and one two-hour workshop per week for one semester.

Required Reading: Groupwork practice in social work, Lindsay, T & Orton, S 2008, UK: Learning Matters.

Assessment: Presentation, Group session plan, 35%. Journal, Using journal entries write a summary of the processes related to leadership (facilitation) skills, 30%. Essay, Groupwork essay, 35%. Total effective word limit 3000 words.

ASW2094 WORKING IN HUMAN SERVICE ORGANISATIONS


Prerequisites: Nil.

Description: This unit of study introduces students to key dimensions of human service organisations in order to understand their operation and dynamics. As well as outlining important components of human service agencies as organisations, the content of the unit introduces organisational activities from a critical social work perspective highlighting the perspectives of workers, service users and political perspectives.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate an understanding of the dilemmas and tensions facing workers in human service organisations; Demonstrate a critical understanding of the human service sector and its impact on human service organisations; Demonstrate a beginning understanding of conceptual frameworks for understanding the structure and culture of organisations; Demonstrate an ability to make the links between organisational theory and practice; Demonstrate an introductory understanding of the skills, knowledge and tools necessary to work effectively in human service organisations.

Class Contact: Weekly 2.5 hours lecture/tutorial.


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ASW2098 SOCIAL RESEARCH 1


Prerequisites: Nil.

Description: Social research is a key activity in human services. It is not a ‘stand-alone’ activity, but informs analysis of social issues and contributes to high quality practice. This unit of study introduces students to basic frameworks, skills and issues both in using and in undertaking research. It is intended to provide students with research skills for other units as well as providing an introduction to the practice of social research.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Understand, at a beginning level, the different philosophical approaches and frameworks of social research; Critically examine the purposes, limitations and strengths of research reported in the media, in practice and in literature; Be aware of the key steps in planning, designing and implementing a research/evaluation study; Identify ethical issues and guidelines for social research; Understand, at a beginning level, descriptive statistics and how they can be applied in social research.

Class Contact: Weekly two-hour lecture/tutorials.


Assessment: Research Paper, Assessment 1: Critical reflection on a piece of published social work research (500 word limit), 30%. Research Paper, Assessment 2: Workbook on descriptive statistics and critique of usefulness of quantitative analysis in social science research (EWL 1000), 30%. Review, Assessment 3: Literature review on a topic that would be appropriate for social work research (1500 word lim, 40%).

ASW2103 HUMAN DEVELOPMENT IN SOCIAL CONTEXT


Prerequisites: Nil.

Description: This unit of study explores some of the key concepts in understanding social and human behaviour across the lifespan. It encourages students to make the links between their own personal values and a range of social and cultural phenomena. It will investigate and critique the role of the family and community as the foundation for human and social development and the implications of this for social work practice. It also introduces the lifespan from infancy to old age accounting for the individual, social, cultural and structural dimensions. Throughout the unit there will be an emphasis on critically reflecting on the research foundations of human development theories and the implications of these for practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate an awareness of personal values in relation to a range of social and cultural phenomena; Demonstrate an understanding of human development throughout the lifespan from a physical, social, emotional, spiritual and cognitive development from infancy through to old age, with emphasis on the continuous nature of developmental processes; Demonstrate the ability to compare and contrast different theoretical accounts of these phenomena, with reference to a Western 21st century conceptualisation of life stage development alongside those of non-western cultural traditions; Demonstrate a capacity to apply relevant knowledge of human development in social work and educational settings; Demonstrate the capacity for critical inquiry into the research foundations of developmental theories, and their relative strengths and limitations for application and generalisation.

Class Contact: Three hours weekly lecture/tutorial for one semester.


Assessment: Presentation, Class presentation, 35%. Other, Critical reflection on personal biography, 25%. Essay, Critical analysis of selected tutorial topic, 40%. Total effective word limit 3000 words.

ASW2202 SOCIAL WORK THEORIES


Prerequisites: Nil.

Description: This unit of study introduces students to an overview of the various theoretical approaches to social work from the conventional or traditional to the critical approach. Various worldviews or paradigms (neo-conservatism, liberalism, social democracy, feminism, Marxism, postcolonialism, and postmodernism) will be examined in accordance with their respective ideologies. Each ideology will be analysed in terms of how each one leads to different explanations for social problems, a different welfare system to deal with social problems and a different practice of social work. As part of this examination the value base of social work will be explored in order to identify the tensions between its social care, social change and social control functions. A major focus in this unit will be an oppression and disadvantage as explanations for social problems and as an organising framework for critical social work practice. Students will be encouraged to explore how all practice methods incorporate theoretical and hence ideological assumptions and how, therefore, the construction of creative solutions to address disadvantage and create social change demands practices that are both critically reflective and self-critical.

Credit Points: 12

Class Contact: Three hours weekly lecture/tutorial for one semester.

ASW2202 SOCIAL WORK THEORIES


Prerequisites: Nil.

Description: This unit of study introduces students to an overview of the various theoretical approaches to social work from the conventional or traditional to the critical approach. Various worldviews or paradigms (neo-conservatism, liberalism, social democracy, feminism, Marxism, postcolonialism, and postmodernism) will be examined in accordance with their respective ideologies. Each ideology will be analysed in terms of how each one leads to different explanations for social problems, a different welfare system to deal with social problems and a different practice of social work. As part of this examination the value base of social work will be explored in order to identify the tensions between its social care, social change and social control functions. A major focus in this unit will be an oppression and disadvantage as explanations for social problems and as an organising framework for critical social work practice. Students will be encouraged to explore how all practice methods incorporate theoretical and hence ideological assumptions and how, therefore, the construction of creative solutions to address disadvantage and create social change demands practices that are both critically reflective and self-critical.

Credit Points: 12

Class Contact: Three hours weekly lecture/tutorial for one semester.
Learning Outcomes: On successful completion of this unit, students will be able to demonstrate an understanding of the theories and practices for use in the current context of social work practice. Identify how knowledge is constructed and explore the ideological and political influences inherent in its construction. Understand how worldviews are created and maintained, and how our worldview influences what we accept as reality and commonsense. Demonstrate familiarity with different worldviews about the nature of society and how these views lead to different explanations of social problems, different welfare solutions and different social work practices. Develop their own worldviews consistent with a critical social work ideology. Critically reflect on various worldviews in order to begin to position themselves in relation to their veracity to explain and address social issues.

Class Contact: Two hours per week for one semester.

Required Reading: Adams, R; Dominelli, L; Payne, M (eds) 2002, Social work: themes, issues and critical debates, 2nd edn, Palgrave, UK.

Assessment: Literature review of readings from weeks 1-4 (550-word limit) 25%; Major essay (chosen from topic lists assigned) (1500-word limit) 40%; Essay plan on eight out 10 topics based on unit content (950-word limit) 35%.

ASW2003 INTERPERSONAL AND COMMUNICATION SKILLS


Prerequisites: Nil.

Description: This unit of study covers the theory and practice of relevant interpersonal and communication skills and the impact of self in professional practice - focusing on social work and education. These skills will be studied integrating a critical and anti-oppressive approach. Students will have the opportunity through group discussion, experiential workshops and simulation activities to develop their own skills.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate they can apply theoretical, practice and self knowledge for understanding their role in professional practice; demonstrate they can apply knowledge and cultural sensitivities and world views to how students practise professionally; demonstrate they can develop an understanding of the place of generic interpersonal and communication skills used in professional practice; demonstrate that they can develop a beginning level of competence in using basic interpersonal and communication skills for professional practice.

Class Contact: Three hours per week lecture/workshop for one semester.


Assessment: Journal, Critical reflection exercise, 25%; Presentation, Recorded role plays, 35%. Essay, Recordings critique, 40%. Total effective word limit 3,000 words.

ASW3101 SKILLS FOR SOCIAL WORK DIRECT PRACTICE


Prerequisites: ASW2003 - INTERPERSONAL AND COMMUNICATION SKILLS

Description: This unit of study builds on skills developed from Interpersonal and Communication Skills and Groupwork Theory and Practice. However, in this unit the use of the skills learned will be transferred specifically to social work with individuals, families and groups in human service provision. This work is variously referred to as casework or direct practice. Traditionally it has focused on individual change often with an indifference to the broader structural and cultural realities that impact on people's lives. This unit uses an integrated framework to introduce skills, practice theories, phases, contexts and an anti-oppressive foundation for working with individuals, families and groups. Students are encouraged to explore critically current practice theories that social workers use in their direct practice work. The strengths perspective as demonstrated in both brief solution-focused and narrative practice perspectives, provides the theoretical basis for this unit. Practice scenarios are drawn from work with individuals, families and groups across a range of human service contexts. These include both statutory and non-statutory examples. The emphasis is on the application of skills in assessment and intervention.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate their use of the integrated framework underpinned by an anti-oppressive foundation; demonstrate an awareness of the impact of cultural difference in work with individuals, groups and families; demonstrate their use of a strengths perspective drawing on the concepts from solution focused and narrative practice theories; demonstrate a generic understanding of phases in the work with individuals and families; demonstrate a competency in beginning and further interpersonal and communication skills for assessment and intervention in casework practice; demonstrate the necessary knowledge and skills base to begin supervised casework in social work.

Class Contact: This unit of study will begin with a two-day introductory workshop and for the remainder of the semester will run with lecture/workshop format. Total equivalent of three hours per week for one semester.


Assessment: Other, Skills inventory, 20%; Performance, A critical commentary of their own performance in a videotaped interview, 45%. Other, Assessment and intervention plan, 35%. Total effective word limit 3,000 words.

ASW3102 CRITICAL SOCIAL WORK THEORIES


Prerequisites: ASW2002 - SOCIAL WORK THEORIES

Description: This unit of study requires students to review and critically reflect in more depth on social work theory and practice undertaken in the course, and specifically in the unit Social Work Theories. It will take a critical reflexive approach to further develop and consolidate students' generic knowledge, skills and practice theories by examining some of the newer developments in social work theory (critical social work including anti-oppressive social work, critical reflection, critical postmodernism, social constructivism, international social work and social movement activism). This unit will assist students to develop a practice for life-long learning and critical reflection in order to be able to respond to more complex issues in practice. A critical framework for evaluating effectiveness of self as well as knowledge and practice skills will be explored in the current debates about social work’s efficacy and its future role in the helping professions.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to develop practice frameworks from a critical perspective; understand various critical perspectives and place these theories in historical, cultural, political, economic and social contexts; demonstrate a critique of these theories and their efficacy in practice settings; demonstrate an awareness of the complexities, ambiguities, uncertainties and challenges of the contemporary social context; assess and determine appropriate practice responses when faced with these complexities; develop a framework for lifelong learning and professional development; draw on international literature to inform the understanding and critique of theory development in social work; contribute constructively to exploring solutions to some of the problems generated by the current practice and policy debates in social work.

Class Contact: Three-hour lecture/tutorial per week for one semester.


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Assessment: Literature review of readings from weeks one to four 25%; Annotated essay plan 35%; Major essay (topic to be negotiated with unit coordinator) 40% (total EWL 3000 words).

ASW3110 SOCIAL WORK, ADVOCACY AND HUMAN RIGHTS


Prerequisites: Nil.

Description: The pursuit of social justice is central to social work. One key area of that pursuit is the legal system. It is an area of practice in which social workers are frequently directly involved in various tribunals and courts, making an appreciation of the legal system essential to social work practice. The law, however, is not always just, the legal system is often one of the key areas within which structures and practices of oppression bear their greatest weight, making the capacity to successfully advocate for changes within that system a key commitment of anti-oppressive social work practice. This unit introduces students to key concepts, structures and actors within the Australian and Victorian legal systems, with particular attention given to some recent innovations, such as the Victorian Drugs Court. It surveys the manner in which those systems address core welfare issues, such as child protection and juvenile justice, and engages students in a critical evaluation of those systems and practices by reference to human rights and therapeutic and restorative approaches to justice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate an understanding of the roles of social workers in the legal system; Exercise skills in key areas of practice such as report writing and record keeping; Demonstrate an understanding of the human rights, therapeutic and restorative justice frameworks and their capacity to be used as instruments of change; Critically analyse the function of law in society, particularly in relation to inequality, marginalisation and social justice; Demonstrate an understanding of the nature of advocacy and the way client advocacy can help individuals, groups and communities bring about social change.

Class Contact: Two hours per week for one semester.


Assessment: Assignment, Analysis of a legal text using relevant frameworks (500-word limit), 20%. Report, Plan for a social worker’s court report (500-word limit), 30%. Assignment, Law reform submission/strategy (2000-word limit), 50%.

ASW3201 FIELD EDUCATION 1


Prerequisites: ASW3101 - SKILLS FOR SOCIAL WORK DIRECT PRACTICE

Description: This unit of study enables students to participate in a structured and supervised field experience. The broad aim of this unit is to provide third-year students with the opportunity to extend their knowledge and experience in linking theory with the realities of practice and extend their skills for social work practice. Students will be allocated placements where the focus is on direct service work with individuals, families or groups. A variety of social work and related agencies in and around Melbourne will be utilised. The field education coordinator will be responsible for the selection and arrangement of placements according to AASW guidelines.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to Develop and demonstrate social work practice skills at the level expected of a third-year social work student; Demonstrate knowledge relevant to the placement context, organisational structure and function, and the role of social work within this context; Apply conceptual skills in relating theory to practice; Work independently and demonstrate initiative in practice situations; Recognise the ways in which their values influence responses to particular practice situations; Identify the ways in which the interests and values of dominant groups determine the definition of, and responses to, service user needs; Demonstrate specific skills in relation to the particular emphasis of specific placements ie. communication skills, writing skills, recording and evaluation skills and organisational and planning skills; Know how and when to use consultation and supervision; Demonstrate an emerging capacity for critical reflective practice; Demonstrate a practice-based awareness of the issues of consumers’ service and resource networks associated with their placement agencies functions; Continually assess the process of intervention in the light of personal and agency ideology and social work values.

Class Contact: This unit consists of 70 days of supervised field education in a human service agency.

Required Reading: Making the most of field placement, Cleak, HM & Wilson, J 2004 Australia: Thomson.


ASW3202 FIELD EDUCATION 1: INTEGRATIVE SEMINAR


Prerequisites: Nil.

Description: This unit of study is designed to help students integrate theory and practice while on placement. Additionally, these classes are aimed to help students explore the theory/practice relationship and focus on their own experiences and learning. Further, this unit will: provide a supportive environment for students to discuss personal and professional issues in light of their values, moral, ethics and expectations about their developing roles as social workers; provide a focused arena for the experience and practice of group process/organisation skills; encourage a shared learning environment and at the same time encourage individual responsibility for explaining and reflecting on practice issues; and lastly, encourage students to bring to the classroom, learning opportunities from their placement to share with others.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Identify issues related to the placement experience; Integrate theory with practice and theory with practice; Identify and analyse developing practice skills; Identify the knowledge on which to base their practice; Reflect on the application of this knowledge to practice and demonstrate an emerging capacity for critical reflection; Evaluate own practice and revise their theory base in the light of this evaluation; Take responsibility for their learning and explore creative thinking about use of practice skills.

Class Contact: Twenty-four hours flexible delivery combining day seminars and tutorials as advised.

Required Reading: Making the most of field placement, Cleak, HM & Wilson, J 2004, Australia: Thomson.

Assessment: Portfolio, Learning portfolio, Pass/Fail. Effective word limit 3000 words.

ASW3300 WORKING WITH INDIVIDUALS AND FAMILIES


Prerequisites: ASW3101 - SKILLS FOR SOCIAL WORK DIRECT PRACTICE

Description: This unit of study builds on the learning relevant to direct social work practice in the unit Skills for Direct Social Work Practice. Students will continue to
use strength-based, solution-focused, narrative and other relevant approaches for conceptualising their direct practice assessments and interventions within an overall framework of anti-oppressive social work practice. Weekly lectures and practice workshops will include both theoretical and practice input on families, loss and grief and trauma. The content will assist students to integrate new learning with their established knowledge and practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate an understanding of collaborative assessment and intervention in social work practice; Demonstrate an understanding of strengths-based approaches using an anti-oppressive perspective in practice at either placement and/or place of work; Present, analyse and critique examples of direct social work practice with individuals and/or families from placement and/or place of work; Demonstrate an ability to both contribute and facilitate group discussion of examples of direct social work practice with individuals and/or families, their placement and/or place of work; Demonstrate an ability to reflect critically on practice, utilising peer feedback, consultation with lecturers, personal awareness and theoretical input; Demonstrate an ability to further develop existing interpersonal and communication skills for the purpose of assessment and intervention in casework practice; Demonstrate the necessary knowledge and skills base to begin supervised casework in social work.

Class Contact: Three hours per week lecture/workshop for one semester.


Assessment: Exercise, Skills exercise, 20%. Other, Facilitated 45-minute class session, 35%. Other, Assessment and intervention plan, 45%. Total effective word limit 3000 words.

ASW4001 SCHOOLS AND STUDENT WELLBEING


Prerequisites: Nil.

Description: This unit of study provides students with an opportunity for an in-depth exploration of social work with schools. It places school social work in its historical, theoretical, international, policy, legal and political contexts. It assists students to develop the understandings and skills for well-informed, effective social work practice with schools. The unit will begin with a session on the historical development of social work with schools in Australia, particularly Victoria and internationally. It then links different models of school social work with different historical periods and sociopolitical contexts. As practitioners with host systems, school social workers require a basic understanding of educational theory and philosophies, and this body of knowledge will be introduced. The unit examines the policy context of Australian schools, and the particular ways that social work values and ethics overlap with and vary from those of schools and education. In particular, legal aspects of practice in schools will be covered, including duty of care in this environment. The unit takes an in-depth look at the Health Promoting Schools model and its use of bodies of theory including understandings of wellbeing and resilience. Substantial time in this unit will be given to practice issues including working as a consultant to school staff, working with school communities, interdisciplinary teamwork, and resources for social work with schools. Students will have the opportunity to examine and reflect upon typical situations in the everyday work of school social workers.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate increased understanding of social work with schools; Demonstrate increased knowledge of educational theory, policy and systems; Understand different models of school social work, including the Health Promoting Schools framework; Access resources available for social work with schools; Apply knowledge to school social work practice in situations involving diversity and complexity.

Class Contact: Two hours per week for one semester. Format will vary in accordance with unit calendar.


Assessment: Creative Works, Powerpoint presentation: the role of the School Social Worker, 30%. Assignment, Written analysis of an issue or case study linked to unit content, 70%. Total effective word limit 3000 words.

ASW4044 COMMUNITY DEVELOPMENT


Prerequisites: Nil.

Description: This unit of study explores the history, nature and dimensions of community development, both in Australia and internationally. Focus will be on analysing useful concepts, framework and strategies, including issues of participation, community organisation and the dynamics of power and influence in seeking social, economic and political change. Community development acknowledges the diversities which exist within any community but also recognises the potential for collaborative alliances and partnerships that link individuals with communities and community resources that mobilise change informed by a commitment to social justice, human rights and equity for all. Importantly, this unit has a practical component to enable students to develop their skills as community development practitioners.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate an understanding of the theories and practices of community work and community development; Define the process of community development including the tasks involved in the various stages of this process; Understand and be competent in the skills and knowledge required for community development; Critically evaluate the construction, assumptions and scope of current practices and the context in which community development is located; Critically examine the capacity of the community development process to encourage and sustain change, locally, nationally and internationally; Develop processes and skills for use in the concurrent field education placement.

Class Contact: Three hours per week for one semester.


Assessment: Literature review (based on readings assigned for weeks 1-5) 25%; Community Development group project to be linked with placement or conducted on-campus and presented and discussed in class 35%; Major essay 40% (total EWL 3000 words).

ASW4047 SOCIAL PLANNING AND PROGRAM DEVELOPMENT


Prerequisites: ASW4044 - COMMUNITY DEVELOPMENT

Description: This final-year unit of study builds on units from previous semesters in order to introduce strategies and frameworks for achieving social change through community planning, program development and project management.
ASW4050 STATUTORY SOCIAL WORK


Prerequisites: Nil.

Description: This unit of study will explore statutory social work and the tensions of reconciling critical social work practice with statutory obligations. Focus will be directed towards the historical, discursive, legislative and administrative base of policy and practice. In particular, statutory obligations with regard to: child protection, criminal justice, health and mental health systems, aged services, residential care, income support, asylum seekers and refugees and working with involuntary clients in a range of government and non-government statutory settings will form the basis of this analysis. Within these settings agency procedures such as risk assessments, case conferences, reports, interagency collaboration, and institutional care will be discussed against such notions as ethics in practice including analyses of power, authority and control, professionalism, self-determination, and confidentiality within a critical, reflective and emancipatory practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Understand the historical development of social work’s statutory obligations; Undertake an analysis of the obligations within the various acts that inform statutory social work; Explore the nature of statutory social work and its impact on the profession and the service users, their families and the broader community, with reference to social and human rights, duty of care, and service provision; Demonstrate understandings of various discourses associated with statutory work and be able to place these discourses in an historical, cultural, political, legal, economic and social context; Demonstrate a critique of the way statutory social work is used in gender, economic, political, religious and cultural discourses and its impact on individuals, families and communities; Identify the recurrent tensions between statutory obligations and critical social work’s emphasis on empowerment, advocacy and social change around discriminatory and oppressive social/political relations; Examine appropriate practice, policy, and administrative and legislative responses when faced with issues arising from statutory obligations; Explore their own behaviours and attitudes in relation to issues discussed; Recognise the effects of statutory social work on individuals, groups and communities and the resistances and hostilities they face as a result; Contribute constructively to exploring solutions to some of the problems generated by this analysis by exploring new practice and policy initiatives.

Class Contact: Two hours per week for one semester. Format will vary in accordance with unit calendar.


Assessment: Report, Analysis of policy vision statement, 25%. Project, Recognising and responding to mental illness, 35%. Essay, Analysis of Mental Health Practice, 40%. Total effective word limit 3000 words.

Assessment: Review, Literature/book review (this is to be done on all readings assigned for weeks 1-5), 25%. Project, Group project (present ideas, theories and research on the selected topic), 35%. Essay, Major essay or take home exam, 40%. Total effective word limit 3000 words.

ASW4051 SUPERVISION PRACTICE IN SOCIAL WORK


Prerequisites: Nil.

Description: The experience of supervision is one that all social workers have because of the professional requirements of the Australian Association of Social Work (AASW). This unit will introduce students to a critical analysis of the social, professional and organisational contexts of supervisory practice in the human services sector. It will assist students to critically examine the global, social, political, professional and service provisions discourses in the supervision context. Students will reflect on the stories of the characters involved in their supervision and examine the power of each of these characters in the supervision process. It will also consider the ethical dimensions of supervision practice and the implications of this in practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Extend their understanding of theoretical and practical issues relating to the process of professional supervision; Explore the different discourses in the supervision experience; Critically evaluate the role and function of the supervisor, including the personal influence of values, ethics, codes of practice, use of language and professional bias; Critique the professionals’ use and ownership of knowledge and its implications; Critically evaluate organisational context of the supervisory role and examine the impact of managerialism and professionalism on the contemporary practice of supervision.

Class Contact: Two hours per week for one semester. Format will vary in accordance with unit calendar.

Required Reading: Restoring social work supervision, O’Donoghue, K 2003, Dunmore Press, Palmerston North, New Zealand.

Assessment: Assignment, Written summary using reflective journal as reference on the factors influencing supervision from various ideological perspectives, 30%. Presentation, Group presentation (20 minutes), 30%. Essay, Major essay (chosen from topic lists assigned), 40%. Total effective word limit 3000 words.

ASW4090 SOCIAL POLICY ANALYSIS: CURRENT ISSUES


Prerequisites: ASW2013 - INTRODUCTION TO SOCIAL POLICY

Description: Policy analysis, policy development and policy activism, aimed at protecting the interests of disadvantaged and disempowered people, are essential aspects of effective social work practice. More than ever, social workers require the knowledge and skills to understand how policies are initiated, designed, resourced to be able to Articulate their understanding of policy development processes and the factors which impact on policy implementation; Appreciate the sociopolitical and economic environment within which social policy is made; Undertake social policy analysis at least at a beginning level; Demonstrate an in-depth understanding of at least one major area of social policy; Discuss issues in contemporary Australian social policy; Articulate the relationships among social policy, social research and social work practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Articulate their understanding of policy development processes and the factors which impact on policy implementation; Appreciate the sociopolitical and economic environment within which social policy is made; Undertake social policy analysis at least at a beginning level; Demonstrate an in-depth understanding of at least one major area of social policy; Discuss issues in contemporary Australian social policy; Articulate the relationships among social policy, social research and social work practice.

Class Contact: Two hours per week for one semester.


Assessment: Annotated bibliography on chosen policy topic (750 word limit) 20%; Group presentation (EWL 1250 words) 30%; Policy analysis paper (3000 word limit) 50%.

ASW4092 SOCIAL WORK RESEARCH 2


Prerequisites: ASW2098 - SOCIAL RESEARCH 1

Description: Research, evaluation and scholarship are integral to social work practice. A critical, anti-oppressive approach to social work influences all aspects of research practice, from the research topics we choose to the way we utilise research findings in our everyday practice. While critical social research is the tradition that shares anti-oppressive social work’s aim of bringing about transformational change, other traditions also produce material that can be an important resource for social work. This unit introduces students to the importance of developing a critical reflective practice when undertaking or utilising social work research. It builds on understandings developed in Social Work Research.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Articulate an understanding of social research and its role in social work practice; Locate themselves as reflective practitioner/researchers; Understand the implications of different paradigms used within social research; Articulate a critical awareness of what anti-oppressive social work research might look like, emphasising the importance of recognising practices that are driven by sexism, classism, racism and other dominant discourses; Evaluate critically the strengths and limitations of published research; Identify ethical issues and ethical guidelines for social work research; Use computers for quantitative data analysis, and the presentation of descriptive statistics.

Class Contact: 90-minute lecture; 90-minute tutorial/computer lab per week for one semester.


Assessment: Assessment 1: Develop a research question that is relevant to social work research (1000-word limit) 20%; Assessment 2: Propose a research design for your research topic. Include epistemology, theory, methodology and methods.
Demonstrate the suitability of research design for your proposed research. Include a discussion of ethical issues, a sampling and data collection plan, and a data analysis plan (2000-word limit) 40%. Assessment 3: Quantitative data analysis and presentation test (2000-word limit) 40% OR Literature review of specific research area (2000-word limit) 40%.

ASW4290 FIELD EDUCATION 2


Prerequisites: ASW3201 - FIELD EDUCATION 1

ASW3202 - FIELD EDUCATION 1: INTEGRATIVE SEMINAR

Description: This unit of study enables students to participate in a structured and supervised field experience. The broad aim of this unit is to provide fourth-year students with the opportunity to extend their knowledge and experience in linking theory with the realities of practice and extend their skills for social work practice. Students will be allocated placements where the focus is on community development, research or policy work. A variety of social work and related agencies in and around Melbourne will be utilised. The field education coordinator will be responsible for the selection and arrangement of placements according to AASW guidelines.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate knowledge relevant to the placement context, organisational structure and function and the role of social work within this context; Use conceptual skills in relating theory to practice; Work independently and demonstrate initiative in practice situations; Recognise the ways in which the students’ values influence responses to particular practice situations; Identify the ways in which the interests and values of dominant groups determine the definition of, and responses to, service user needs; Demonstrate specific skills in relation to the particular emphasis of specific placements ie. communication skills, writing skills, recording and evaluation skills and organisational and planning skills; Have confidence in knowing how and when to use consultation and supervision; Demonstrate an emerging capacity for critical reflective practice; Demonstrate a practice-based awareness of the issues of consumers’ service and resource networks associated with their placement agency’s functions; Continuously assess the process of intervention in the light of personal and agency ideology and social work values.

Class Contact: This unit consists of 70 days of supervised field education in a human service agency.


ASW4291 FIELD EDUCATION 2: INTEGRATIVE SEMINAR


Prerequisites: ASW3201 - FIELD EDUCATION 1

ASW2203 - INTERPERSONAL AND COMMUNICATION SKILLS

Description: This unit of study is designed to help students integrate theory and practice while on placement. Additionally these classes help students to explore the theory/practice relationship and focus on their own experiences and learning. There will be a half-day workshop focusing on the development of a work portfolio, career development and job-seeking skills. Potential employers will be invited to talk to the class. This forms the capstone task required for all students.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to identify issues related to the placement experience and integrate theory with practice and practice with theory; Identify and use effectively a range of skills required for social work practice; Analyse developing practice skills; Identify the knowledge on which to base their practice; Reflect on the application of this knowledge to practice and demonstrate an emerging capacity for critical reflection; Evaluate own practice and revise their theory base in the light of this evaluation; Take responsibility for their learning and explore creative thinking about the use of practice skills.

Class Contact: Twenty-four hours flexible delivery combining day seminars and tutorials as advised.

Required Reading: Cleak, HM & Wilson, J 2004, Making the most of field placement, Thompson, Australia.

Assessment: Learning portfolio that includes inventory of self reflective exercises, peer group report of learning opportunities in small learning circle, preparation of curricula vitae and job application (combined 5000-word limit [ungraded]). This unit is mastery assessment and therefore all assignments must be submitted and a result of either satisfactory or unsatisfactory will be recorded.

ASW5002 SOCIAL WORK HONOURS: SEMINAR


Prerequisites: Permission required.

Description: This Social Work unit offers an Honours program to final year social work students who have attained grades of at least 70% (Distinction or High Distinction) in at least half of their graded units in the second and third years of the Bachelor of Social Work Program or in the third year for advanced entry students. In order to successfully complete the Bachelor of Social Work with Honours, students are required to carry out a small piece of research and write a minor research thesis. The Honours program allows students to develop research practice expertise, and specialist knowledge in particular areas of their undergraduate studies. It provides students with the opportunity to learn more about research, its application and presentation and to build on their developing capacity for reflective practice. The Honours seminar in semester one prepares students to design an appropriate Honours research project, prepare an ethics application, and write a detailed research proposal.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to Articulate the components required to undertake a research project; Commence a small piece of research; Understand ethical issues and ethical guidelines for conducting social work research; Complete an application for ethics approval; Demonstrate beginning skills for analysing data of either a qualitative or quantitative nature; Prepare a research proposal that will constitute a first draft of the first three chapters of the Honours thesis.

Class Contact: Three-hour seminar.


Assessment: Formal research proposal (5000-word limit) comprising the first three chapters of the Honours thesis 100%.
ASWS003 SOCIAL WORK HONOURS THESIS


Prerequisites: Permission required.

Description: The Honours program allows students to develop specialist knowledge in particular areas of their undergraduate studies. It provides students with the opportunity to learn more about research, its application and presentation and to build on their developing capacity for reflective practice. The successful completion of the Honours thesis, under the supervision of a social work academic staff member, enables students to graduate with a BSW with Honours. Successful completion of the BSW with Honours allows a graduate to apply immediately for entrance into a Masters of Social Work or PhD program, whereas graduates with a general BSW degree usually must have three years full-time past BSW practice experience before they can apply to commence a Masters.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to Undertake a research project that meets the expectations of academic research; Complete a small piece of research that has relevance for social work; Comply with ethical guidelines for conducting social work research; Complete data analysis for a small research project; Complete a substantial piece of academic writing in the form of an Honours thesis.

Class Contact: Individual supervision: one hour per week from second semester.


ASX1003 FOUNDATIONS OF SOCIAL SCIENCE RESEARCH

Locations: St Albans, Footscray Park.

Description: This unit will introduce students to the fundamental practices and principles associated with completing research in the Social Sciences. The emphasis is on an exploration and investigation of the research question, from Library searches, planning, execution and reporting. The associated emphasis is on practices in determining methods and methodologies to be employed in attending to this question.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate the capacity to understand and structure a research question; Select and justify the appropriate methodology and associated methods (quantitative and qualitative) to adequately and effectively attend to the research question; Demonstrate understanding of basic principles associated with the practical use of quantitative and qualitative methods; Demonstrate understanding and express the kind and characteristics of the knowledge gained through the research process; Demonstrate skills in sourcing relevant literature and reporting findings using the discipline appropriate protocols; Assess the outcomes of the research with respect to the target audience.

Class Contact: Two hour seminar per week for 12 weeks.

Assessment: Essay, Identifying and justifying a research question and establishing the appropriate methodology and methods, 40%. Other, Quiz - Two quizzes one emphasising the qualitative approach and the other the quantitative approach (each at 10%), 20%. Examination, Based on the material covered in the seminars. Assesses knowledge and understanding of the course material, 40%. Total effective word limit 3000 words.

**ASX2000 STUDY TOUR**

**Locations:** Other.

**Prerequisites:** Completion of a first year of study

**Description:** This unit is designed for students undertaking an approved undergraduate program in the School of Social Sciences & Psychology. Students will participate in an organised short-term or long-term study tour for the purposes of formal study, combined with experiential learning in a particular culture and society. Through living, experiencing and engaging in different real-life intercultural interactions, students participate in a series of seminars hosted or organised by agencies, institutions or organisations approved by the students’ course coordinator and the School of Social Science and Psychology.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to: Demonstrate an understanding of other cultures and societies through experiential learning; Develop core graduate attributes in problem-solving, using information, oral and written communication, working autonomously and collaboratively and working in socially and culturally diverse contexts; Demonstrate specific disciplinary knowledge and skills in areas of the negotiated content of the program of related course of study.

**Class Contact:** Equivalent to a quarter of a semester’s load of full-time study. Format of classes and other learning activities and experiences will be negotiated for each specific program.

**Required Reading:** Readings will be dependent on specific study tours.

**Assessment:** Research Paper, Research report, 50%. Journal, Reflective journal, 30%. Presentation, Seminar presentation, 20%. Total effective word limit 3000 words.

**ASX3001 INTERNATIONAL STUDIES: PROFESSIONAL LEARNING**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** Through placement in an organisation to contribute to the daily work activities of that organisation, students will have an extended work integrated learning opportunity. The placement may be overseas as part of an exchange program and/or in a local context of cultural and linguistic diversity. In the placement it is anticipated that students will undertake tasks under supervision that reflect a range of work undertaken by employees with similar areas of expertise in that organisation. Depending on the placement that is negotiated (on the basis of personal interest, students’ area/s of professional and international studies specialisation and placement availability) students may be placed in an organisation individually or as part of a small team (e.g. working as part of a group on a community fieldwork placement). Students are encouraged to be proactively involved in organising and negotiating their own placement with support from the unit coordinator. The placement may be focused on community service learning or professional work-based learning, depending on the students’ interest and opportunities that are available.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: Understand about and experience the culture of a workplace and/or community fieldwork setting; Apply knowledge and skills they have acquired in their formal studies to a work integrated learning context internationally and/or in a local context of cultural and linguistic diversity; Demonstrate direct experience of working independently, co-operatively and as part of a team in a real workplace or community context; Apply their international studies knowledge and intercultural communication and learning skills; Reflect critically on their experiences and use this reflection to plan how to improve professional presentation and practice.

**Class Contact:** No regular classes, but there is an introductory employment preparation/orientation session and daily contact (usually) with a workplace-based supervisor. Placement will be for a minimum of 15 days.

**Required Reading:** To be developed collaboratively between students and their coordinator and employer/mentor. The nature of this unit as an individually negotiated field placement or work integrated learning normally undertaken overseas, means that it is not appropriate to prescribe reading until the focus of the professional learning experience has been finalised.

**Assessment:** Employer/mentor evaluation 35%; Placement report with supporting portfolio outlining/demonstrating work undertaken 45%; Reflective journal 20%. EWL 3000 words.

**ASX3500 INTERNATIONAL INTERDISCIPLINARY PROJECT**

**Locations:** Footscray Park.

**Prerequisites:** Satisfactory completion of at least one year of a Bachelor of Arts specialisation.

**Description:** This unit of study investigates different ideals and practices of global citizenship in the 21st century. The concept of the global citizen has emerged as the nation state is seen to be unable to offer solutions to global problems in the areas of human rights, environmental sustainability, and security. Reciprocal rights and responsibilities are increasingly being viewed as international. This unit examines different dimensions of global citizenship: socially, via the media and technology; culturally, through the transnational movement of people; environmentally, via international protocols and conventions; politically in supra-national agreements and international relations. Students produce a substantial case study of the global links and connections between a group, community, individual or organisation that has pursued ideas of citizenship beyond national boundaries. Research will be conducted in the community and the project will be negotiated on the basis of students’ disciplinary background and areas of specialisation, access to relevant organisations and personal interest. Students are introduced to a range of approaches to research and may choose to conduct interviews and surveys, or write a creative response to their research findings (a film script, a family history or a narrative account). Students may work individually or as part of a small team to achieve the negotiated project goals and outcomes.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to: Construct a coherent research paper; Apply advanced research skills; Demonstrate knowledge of the ethical issues related to research; Demonstrate knowledge of the key debates around the idea of global citizenship; Plan and undertake a project in a real-life context; Co-operatively engage with a range of people in order to achieve project goals; Develop and apply their intercultural communication and learning skills; Reflect critically on their experiences and use this reflection to plan how to improve outcomes.

**Class Contact:** 24 hours of seminars and individual consultation with the lecturer.


**Assessment:** Presentation, Presenting the plan of the research project (700 words), 20%. Research Paper, Research report (2000 words), 70%. Exercise, Online exercises (300 words), 10%.

**ASX5000 STUDY TOUR**

**Locations:** St Albans, Other.

**Prerequisites:** Completion of an Undergraduate degree

**Description:** This unit is designed for students undertaking an approved postgraduate
program in the School of Social Sciences and Psychology. Students participate in an organised short-term or long-term study tour for the purposes of formal study combined with experiential learning in a particular culture and society. Through living, experiencing and engaging in different real-life intercultural interactions, students participate in a series of seminars hosted or organised by agencies, institutions or organisations approved by the students’ course coordinator and the School of Social Science and Psychology.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate an understanding of other cultures and societies through experiential learning; Develop core graduate attributes in problem-solving, using information, oral and written communication, working autonomously and collaboratively and working in socially and culturally diverse contexts; Demonstrate specific disciplinary knowledge and skills in areas of the negotiated content of related course of study; Demonstrate a good understanding of a particular theoretical framework and/or practical skills through cultural lens.

Class Contact: Equivalent to a quarter of a semester’s load of full-time study. Format of classes and other learning activities and experiences will be negotiated for each specific program.

Required Reading: Readings will be dependent on specific Study Tour.


AXR0002 RESEARCH DESIGN AND METHODS

Locations: City Flinders, Other.

Prerequisites: Nil.

Description: This unit of study will examine the important link between epistemology, methodology, and methods underpinning the choice of research design appropriate to investigate and answer a research question. The focus is on the development of a research proposal. Alongside the basics of quantitative and qualitative research design and methods, attention is given to the types of research problems that can be addressed by mixed methods or triangulation. The unit topics will include: qualitative research philosophies and approaches including phenomenology, grounded theory, action research; qualitative design and data collection methods including literature review, case studies, focus groups, interviewing, ethnographic fieldwork; and analysis and interpretation, appropriate to the social sciences. Quantitative methods will include experimental and quasi experimental; non-experimental descriptive and correlational research design. Unit topics will also address issues of sampling, generalisability, measurement reliability and validity, and methods of data collection. Topics in data analysis will include descriptive statistics and parametric and non-parametric techniques for analysing univariate data, and multivariate descriptive and inferential statistics.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Appreciate different epistemologies or ways of knowing; Analyse assumptions underlying quantitative and qualitative research methods; Demonstrate knowledge of the appropriateness of research designs and critique methods presented in published research studies; Identify researchable problems arising from their professional practice and the literature; Operationalise the research problem; Demonstrate the principles of evaluation of research projects in terms of their quality and significance; Design a research project.

Class Contact: One three-hour weekly seminar for on-campus students and online for off-campus students.

Required Reading: Students will be provided with selected study materials.

Assessment: Online exercises and research project proposal.
## BACHELOR OF EDUCATION (EARLY CHILDHOOD/PRIMARY) (I)
### Course Code: ABEC
### Campus: St Albans.

**About this course:** The Bachelor of Education (Early Childhood/Primary) structure will incorporate the key practice features of the current Bachelor of Education (P-12), for example, Praxis Inquiry and Project Partnerships. The development of a Bachelor of Education (Early Childhood/Primary) also provides graduates from socially and culturally diverse backgrounds with multiple career pathways.

**Course Objectives:** The development of a Bachelor of Education (Early Childhood/Primary) would enable students to become skilled educators and provide young children with teaching and learning opportunities that will enhance their whole development.

**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**

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<thead>
<tr>
<th>Year</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>1</td>
<td>AEB1101</td>
<td>LEARNING IN A CHANGING WORLD</td>
<td>12</td>
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<tr>
<td></td>
<td>AEB1171</td>
<td>HISTORY AND PHILOSOPHY OF EARLY CHILDHOOD EDUCATION</td>
<td>12</td>
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<tr>
<td></td>
<td>AEB1181</td>
<td>PLAY DEVELOPMENT AND LEARNING</td>
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<tr>
<td>Year 1, Semester 2</td>
<td>AEB1301</td>
<td>INQUIRY FOR MATHEMATICAL UNDERSTANDING</td>
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<tr>
<td></td>
<td>AEB1261</td>
<td>LANGUAGES AND LITERACY IN EARLY CHILDHOOD</td>
<td>12</td>
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<td></td>
<td>AEB1262</td>
<td>MUSIC, MOVEMENT AND DRAMATIC ARTS</td>
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**Year 2, Semester 2**

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<td>AEB4110</td>
<td>CHANGE AND SOCIAL JUSTICE</td>
<td>12</td>
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<tr>
<td>AEB4150</td>
<td>CURRICULUM AND INNOVATION</td>
<td>12</td>
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<tr>
<td>AEB3173</td>
<td>CRITICAL CONTEMPORARY ISSUES IN EARLY CHILDHOOD</td>
<td>12</td>
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<tr>
<td>AEB4268</td>
<td>PRACTICE IN PARTNERSHIP 2 (ECE 0-6 YEARS)</td>
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**Year 3, Semester 2**

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<tr>
<td>AEB4210</td>
<td>PRACTICE IN PARTNERSHIP</td>
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<tr>
<td>AEB4212</td>
<td>JOINING THE TEACHING PROFESSION</td>
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**Year 4, Semester 2**

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<td>DEVELOPMENT STUDIES 1</td>
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**Year 3, Semester 1**

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<td>STUDENT DIVERSITY IN EARLY YEARS EDUCATION</td>
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<tr>
<td>AEB3172</td>
<td>MANAGEMENT, ADVOCACY AND LEADERSHIP</td>
<td>12</td>
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<tr>
<td>AEB3184</td>
<td>CURRICULUM THEORY</td>
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<td>AEB3268</td>
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**Year 4, Semester 1**

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<tr>
<td>AEB4169</td>
<td>MATHEMATICS AND NUMERACY IN PRIMARY</td>
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<tr>
<td>AEB3252</td>
<td>ORIENTATION TO PRIMARY SCHOOLS</td>
<td>12</td>
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<tr>
<td>AEB3285</td>
<td>INCLUSIVE PRACTICE IN EDUCATION</td>
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**Year 2, Semester 1**

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<td>MAKING THE CONDITIONS FOR LEARNING</td>
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<td>AEB2265</td>
<td>SCIENCE ENVIRONMENT AND SOCIETY</td>
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<tr>
<td>AEB2266</td>
<td>PRACTICE AND PARTNERSHIP (ECE 0-2)</td>
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**Year 1, Semester 1**

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<td>MATHEMATICS AND NUMERACY IN EARLY CHILDHOOD</td>
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<td>AEB2163</td>
<td>VISUAL AND CREATIVE ARTS</td>
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<tr>
<td>AEB2164</td>
<td>HEALTH, PE AND MOTOR DEVELOPMENT</td>
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<tr>
<td>AEB2283</td>
<td>DEVELOPMENT STUDIES 2</td>
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## BACHELOR OF EDUCATION (I)
### Course Code: ABED
### Campus: St Albans, Footscray Park.

**About this course:** The Bachelor of Education is a four-year, full-time Partnership-based Teacher Education course which may be studied in part-time mode. 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 is undertaken during the course. Students should note that they will be subject to safety screenings (Working with Children Check) 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; 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:** 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 25 for English, and satisfactory completion for Unit 1 and Unit 2 in VCE General Mathematics or Unit 1 and Unit 2 in VCE Mathematics Methods.

**Admission Requirements International:** International students from non-English speaking countries are required to demonstrate a minimum IELTS of 6.5.

Those students whose IELTS score is below 7.0 will be required to satisfactorily complete AEB1100 Literacy and Language and demonstrate an IELTS score of 7.0.

**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.

**Admission Requirements VET:** NA.

**Admission Requirements Other:** Applicants who have completed at least two years full-time higher education study including successful completion of eight units of study in two Discipline Specialisations of the B.Ed. (P-12) (two sub-major sequences) as defined by the Victorian Institute of Teaching 'Specialist Area Guidelines' are eligible for admission to the Accelerated Program within the B. Ed. (P-12).

**COURSE STRUCTURE**

To be awarded the Bachelor of Education (P-12) degree students must have successfully completed 384 credit points. Students must satisfy the following requirements:

- Thirty-one (31) semester length units of study, one of which is a 24 credit point unit of study, including:
  - Eleven (11) core Praxis Inquiry units (132 credit points);
  - Seven (7) Pedagogical Content Knowledge (PCK) units, five of which must be primary pedagogical content knowledge units, two (2) of which must be secondary pedagogical content knowledge units, and including at least one PCK unit of study for each of the following curriculum domains: English, mathematics, humanities, science and technology, the arts, and physical activity and health; and
  - At least one four (4) unit Discipline Specialisation Sequence that meets Victorian Institute of Teaching’s ‘Specialist Area Guidelines’ for specialist teaching in secondary school;
  - A minimum of 80 days supervised teaching practice (Project Partnerships, Learning in the Workplace). Students select other units from the course to fulfill the course requirements. These may include an additional Pedagogical Content Knowledge unit, Education and Pedagogy Elective units or additional Discipline Specialisation units. Students who do not demonstrate competence in mathematical knowledge for primary teaching will be required to complete AEB1200 Mathematics and Numeracy and students who do not meet standards of professional literacy will be required to complete AEB1100 Literacy and Language. THE ACCELERATED PROGRAM: To be awarded the Bachelor of Education (P-12) degree students in the Accelerated Program of the B. Ed. (P-12) must have successfully completed 214 credit points. Students must satisfy the following requirements:
  - Seventeen (17) semester length units of study, one of which is a 24 credit point unit of study, including:
  - Ten (10) core Praxis Inquiry units (132 credit points);
  - Seven (7) Pedagogical Content Knowledge units, five of which must be primary pedagogical content knowledge units, two (2) which must be secondary pedagogical content knowledge units, and including at least one PCK unit of study for each of the following curriculum domains: English, mathematics, humanities, science and technology, the arts, and physical activity and health;
  - A minimum of 80 days supervised teaching practice (Project Partnerships, Learning in the Workplace).

**COURSE STRUCTURE FOR STUDENTS WHO ENROL INTO YEAR ONE (ie not the accelerated program)**

**Year 1, Semester 1**

- AEB1101 LEARNING IN A CHANGING WORLD 12
- AEB1301 INQUIRY FOR MATHEMATICAL UNDERSTANDING 12
- Discipline Specialisation A 1
- Discipline Specialisation B 1

**Year 1, Semester 2**

- AEB1210 UNDERSTANDING LEARNING 12
- AEB1250 COMMUNICATION AND SOCIAL ACTION 12
- Discipline Specialisation A 2
- Discipline Specialisation B 2

**Year 2, Semester 1**

- AEB2110 TEACHERS KNOWING CHILDREN 12
- AEB2150 REASONING FOR PROBLEM SOLVING 12
- Discipline Specialisation A 3
- Discipline Specialisation B 3

**Year 2, Semester 2**

- AEB2210 MAKING THE CONDITIONS FOR LEARNING 12
- Year 2 Primary PCK Unit
- Discipline Specialisation A 4
- Discipline Specialisation B 4

**Year 3, Semester 1**

- AEB3301 INQUIRY INTO ADOLESCENT TEACHING AND LEARNING 12
- Secondary PCK A: Choose from Secondary PCK units to match Discipline Specialisation A
- Elective: Choose from Education and Pedagogy Electives or Discipline Specialisation units
- 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 Specialisation B
Elective: Choose from Year 3 Primary PCK units, Education and Pedagogy electives and Discipline Specialisations

Discipline Specialisation B 6 or Discipline Specialisation C 2

Year 4, Semester 1
AEB4110 CHANGE AND SOCIAL JUSTICE 12
AEB4301 CURRICULUM AND PEDAGOGY FOR THE 21ST CENTURY 12

Primary PCK Unit: Choose from Year 4 Primary PCK units

Elective: Choose from Year 4 Primary PCK units and Education and Pedagogy Electives

Year 4, Semester 2
AEB4210 PRACTICE IN PARTNERSHIP 24
AEB4250 PROFESSIONAL ORIENTATION 12
AEB4211 JOINING THE PROFESSION 12

COURSE STRUCTURE FOR STUDENTS WHO ENROL IN THE ACCELERATED PROGRAM

Year 3, Semester 1
AEB1103 LEARNING, TEACHING AND PRAXIS INQUIRY 12
AEB2210 MAKING THE CONDITIONS FOR LEARNING 12
AEB1250 COMMUNICATION AND SOCIAL ACTION 12
AEB2110 TEACHERS KNOWING CHILDREN 12
AEB2150 REASONING FOR PROBLEM SOLVING 12

Year 3, Semester 2
AEB3301 INQUIRY INTO ADOLESCENT TEACHING AND LEARNING 12
AEB3302 CRITICAL PRACTICES FOR TEACHERS IN SECONDARY SCHOOLS 12

Secondary PCK A: Choose from Secondary PCK units to match Discipline Specialisation A

Secondary PCK B: Choose from Secondary PCK units to match Discipline Specialisation B

Primary PCK Option: Choose from Year 3 Primary PCK Units

Year 4, Semester 1
AEB4110 CHANGE AND SOCIAL JUSTICE 12
AEB4301 CURRICULUM AND PEDAGOGY FOR THE 21ST CENTURY 12

Primary PCK Option: Choose from Year 4 Primary PCK units

Primary PCK Option: Choose from Year 4 Primary PCK units

Year 4, Semester 2
AEB4210 PRACTICE IN PARTNERSHIP 24
AEB4250 PROFESSIONAL ORIENTATION 12
AEB4211 JOINING THE PROFESSION 12

AEPCKT YEAR 2 PRIMARY PCK UNITS
AEPCKS YEAR 3 SECONDARY PCK UNITS
AEPCKF YEARS 3 AND 4 PRIMARY PCK UNITS
AEEPEU EDUCATION AND PEDAGOGY ELECTIVE UNITS
ASPPES PERFORMANCE STUDIES
ASPLIT LITERARY STUDIES
ASPDIG DIGITAL MEDIA
ASPVIE VIETNAMESE
ASPMED MEDIA STUDIES

ASPPSY PSYCHOLOGY
ASPA SI ASIAN STUDIES
ASPHIS HISTORY
ASPSOC SOCIOLOGY
ASPVIS VISUAL ARTS

BACHELOR OF EDUCATION (VET/SECONDARY TEACHING)

Course Code: ABVS

Campus: St Albans, Footscray Park, Newport.

About this course: This degree has two distinctive outcomes: that graduates can be registered with the Victorian Institute of Teaching as qualified to teach in Victorian Secondary Schools in two curriculum areas; and open high demand areas of schooling, curriculum field, and geographical area to potential teachers without current university qualifications in a way which does not impose a demand for unpaid study and work. Students will be able to teach in Victorian Schools under the Victorian Institute of Teaching’s permission to teach provision.

Course Objectives: The Bachelor of Education (VET/Secondary Teaching) will have two distinctive outcomes: that graduates can be registered with the Victorian Institute of Teaching as qualified to teach in Victorian Secondary Schools in two curriculum areas. Music, Technology, Information Technology and Vocational Educational and Training are likely teaching fields; that the course is designed to open high demand areas of schooling, curriculum field, and geographical area to potential teachers without current university qualifications in a way which does not impose a demand for unpaid study and work. Students in the Bachelor of Education (VET/Secondary Teaching) will be able to teach in Victorian Schools under the Victorian Institute of Teaching’s permission to teach provision.

Careers: Graduates from this program will qualify for registration as teachers with the Victorian Institute of Teaching (VIT) and be registered to teach in schools based on their areas of specialisation as outlined in the VIT Specialist Area Guidelines.

Course Duration: 4 years.

Admission Requirements Year 12: The BEd (VET/Secondary) program is open to applicants possessing: A completed Apprenticeship Plus 8 years of relevant industrial experience (counted from the start of the apprenticeship); or A two year former Associate Diploma or current TAFE Diploma Plus 2 years of relevant industrial experience; or A Certificate of Technology Plus 6 years of relevant industrial experience. Applicants that meet these admission requirements will be grant credit for the first two years of the program.

COURSE STRUCTURE
The course is an integrated TAFE/Higher Education program.

YEAR ONE
Advanced Standing Year 1 - Full Credit

YEAR TWO
Advanced Standing Year 2 - Full Credit

YEAR THREE
TAFE Study (equivalent to 60 credit points/5 HE units) comprising: Completion of TAA40104 Certificate IV in Training and Assessment/Study towards 21852VIC Graduate Certificate in Vocational Education and Training

Plus higher education study (36 credit points) comprising of the following units:
AEB2115 LEARNING AND TEACHING 12
Careers: Pools of skills that can be applied in recreation delivery and facilitation. An understanding of leadership functions and the possession of a range of leadership and political dimensions of disadvantage, in particular how it relates to young people; policy in relation to services for young people; a critical understanding of the social settings; knowledge and skills in the role of a recreation manager in planning and consultancies; knowledge and skills in working with young people in community recreation services, commercial sport and recreation services, and sports management organisations, outdoor recreation service providers, all levels of government sport and recreation agencies, leisure centres, stadiums and facilities, community service organisations (professional sport and recreation clubs, state and national sport and recreation agencies, schools and tertiary institutions).

Course Objectives: The objectives, to be achieved through self-engagement in learning, include: an understanding of the nature, role and significance of recreation for young people in its differing social, political and economic contexts; a critical understanding of youth work practice and its role in empowering young people; knowledge and skills in youth work policy, practice and management; generic understandings and skills that enable professional effectiveness in recreation settings; a 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); knowledge and skills in working with young people in community settings; knowledge and skills in the role of a recreation manager in planning and policy in relation to services for young people; a critical understanding of the social and political dimensions of disadvantage, in particular how it relates to young people; an understanding of leadership functions and the possession of a range of leadership skills that can be applied in recreation delivery and facilitation.

CAREERS

BACHELOR OF YOUTH WORK/BACHELOR OF SPORT AND RECREATION MANAGEMENT
Course Code: ABYR
Campus: Footscray Park.

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 fulfill their potential. It produces graduates who are qualified to work in community organisations, local government and community recreation services. Graduates may also apply to enrol in the Graduate Diploma of Secondary Education.

Course Duration: 4 years.
Admission Requirements Year 12: VCE with minimum study score of 20 in English units 3 and 4.
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).
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. All units of study are worth 12 credit points. Full time students will normally complete an average of 48 points in each semester.

Year 1, Semester 1
AHS1100 INTRODUCTION TO SPORT AND RECREATION 12
AHS1202 RECREATION PROGRAMMING 12
AEB1800 YOUTH WORK PRACTICE 12
ASW2203 INTERPERSONAL AND COMMUNICATION SKILLS 12

Year 1, Semester 2
AEX1201 INDIGENOUS AUSTRALIAN KNOWING 12
AHS1107 SPORT, LEISURE AND SOCIETY 12
ASW2090 GROUPWORK THEORY AND PRACTICE 12

Year 1, Semester 3
AHS0249 THEORY AND PRACTICE OF ADVENTURE PROGRAMMING 12

Year 2, Semester 1
AHS2404 RECREATION AND COMMUNITY DEVELOPMENT 12
AEB2800 WORKING WITH DIVERSE YOUNG PEOPLE 12
AEB2801 GANGS AND GROUPS: THE CULTURE OF YOUNG PEOPLE 12

Year 2, Semester 2
AHS3503 LEGAL ISSUES IN SPORT AND RECREATION 12
AHE2012 ADOLESCENT HUMAN DEVELOPMENT 12
AHS2301 SPORT AND RECREATION SERVICES MARKETING 12

Year 3, Semester 1
AHS3114 SPORT AND RECREATION FACILITY MANAGEMENT 12
AHS0134 INCLUSIVE RECREATION STRATEGIES 12
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 has included 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 recreation in working with disadvantaged communities, in particular young people.

Course Objectives: The course objectives, to be achieved through self-engagement in learning, include: a critical understanding of youth work practice and its role in empowering young people; an understanding and appreciation of the nature, role and significance of recreation for young people in its differing social, political and economic contexts; knowledge and skills in youth work policy, practice and management; generic understandings and skills that enable professional effectiveness in youth work settings; knowledge and skills in working with young people in community settings; a critical understanding of the social and political dimensions of disadvantage, in particular how it relates to young people; an understanding of leadership functions and the possession of a range of leadership skills that can be applied in recreation delivery and facilitation.

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 into schools, as graduates will be qualified to enter the Graduate Diploma of Secondary Education or pursue a career in local government.

Course Duration: 3 years.

Admission Requirements Year 12: VCE with minimum study score of 20 in English units 3 and 4 (any).

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).

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 also 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. All units of study are worth 12 credit points. Full-time students will normally complete an average of 48 points each semester.

Year 1, Semester 1
ACX1001 KNOWING AND KNOWLEDGE A 12
AEB1800 YOUTH WORK PRACTICE 12
AHS1202 RECREATION PROGRAMMING 12
ASW2203 INTERPERSONAL AND COMMUNICATION SKILLS 12

Year 1, Semester 2
AEK1201 INDIGENOUS AUSTRALIAN KNOWING 12
AHS1107 SPORT, LEISURE AND SOCIETY 12
ASW2090 GROUPWORK THEORY AND PRACTICE 12

Plus one of the following two units:
AHS0249 THEORY AND PRACTICE OF ADVENTURE PROGRAMMING 12
ACI1007 CREATIVITY AND INNOVATION 12

Year 2, Semester 1
AHS2404 RECREATION AND COMMUNITY DEVELOPMENT 12
AEB2800 WORKING WITH DIVERSE YOUNG PEOPLE 12

EXAMPLES OF ELECTIVE SEQUENCES THAT COULD BE UNDERTAKEN BY STUDENTS

Community Development

English

Health

Information and Communication Technology

Media Studies

Outdoor Education

It is important to note that students do not need the exact sequence for their VIT registration because they already have completed that within their core units. This means they can have a greater level of flexibility, undertaking for example three units from one sequence and two from another.

BACHELOR OF YOUTH WORK

Course Code: ABYW

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 has included units from recreation management. The course is well placed to...
DIPLOMA OF EDUCATION STUDIES

Course Code: ADES

Campus: Footscray Nicholson.

About this course: The Diploma of Education Studies is a VU Diploma level pathway into the Bachelor of Education. 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. A significant feature of this one year program is that it will provide intensive support for the development of capacity in literacy and numeracy suitable for a career in education. While the program is not a teacher education program it is designed to be equivalent to one year of study in the Bachelor of Education (P-12) program at Victoria University.

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: Satisfactory completion of Year 12 VCE/VCAL (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

Students enrolled in the Diploma of Education Studies will complete ten units of study over one year of full time study. The units will include:

- 2 units from the first year of the Bachelor of Education Program, AEB1301 - Inquiry for Mathematical Understanding and AEB1101 - Learning in a Changing World
- a year long study in Mathematics for Education including ADE1000 and ADE1001
- a year long study in Researching Literacy and Learning including AED1002 and AED1003
- a year long study in Tradition and Modernity including 2 units ADE1004 and ADE1005
- 2 elective units from ADE1006, ADE1007, ADE1008 and ADE1009.

In semester 1 students will complete five units of study: 3 x 12 credit point units and 2 x 6 credit point units as listed below.

Year 1, Semester 1

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

Plus one elective from the list of electives below

In semester 2 students complete five units of study: 3 x 12 credit point units and 2 x 6 credit point units as listed below.

Year 1, Semester 2

ADE1001  MATHEMATICS FOR EDUCATION B 6
ADE1003  RESEARCHING LITERACIES AND LEARNING B 6
ADE1005  TRADITION AND MODERNITY B 12
AEB1301  INQUIRY FOR MATHEMATICAL UNDERSTANDING 12

Plus one elective from the list of electives below

List of Electives

ADE1006  ANALYSE SOCIOLOGICAL UNDERSTANDINGS OF HUMAN RELATIONSHIPS 12
ADE1007  ANALYSE URBAN FORM AND CULTURE 12
ADE1008  ANALYSE THEORIES OF SELF 12
ADE1009  ANALYSE LITERARY TEXTS AND GENRES 12
GRADUATE DIPLOMA IN EDUCATIONAL LEARNING AND LEADERSHIP (I)

Course Code: AGEB

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

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 Mature Age: To qualify for admission to the course, applicants must have a university degree completed at a mentorial level, or an equivalent qualification as approved by the School of Education. Extensive experience in the professional field is an advantage. International students require an IELTS score of 6.5 with a minimum of six (6) in any band.

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

In the first semester, select one core unit and one elective unit from the list below.

**CORE UNITS**

- AED5007 CURRICULUM
- AED5009 INNOVATION
- AED5011 APPROACHES TO LEARNING
- AED5012 EDUCATIONAL LEADERSHIP

**ELECTIVE UNITS**

- AED5002 THEORIES OF EDUCATION, TRAINING AND SOCIAL CHANGE
- AED5003 WORKPLACE RESEARCH PROJECT
- AED5004 CURRENT ISSUES IN COMMUNITY ARTS
- AED5005 PORTFOLIO DEVELOPMENT
- AED5006 ACTION RESEARCH PROJECT
- AED5008 EVALUATION
- AED5010 INTERACTIVE WEB DESIGN AND PUBLISHING
- AED5013 EXPERIENTIAL LEARNING OUTDOORS: PROGRAMMING THE JOURNEY

AED5001 EDUCAATION RESEARCH DESIGN AND METHODS 24
AED5005 TRAINING DESIGN AND PRACTICE 24
AED5006 FACILITATING LEARNING ORGANISATIONS 24
AED5007 MENTORING AND COACHING IN THE WORKPLACE 24
AED5008 ASSESSMENT 24
AED5009 PROFESSIONAL PRACTICE IN EDUCATIONAL CONSULTANCY 24
AED5020 REFORMING PEDAGOGY 24
AED5021 PROMOTING MATHEMATICS UNDERSTANDING 24
AED5022 APPROACHES TO CAREER EDUCATION 24
AED5023 E-LEARNING 24
AED5024 VOCATIONAL EDUCATION AND TRAINING: POLICY AND PRACTICE 24
AED5025 DEVELOPING THE VET PROFESSIONAL 24
AED5026 POSTCOMPELLARY EDUCATION: 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

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

Year 1, Semester 2

In second semester select one core unit from the list below and the core research unit AED5001 Education Research Design and Methods.

**CORE UNITS**

- AED5007 CURRICULUM
- AED5009 INNOVATION
- AED5011 APPROACHES TO LEARNING
- AED5012 EDUCATIONAL LEADERSHIP

**CORE RESEARCH UNIT**

- AED5001 EDUCATION RESEARCH DESIGN AND METHODS

GRADUATE DIPLOMA IN EARLY CHILDHOOD EDUCATION

Course Code: AGEE

Campus: St Albans.

About this course: 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 enroll 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
21st century; Develop teachers' critical understanding of the changing nature of knowledge and attitudes to teach children in early childhood services and in the reflective practitioners, equipped with the critical awareness, teaching competence, Diploma in Early Childhood Teaching aims to: Develop teachers as active and accredited early childhood teacher.

Course objectives:
- Graduates with an approved 3 year Bachelor Degree in any discipline to qualify as an
- 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
- AEE5102 ACTION RESEARCH 2
- AEE5103 CHILD DEVELOPMENT 3
- AEE5104 LEARNING, TEACHING AND SOCIAL JUSTICE
- ASH5002 INTEGRATING THEORY, RESEARCH AND PRACTICE IN COMMUNITY SERVICES
- AEE5106 CONTEMPORARY ISSUES IN EARLY CHILDHOOD CONTEXTS
- AEE5107 INDIGENOUS STUDIES

Plus one elective (12 credit points)

GRADUATE DIPLOMA IN EARLY CHILDHOOD TEACHING

Course Code: AGTE

Campus: St Albans, Footscray Park.

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; 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.

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 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.

GRADUATE DIPLOMA IN TESOL (I)

Course Code: AGTL

Campus: Footscray Park.

About this course: The Graduate Diploma in TESOL offers qualified teachers the opportunity to become effective teachers of English to Speakers of Other Languages and provides them with the skills required to be employed in a range of TESOL contexts. The Graduate Diploma in TESOL program meets the Victorian Institute of Teaching Specialist Area Guidelines for TESOL.

Course Objectives: The course aims to provide: a comprehensive overview of issues in Teaching English to Speakers of Other Languages (TESOL), with specific focus on current TESOL teaching practices; and skills sufficient to function as competent TESOL program designers and teachers in a range of educational contexts.

Course Structure: The course is comprised of 8 units of study Plus partnership placements (practicum) in a range of early childhood services.
COURSES

COURSE STRUCTURE

Year 1, Semester 1
AEG5123 TESOL METHODOLOGY 24
AEG5125 LITERACY METHODOLOGY 12
ACA5021 FOUNDATIONS OF LANGUAGE 12

Year 1, Semester 2
AEG5124 PROFESSIONAL PRACTICE - TESOL 24
AEG5126 TECHNIQUES IN TESOL 12
ACA5022 COMMUNICATION CULTURE AND DIVERSITY 12

GRADUATE DIPLOMA IN PRIMARY TEACHING (I)

Course Code: AGTP

Campus: St Albans, Footscray Park.

About this course: This one-year course is designed for those students who wish to pursue a career in primary education. Students entering this course will have completed an undergraduate degree. The course is practice-based through strong school-university partnerships.

Course Objectives: Within the objectives of Victoria University, the Graduate Diploma in Primary Teaching aims to: Develop teachers as active and reflective practitioners, equipped with the critical awareness, teaching competence, knowledge and attitudes to teach children in primary education and 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 primary education in economically and culturally diverse communities; Develop in teachers insights into 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; Graduate teachers with the commitment to develop their teaching further in their own interests, those of young people and those of primary education and communities in which they teach; To provide the School 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 School of Education.

CAREERS

Most graduates of the Graduate Diploma in TESOL find employment in primary, secondary, adult sector or ELICOS educational institutions locally or internationally. These graduates teach or manage English as a Second Language (ESL) or English as a Foreign Language (EFL) programs for students from culturally and linguistically diverse backgrounds.

Course Duration: 1 year.

Admission Requirements Mature Age: To qualify for admission to the Graduate Certificate in TESOL and Graduate Diploma in TESOL applicants must have a recognised Australian teaching qualification of at least four years’ duration or equivalent. An applicant with a recognised Australian degree of at least three years’ duration or equivalent may apply for these courses based on their commitment to work in TESOL programs for which a general teaching qualification is not required. In such cases, the courses may provide a recognised TESOL qualification but will not qualify graduates to teach in most Australian schools and many adult education programs in Australia.

Admission Requirements Other: None

COURSES

COURSE STRUCTURE

NOTE: This course is part of a postgraduate program which also includes: ATTL Graduate Certificate in TESOL and ANTIL Master of TESOL. The Graduate Diploma in TESOL comprises six units of study: AEG5123, AEG5124, AEG5125, AEG5126, ACA5021 and ACA5022. These units of study are related to TESOL methodology, the nature of the English language, second language acquisition, literacy, sociolinguistics and the institutional contexts of English language teaching. AEG5123 is a prerequisite for AEG5124 and AEG5126. International students must seek advice from the course coordinator before enrolling in AEG5124 ‘Professional Practice TESOL’. If this unit is not recommended or not required by international students, they can choose one of the units from the Master of Education (AMED) course. Local students seeking accreditation with employing bodies such as the Victorian Department of Education and Early Childhood Development must complete AEG5124 Professional Practice - TESOL.

Year 1, Semester 1
AEG5108 SOCIAL CONTEXT OF TEACHING AND LEARNING 12
AEG5109 APPROACHES TO TEACHING AND LEARNING 1 12
AEG5111 LITERACY IN EDUCATION 12
AEG5113 INTEGRATED STUDIES 1 12

Year 1, Semester 2
AEG5107 NEW LEARNING 12
AEG5110 APPROACHES TO TEACHING AND LEARNING 2 12
AEG5112 NUMERACY IN EDUCATION 12
AEG5114 INTEGRATED STUDIES 2 12

GRADUATE DIPLOMA IN YOUTH SERVICES MANAGEMENT (I)

Course Code: AGYS

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

About this course: This course has been designed for those working in the youth sector who are wanting to develop knowledge and skills in youth sector management. It is a one year full-time course which may be studied in part-time mode.

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 of the Graduate Diploma in Youth Services Management course will develop skills that will enable them to supervise and manage a youth work service in a government or community organisation.

**Course Duration:** 1 year.

**Admission Requirements Mature Age:** Students are expected to have completed the post-graduate certificate in youth services management or its equivalent.

**Admission Requirements Other:** Students undertaking the Post Graduate Diploma in Youth Services Management will usually be working within the youth services sector.

**COURSE STRUCTURE**

Students are required to complete two semesters of study equalling 96 credit points as per the structure below.

Please take note that only a selection of the units listed under the Masters in Business (Management) and the Master of Education courses listed below will be offered in each semester, as approved by the respective Course Coordinators. You must check the timetables at the start of each semester for any changes to unit offerings.

**Year 1, Semester 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEY5002</td>
<td>PROFESSIONAL PRACTICE FOR YOUTH DEVELOPMENT</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Plus two units (2 x 12 credit points) selected from the Master of Business (Management) units listed below</td>
<td></td>
</tr>
</tbody>
</table>

**Year 1, Semester 2**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEY5003</td>
<td>EXPERIENTIAL AND APPLIED LEARNING</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Plus one unit (24 credit points) selected from the Master of Education units listed below</td>
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<tr>
<td></td>
<td>Or</td>
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<tr>
<td></td>
<td>Plus two units (2 x 12 credit points) selected from the Master of Business (Management) units listed below</td>
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</tbody>
</table>

**Elective Units**

**Master of Business (Management) units**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMO5533</td>
<td>ORGANISATION CONSULTING AND COUNSELLING</td>
<td>12</td>
</tr>
<tr>
<td>BMO5544</td>
<td>INDUSTRIAL RELATIONS</td>
<td>12</td>
</tr>
<tr>
<td>BMO5564</td>
<td>HUMAN RESOURCE MANAGEMENT</td>
<td>12</td>
</tr>
<tr>
<td>BMO5567</td>
<td>MANAGING WORKPLACE CONFLICT</td>
<td>12</td>
</tr>
<tr>
<td>BMO5568</td>
<td>TEAMWORKING</td>
<td>12</td>
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<tr>
<td>BMO5602</td>
<td>BUSINESS PROJECT MANAGEMENT</td>
<td>12</td>
</tr>
<tr>
<td>BMO5650</td>
<td>MANAGING ORGANISATION KNOWLEDGE</td>
<td>12</td>
</tr>
<tr>
<td>BMO6506</td>
<td>WORK AND ORGANISATION SYSTEMS</td>
<td>12</td>
</tr>
<tr>
<td>BMO6511</td>
<td>STRATEGIC MANAGEMENT AND BUSINESS POLICY</td>
<td>12</td>
</tr>
<tr>
<td>BMO6622</td>
<td>MANAGING INNOVATION AND ENTREPRENEURSHIP</td>
<td>12</td>
</tr>
<tr>
<td>BMO6624</td>
<td>ORGANISATION CHANGE MANAGEMENT</td>
<td>12</td>
</tr>
<tr>
<td>BMO6625</td>
<td>PERFORMANCE MANAGEMENT AND REWARDS</td>
<td>12</td>
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</tbody>
</table>

**Master of Education units**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AED5002</td>
<td>THEORIES OF EDUCATION, TRAINING AND SOCIAL CHANGE</td>
<td>24</td>
</tr>
<tr>
<td>AED5003</td>
<td>WORKPLACE RESEARCH PROJECT</td>
<td>24</td>
</tr>
<tr>
<td>AED5008</td>
<td>EVALUATION</td>
<td>24</td>
</tr>
<tr>
<td>AED5009</td>
<td>INNOVATION</td>
<td>24</td>
</tr>
<tr>
<td>AED5010</td>
<td>INTERACTIVE WEB DESIGN AND PUBLISHING</td>
<td>24</td>
</tr>
<tr>
<td>AED5011</td>
<td>APPROACHES TO LEARNING</td>
<td>24</td>
</tr>
<tr>
<td>AED5012</td>
<td>EDUCATIONAL LEADERSHIP</td>
<td>24</td>
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<tr>
<td>AED5017</td>
<td>MENTORING AND COACHING IN THE WORKPLACE</td>
<td>24</td>
</tr>
<tr>
<td>AED5023</td>
<td>E-LEARNING</td>
<td>24</td>
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<tr>
<td>AED5024</td>
<td>VOCATIONAL EDUCATION AND TRAINING: POLICY AND PRACTICE</td>
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<tr>
<td>AED5027</td>
<td>ORGANISATIONAL CULTURE AND CHANGE IN EDUCATION AND TRAINING</td>
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</tr>
<tr>
<td>AED5030</td>
<td>POSITIVE EDUCATION</td>
<td>24</td>
</tr>
</tbody>
</table>

**Check timetable to see which semester and campus units are offered at**

**MASTER OF EDUCATION (I)**

**Course Code:** AMEB

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

**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 Mature Age:** To qualify for admission to the course, applicants must have a university degree completed at a menteriorous level, or an equivalent qualification as approved by the School of Education. To undertake the minor thesis option, the School of Education requires evidence of aptitude for a comprehensive research project. Extensive experience in the professional field is an advantage. International students require an IELTS score of 6.5 with a minimum of six (6) in any band.
**Course Structure**

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

**Year 1, Semester 1**

In the first semester select one core unit and one elective unit from the list below.

<table>
<thead>
<tr>
<th>CORE UNITS</th>
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</tr>
</thead>
<tbody>
<tr>
<td>AED5007  CURRICULUM</td>
<td>24</td>
</tr>
<tr>
<td>AED5009  INNOVATION</td>
<td>24</td>
</tr>
<tr>
<td>AED5011  APPROACHES TO LEARNING</td>
<td>24</td>
</tr>
<tr>
<td>AED5012  EDUCATIONAL LEADERSHIP</td>
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<table>
<thead>
<tr>
<th>ELECTIVES UNITS</th>
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<tbody>
<tr>
<td>AED5002  THEORIES OF EDUCATION, TRAINING AND SOCIAL CHANGE</td>
<td>24</td>
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<tr>
<td>AED5003  WORKPLACE RESEARCH PROJECT</td>
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<tr>
<td>AED5004  CURRENT ISSUES IN COMMUNITY ARTS</td>
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</tr>
<tr>
<td>AED5005  PORTFOLIO DEVELOPMENT</td>
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</tr>
<tr>
<td>AED5006  ACTION RESEARCH PROJECT</td>
<td>24</td>
</tr>
<tr>
<td>AED5008  EVALUATION</td>
<td>24</td>
</tr>
<tr>
<td>AED5010  INTERACTIVE WEB DESIGN AND PUBLISHING</td>
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<tr>
<td>AED5013  EXPERIENTIAL LEARNING OUTDOORS: PROGRAMMING THE JOURNEY</td>
<td>24</td>
</tr>
<tr>
<td>AED5014  MANAGING SITES FOR TEACHING AND LEARNING</td>
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<tr>
<td>AED5015  TRAINING DESIGN AND PRACTICE</td>
<td>24</td>
</tr>
<tr>
<td>AED5016  FACILITATING LEARNING ORGANISATIONS</td>
<td>24</td>
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<tr>
<td>AED5017  MENTORING AND COACHING IN THE WORKPLACE</td>
<td>24</td>
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<tr>
<td>AED5018  ASSESSMENT</td>
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<tr>
<td>AED5019  PROFESSIONAL PRACTICE IN EDUCATIONAL CONSULTANCY</td>
<td>24</td>
</tr>
<tr>
<td>AED5020  REFORMING PEDAGOGY</td>
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<tr>
<td>AED5021  PROMOTING MATHEMATICS UNDERSTANDING</td>
<td>24</td>
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<tr>
<td>AED5022  APPROACHES TO CAREER EDUCATION</td>
<td>24</td>
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<td>AED5023  E-LEARNING</td>
<td>24</td>
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<tr>
<td>AED5024  VOCATIONAL EDUCATION AND TRAINING: POLICY AND PRACTICE</td>
<td>24</td>
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<tr>
<td>AED5025  DEVELOPING THE VET PROFESSIONAL</td>
<td>24</td>
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<tr>
<td>AED5026  POSTCOMPULSORY EDUCATION: POLICY AND PRACTICE</td>
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<tr>
<td>AED5027  ORGANISATIONAL CULTURE AND CHANGE IN EDUCATION AND TRAINING</td>
<td>24</td>
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<tr>
<td>AED5028  INTERNATIONALISATION IN EDUCATION AND TRAINING</td>
<td>24</td>
</tr>
<tr>
<td>AED5029  ADVANCED QUANTITATIVE RESEARCH METHODS</td>
<td>24</td>
</tr>
<tr>
<td>AED5030  POSITIVE EDUCATION</td>
<td>24</td>
</tr>
</tbody>
</table>

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

**Year 2, Semester 1**

In the third and final semester students have two options.

**Option 1:** Complete 48 credit points of electives

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

**OPTION 1:**

Select 48 credit points of electives

**OPTION 2:**

- AED6001  MINOR THESIS (FULL-TIME) 48
- Or if part-time enrol in the following unit for two semesters:
  - AED6002  MINOR THESIS (PART-TIME) 24

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**Master of Education**

**Course Code:** AMED

**Campus:** Footscray Park.

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:** The Graduate Certificate and Graduate Diploma in Educational Learning and Leadership and the Master of Education provide professional development and extension for professionals engaged primarily in education and training. The majority of course participants are employed full time. There is evidence that the course has contributed to career change, opened promotion and business opportunities and has contributed to the enhancement of participants skills and expertise. Graduates have also continued with their study pathways enrolling in the Doctor of Education.

**Course Duration:** 1.5 years.
### 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 School of Education. To undertake the minor thesis option, the School requires evidence of aptitude for a comprehensive research project. Extensive experience in the professional fields associated with the specialisations in the course is an advantage. International students require an IELTS score of 6.5 with a minimum of six (6) in any band.

### Course Structure

Students must complete 144 credit points as defined in the course structure.

**Semester One - total 48 credit points**

One core unit of study Plus two other units of study selected from the units listed below - 3 x 16 credit points

**Semester Two - total 48 credit points**

One core unit of study Plus two other units of study selected from the units listed below - 3 x 16 credit points

**Semester Three - total 48 credit points**

**CORE UNITS OF STUDY**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEG5004</td>
<td>EXPERIENTIAL LEARNING OUTDOORS: PROGRAMMING THE JOURNEY</td>
<td>16</td>
</tr>
<tr>
<td>AEG5005</td>
<td>MANAGING SITES FOR TEACHING AND LEARNING</td>
<td>16</td>
</tr>
<tr>
<td>AEG5006</td>
<td>TRAINING DESIGN AND PRACTICE</td>
<td>16</td>
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<tr>
<td>AEG5007</td>
<td>FACILITATING LEARNING ORGANISATIONS</td>
<td>16</td>
</tr>
<tr>
<td>AEG5008</td>
<td>MENTORING AND COACHING IN THE WORKPLACE</td>
<td>16</td>
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<tr>
<td>AEG5009</td>
<td>ASSESSMENT</td>
<td>16</td>
</tr>
<tr>
<td>AEG5010</td>
<td>PROFESSIONAL PRACTICE IN EDUCATIONAL CONSULTANCY</td>
<td>16</td>
</tr>
<tr>
<td>AEG5011</td>
<td>REFORMING PEDAGOGY</td>
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<tr>
<td>AEG5012</td>
<td>PROMOTING MATHEMATICS UNDERSTANDING</td>
<td>16</td>
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<tr>
<td>AEG5014</td>
<td>APPROACHES TO CAREER EDUCATION</td>
<td>16</td>
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<tr>
<td>AEG5018</td>
<td>E-LEARNING</td>
<td>16</td>
</tr>
<tr>
<td>AEG5019</td>
<td>VOCATIONAL EDUCATION AND TRAINING: POLICY AND PRACTICE</td>
<td>16</td>
</tr>
</tbody>
</table>

**ELECTIVE UNITS OF STUDY**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEG1501</td>
<td>CURRICULUM</td>
<td>16</td>
</tr>
<tr>
<td>AEG1504</td>
<td>INNOVATION</td>
<td>16</td>
</tr>
<tr>
<td>AEG5002</td>
<td>EDUCATIONAL LEADERSHIP</td>
<td>16</td>
</tr>
<tr>
<td>AEM6100</td>
<td>EDUCATION RESEARCH DESIGN AND METHODS</td>
<td>16</td>
</tr>
<tr>
<td>AEG1411</td>
<td>ACTION RESEARCH PROJECT</td>
<td>16</td>
</tr>
<tr>
<td>AEG1310</td>
<td>PORTFOLIO DEVELOPMENT</td>
<td>16</td>
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<td>CURRICULUM</td>
<td>16</td>
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<tr>
<td>AEG1502</td>
<td>EVALUATION</td>
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<tr>
<td>AEG1504</td>
<td>INNOVATION</td>
<td>16</td>
</tr>
<tr>
<td>AEG4222</td>
<td>INTERACTIVE WEB DESIGN AND PUBLISHING</td>
<td>16</td>
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<tr>
<td>AEM6100</td>
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**Research Methods Units of Study**

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<th>Course Code</th>
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<tbody>
<tr>
<td>AEG1504</td>
<td>APPROACHES TO CAREER EDUCATION</td>
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<tr>
<td>AEG5002</td>
<td>EDUCATIONAL LEADERSHIP</td>
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<tr>
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<td>AEG1501</td>
<td>CURRICULUM</td>
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<tr>
<td>AEG1502</td>
<td>EVALUATION</td>
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<tr>
<td>AEG1504</td>
<td>INNOVATION</td>
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**Research Units of Study**

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</tr>
</thead>
<tbody>
<tr>
<td>AEG1504</td>
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<td>16</td>
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<td>AEG5002</td>
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<td>PORTFOLIO DEVELOPMENT</td>
<td>16</td>
</tr>
<tr>
<td>AEG1501</td>
<td>CURRICULUM</td>
<td>16</td>
</tr>
<tr>
<td>AEG1502</td>
<td>EVALUATION</td>
<td>16</td>
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</tbody>
</table>

**Elective Units of Study**

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<th>Course Title</th>
<th>Credit Points</th>
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<tr>
<td>AEG1003</td>
<td>CURRENT ISSUES IN COMMUNITY ARTS</td>
<td>16</td>
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<tr>
<td>AEG1310</td>
<td>PORTFOLIO DEVELOPMENT</td>
<td>16</td>
</tr>
<tr>
<td>AEG1501</td>
<td>CURRICULUM</td>
<td>16</td>
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<td>AEG1502</td>
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<tr>
<td>AEG5002</td>
<td>EDUCATIONAL LEADERSHIP</td>
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</tbody>
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**School of Education**

**Master of Teaching (Secondary)**

*Course Code: AMET*

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

This course is for Continuing students only.

**About this course:** Next intake semester 2, 2010 for international students and semester 1, 2011 for local students. This course aims to prepare teachers to be critically informed recipients of new professional knowledge and developing pedagogies for advancing workplace learning. It is designed to attract both international and local students into the teaching profession, and to respond to the critical teacher shortage rate across Australia. With a strong focus on the teaching of various disciplines including Mathematics and Science, this course will maximise opportunity for graduates to become employable on completion of the course. The Master of Teaching (Secondary) course has two components: core and elective units of study. The core of the course is the existing one-year Graduate Diploma in Secondary Education. The elective units will be drawn from graduate units in the School of Education and if appropriate from other graduate courses across the university.

**Course Objectives:** 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 in that they will undertake the requisite number of supervised teaching days as well as complete method studies appropriate to their degrees. Meeting these requirements will enable prospective students to achieve the standards of professional practice required for full registration; Experience at their partnership schools, learning in the workplace which involves both engaging fully with their own teaching practices as well as engaging in the wider school community where a complex number of stakeholders coexist; 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 climate of schools and other formal and informal teaching and learning institutions; Fully engage in a program that expresses explicit social justice commitments in education by ensuring that graduates are able to adopt pedagogical approaches and curriculum settings that include all students in learning; Share their culturally and linguistic diverse backgrounds and enrich their learning experiences as well as their students; Be eligible for professional teacher registration in Victorian schools by undertaking two years of study in Australia, an important consideration for international students. Meet the needs of secondary schools by offering students teaching qualifications in discipline areas that are currently in demand including Mathematics and Science education.
**COURSE STRUCTURE**

**THE FOLLOWING IS THE COURSE STRUCTURE FOR STUDENTS WITHOUT AN IELTS SCORE:**

**Semester One**
- AEG1651 NEW LEARNING 12
- AEG1654 APPROACHES TO TEACHING AND LEARNING 1 12

**Semester Two**
- AEG1651 NEW LEARNING 12
- AEG1654 APPROACHES TO TEACHING AND LEARNING 1 12

**Semester Three**
- AEG1651 NEW LEARNING 12
- AEG1654 APPROACHES TO TEACHING AND LEARNING 2 12

**Semester Four**
- AEG1651 NEW LEARNING 12
- AEG1654 APPROACHES TO TEACHING AND LEARNING 2 12

**THE FOLLOWING IS THE COURSE STRUCTURE FOR STUDENTS WITH AN IELTS SCORE:**

**Semester One**
- AEG1652 SOCIAL CONTEXT OF TEACHING AND LEARNING 12
- AEG1653 APPROACHES TO TEACHING AND LEARNING 1 12

**Plus First Discipline Study - Unit 1**

**Plus Second Discipline Study - Unit 1**

**Semester Two**
- AEG1651 NEW LEARNING 12
- AEG1654 APPROACHES TO TEACHING AND LEARNING 2 12

**Plus First Discipline Study - Unit 2**

**Plus Second Discipline Study - Unit 2**

**Exit point: HGES Graduate Diploma in Secondary Education**

**Semester Three**
- Approved Elective Study 1
- Approved Elective Study 2
- Approved Elective Study 3
- Approved Elective Study 4

**Semester Four**
- Approved Elective Study 5
- Approved Elective Study 6
- Approved Elective Study 7
- Approved Elective Study 8

**Masters of Teaching (I)**

**Course Code:** AMTE

**Campus:** Footscray Park.

**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: 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. Collaborate with school personnel, create opportunities for professional development, for instance, 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 School 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 Mature Age:** An undergraduate degree, with sector appropriate prerequisites as required by the Victorian Institute of Teaching (VIT).
Admission Requirements Other: International students with overseas qualifications are required to submit supplementary information to the Victoria University International (VUI) office. Students may be requested to attend an interview with School of Education staff. Applicants with an IELTS (Academic Module) of 6.5 are eligible to apply and will need to achieve an overall score of 7.0 by the completion of their degree.

COURSE STRUCTURE

The MTech 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 work 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 students with an IELTS score of 6.5 or greater, 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
- AEG5001 PROFESSIONAL ENGLISH FOR NON-NATIVE SPEAKERS OF ENGLISH 12
- AEG5002 INTERACTING IN THE PROFESSIONAL WORKPLACE 12
- AEG5003 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 (I)

Course Code: AMTL

Campus: Footscray Park, Off-shore.

About this course: The onshore Master of TESOL course provides students with relevant content and community based learning opportunities to allow them to become effective teachers and managers of English to Speakers of Other Languages programs in the western region of Melbourne, in Australia and internationally.

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: The program aims to provide: a comprehensive overview of issues in Teaching English to Speakers of Other Languages (TESOL) with specific focus on current TESOL teaching; and skills sufficient to function as competent TESOL program designers and teachers in a range of educational training contexts.

Careers: The Master of TESOL course provides onshore and offshore learners with opportunities to be employed in a range of TESOL contexts in a range of TESOL related teaching and managerial roles.

Course Duration: 1.5 years.

Admission Requirements Mature Age: To qualify for admission to the Master of TESOL, applicants must have successfully completed a Graduate Diploma in TESOL at a minimum average of second class honours (H2A - 70%) (or equivalent).

COURSE STRUCTURE

After successful completion of the Graduate Diploma in TESOL (or equivalent), onshore AMTL students have two options: Option 1: Students would need to successfully complete one research unit of study and one other unit of study from those offered in the Master of Education (AMEB) course. Option 2: Students would need to complete a minor thesis. After completion of a recognised Graduate Diploma in TESOL (or equivalent), offshore AMTL students would need to successfully complete one research unit of study and two other units of study offered in the Master of Education (AMEB). Offshore students are required to complete 3 x 24 credit point units of study as they receive a maximum of 72 credit points recognition for their previous Graduate Diploma of TESOL studies.

Year 1 Semester 1
- AEG5123 TESOL METHODOLOGY 24
- AEG5125 LITERACY METHODOLOGY 12
- ACA5021 FOUNDATIONS OF LANGUAGE 12

Year 1 Semester 2
- AEG5124 PROFESSIONAL PRACTICE - TESOL 24
- AEG5126 TECHNIQUES IN TESOL 12
- ACA5022 COMMUNICATION CULTURE AND DIVERSITY 12

Onshore Students: After successful completion of year one (which is equivalent to the Graduate Diploma of TESOL), onshore AMTL students have two options: Option 1: Students would need to successfully complete one Master of Education (AMEB) research unit of study (AED5001) and one other unit of study from those offered in the Master of Education (AMEB) course. Option 2: Students would need to complete a minor thesis (AED6001 or if part-time AED6002). Offshore Students: After completion of a Graduate Diploma of TESOL (or equivalent), offshore AMTL students would need to successfully complete one research unit of study and one other unit of study from those offered in the Master of Education (AMEB). Usually AED5009 and AED5008. Offshore students are required to complete 3 x 24 credit point units of study as they receive a maximum of 72 credit points recognition for their previous Graduate Diploma of TESOL studies.

OPTION 1
- AED5001 EDUCATION RESEARCH DESIGN AND METHODS 24
- AED5002 THEORIES OF EDUCATION, TRAINING AND SOCIAL CHANGE 24
- AED5003 WORKPLACE RESEARCH PROJECT 24

Plus for on-shore students unit/s totalling 24 credit points selected from the list below:

Plus for off-shore students unit/s totalling 48 credit points selected from the list below:
- AED5002 THEORIES OF EDUCATION, TRAINING AND SOCIAL CHANGE 24
- AED5003 WORKPLACE RESEARCH PROJECT 24
AED5004  CURRENT ISSUES IN COMMUNITY ARTS 24
AED5005  PORTFOLIO DEVELOPMENT 24
AED5006  ACTION RESEARCH PROJECT 24
AED5007  CURRICULUM 24
AED5008  EVALUATION 24
AED5009  INNOVATION 24
AED5010  INTERACTIVE WEB DESIGN AND PUBLISHING 24
AED5011  APPROACHES TO LEARNING 24
AED5012  EDUCATIONAL LEADERSHIP 24
AED5013  EXPERIENTIAL LEARNING OUTDOORS: PROGRAMMING THE JOURNEY 24
AED5014  MANAGING SITES FOR TEACHING AND LEARNING 24
AED5015  TRAINING DESIGN AND PRACTICE 24
AED5016  FACILITATING LEARNING ORGANISATIONS 24
AED5017  MENTORING AND COACHING IN THE WORKPLACE 24
AEG5107  NEW LEARNING 12
AEG5108  SOCIAL CONTEXT OF TEACHING AND LEARNING 12
AEG5109  APPROACHES TO TEACHING AND LEARNING 1 12
AEG5110  APPROACHES TO TEACHING AND LEARNING 2 12
AEG5111  LITERACY IN EDUCATION 12
AEG5112  NUMERACY IN EDUCATION 12
AEG5113  INTEGRATED STUDIES 1 12
AEG5114  INTEGRATED STUDIES 2 12
AEG5115  EARLY CHILDHOOD DEVELOPMENT, LEARNING AND TEACHING 1 12
AEG5116  EARLY CHILDHOOD DEVELOPMENT, LEARNING AND TEACHING 2 12
AEG5117  EARLY CHILDHOOD CURRICULUM AND PEDAGOGY 1: THE SCIENCES 12
AEG5118  EARLY CHILDHOOD CURRICULUM AND PEDAGOGY 2: THE ARTS 12
AEG5119  CONTEMPORARY ISSUES, SOCIAL CONTEXTS OF LEARNING AND SOCIAL JUSTICE 12
AEG5120  PROFESSIONAL ISSUES 12
AEG5121  LANGUAGES AND LITERACY IN EARLY CHILDHOOD 12
AEG5122  INCLUSIVE PRACTICE IN EDUCATION 12
AEG5123  E-LEARNING 12
AEG5124  VOCATIONAL EDUCATION AND TRAINING: POLICY AND PRACTICE 12
AEG5125  DEVELOPING THE VET PROFESSIONAL 12
AEG5126  POSTCOMPULSORY EDUCATION: POLICY AND PRACTICE 12
AEG5127  ORGANISATIONAL CULTURE AND CHANGE IN EDUCATION AND TRAINING 12
AEG5128  INTERNATIONALISATION IN EDUCATION AND TRAINING 12
AEG5129  ADVANCED QUANTITATIVE RESEARCH METHODS 12
AEG5130  POSITIVE EDUCATION 12
AEG5131  NEW LEARNING 12
AEG5132  SOCIAL CONTEXT OF TEACHING AND LEARNING 12
AEG5133  APPROACHES TO TEACHING AND LEARNING 1 12
AEG5134  APPROACHES TO TEACHING AND LEARNING 2 12
AEG5135  LITERACY IN EDUCATION 12
AEG5136  NUMERACY IN EDUCATION 12
AEG5137  INTEGRATED STUDIES 1 12
AEG5138  INTEGRATED STUDIES 2 12
AEG5139  EARLY CHILDHOOD DEVELOPMENT, LEARNING AND TEACHING 1 12
AEG5140  EARLY CHILDHOOD DEVELOPMENT, LEARNING AND TEACHING 2 12
AEG5141  EARLY CHILDHOOD CURRICULUM AND PEDAGOGY 1: THE SCIENCES 12
AEG5142  EARLY CHILDHOOD CURRICULUM AND PEDAGOGY 2: THE ARTS 12
AEG5143  CONTEMPORARY ISSUES, SOCIAL CONTEXTS OF LEARNING AND SOCIAL JUSTICE 12

MAster of education (vet)

Course Code: AMVE

Campus: Footscray Park.

This course is for Continuing students only.

About this course: The Master of VET (AMVE) provides vocational and education training professionals with the opportunity to further develop and enhance skills in design, implementation and research in the field. The course focus is on VET policy, theory and practice with critical review of relevant issues. Participants may follow a course work or coursework and research option, with opportunities to apply to study at doctoral level.

Course Objectives: Students should be able to: analyse and evaluate vocational education policy, theory and practice demonstrate high level research skills locate and utilise vocational education and training literature and research provide evidence of working with colleagues and peers in VET related professional undertakings demonstrate high order skills in designing, conducting and reporting research in VET policy and practice demonstrate mastery of the field of study and related professional practice.

Careers: Graduates in the Master of Education have throughout the course of their study gained promotions and new positions. It is expected that the graduates of the Master of Education VET will similarly have their promotion and career opportunities enhanced by their study.

Course Duration: 1.5 years.

Admission Requirements Mature Age: Applicants will have an undergraduate degree, or equivalent, a Graduate Certificate/Graduate Diploma in VET and/or an equivalent qualification as approved by the School of Education. International applicants will have an IELTS score of 6.5 with a minimum of 6 in each band.

Course Structure

The course consists of three semesters of full time study or equivalent. The course work option consists of 9 elective units of study and the coursework and research option consists of 5 elective units of study, 2 research units and a minor thesis.

Coursework Option

Select nine units from the following eleven electives:

AEG51502  EVALUATION 16
AEG5003  APPROACHES TO LEARNING 16
AEG5002  EDUCATIONAL LEADERSHIP 16
AEG5009  ASSESSMENT 16
AEG5010  PROFESSIONAL PRACTICE IN EDUCATIONAL CONSULTANCY 16
### AEG5018 E-LEARNING

### AEG5019 VOCATIONAL EDUCATION AND TRAINING: POLICY AND PRACTICE

### AEG5020 DEVELOPING THE VET PROFESSIONAL

### AEG5021 POSTCOMPULSORY EDUCATION: POLICY AND PRACTICE

### AEG5022 ORGANISATIONAL CULTURE AND CHANGE IN EDUCATION AND TRAINING

### AEG5023 INTERNATIONALISATION IN EDUCATION AND TRAINING

#### COURSEWORK AND RESEARCH OPTION

**CORE UNITS**

- AEM6100 EDUCATION RESEARCH DESIGN AND METHODS
- AEM1659 MINOR THESIS (FULL-TIME)

Plus one of the following two units:

- AHQ0001 ADVANCED QUANTITATIVE RESEARCH METHODS
- AHQ0002 ADVANCED QUALITATIVE RESEARCH METHODS

**ELECTIVES**

Select five units from the following eleven electives:

- AEG1502 EVALUATION
- AEG5001 APPROACHES TO LEARNING
- AEG5002 EDUCATIONAL LEADERSHIP
- AEG5009 ASSESSMENT
- AEG5010 PROFESSIONAL PRACTICE IN EDUCATIONAL CONSULTANCY
- AEG5018 E-LEARNING
- AEG5019 VOCATIONAL EDUCATION AND TRAINING: POLICY AND PRACTICE
- AEG5020 DEVELOPING THE VET PROFESSIONAL
- AEG5021 POSTCOMPULSORY EDUCATION: POLICY AND PRACTICE
- AEG5022 ORGANISATIONAL CULTURE AND CHANGE IN EDUCATION AND TRAINING
- AEG5023 INTERNATIONALISATION IN EDUCATION AND TRAINING

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### MASTER OF EDUCATION (VET) (I)

**Course Code:** AMVT  
**Campus:** Footscray Park

**About this course:** The Master of VET (AMVT) provides vocational and education training professionals with the opportunity to further develop and enhance skills in design, implementation and research in the field. The course focus is on VET policy, theory and practice with critical review of relevant issues. Participants may follow a coursework or coursework and research option, with opportunities to apply to study at doctoral level.

**Course Objectives:** Students should be able to: analyse and evaluate vocational education policy, theory and practice demonstrate high level research skills locate and utilise vocational education and training literature and research provide evidence of working with colleagues and peers in VET related professional undertakings demonstrate high order skills in designing, conducting and reporting research in VET policy and practice demonstrate mastery of the field of study and related professional practice.

**Careers:** Graduates in the Master of Education have throughout the course of their study gained promotions and new positions. It is expected that the graduates of the Master of Education VET will similarly have their promotion and career opportunities enhanced by their study.

**Course Duration:** 1.5 years.

**Admission Requirements Mature Age:** Successful applicants will usually have an undergraduate degree or equivalent, and/or a Graduate Certificate/Graduate Diploma in VET and/or an equivalent qualification as approved by the School of Education. International applicants will have an IELTS score of 6.5 with a minimum of 6 in each band.

**COURSE STRUCTURE**

Students in this course can elect to undertake either a coursework option or a coursework Plus research option.

The coursework option consists of six elective units of study (6 x 24 = 144 credit points)

**COURSEWORK OPTION**

Select six units from the following thirteen electives:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AED5001</td>
<td>EDUCATION RESEARCH DESIGN AND METHODS</td>
<td>24</td>
</tr>
<tr>
<td>AED5003</td>
<td>WORKPLACE RESEARCH PROJECT</td>
<td>24</td>
</tr>
<tr>
<td>AED5008</td>
<td>EVALUATION</td>
<td>24</td>
</tr>
<tr>
<td>AED5011</td>
<td>APPROACHES TO LEARNING</td>
<td>24</td>
</tr>
<tr>
<td>AED5012</td>
<td>EDUCATIONAL LEADERSHIP</td>
<td>24</td>
</tr>
<tr>
<td>AED5018</td>
<td>ASSESSMENT</td>
<td>24</td>
</tr>
<tr>
<td>AED5019</td>
<td>PROFESSIONAL PRACTICE IN EDUCATIONAL CONSULTANCY</td>
<td>24</td>
</tr>
<tr>
<td>AED5023</td>
<td>E-LEARNING</td>
<td>24</td>
</tr>
<tr>
<td>AED5024</td>
<td>VOCATIONAL EDUCATION AND TRAINING: POLICY AND PRACTICE</td>
<td>24</td>
</tr>
<tr>
<td>AED5025</td>
<td>DEVELOPING THE VET PROFESSION</td>
<td>24</td>
</tr>
<tr>
<td>AED5026</td>
<td>POSTCOMPULSORY EDUCATION: POLICY AND PRACTICE</td>
<td>24</td>
</tr>
<tr>
<td>AED5027</td>
<td>ORGANISATIONAL CULTURE AND CHANGE IN EDUCATION AND TRAINING</td>
<td>24</td>
</tr>
<tr>
<td>AED5028</td>
<td>INTERNATIONALISATION IN EDUCATION AND TRAINING</td>
<td>24</td>
</tr>
</tbody>
</table>

The coursework Plus research option consists of two elective units of study (2 x 24 = 48 credit points), two core research units (2 x 24 = 48 credit points), and a minor thesis (48 credit points).

**COURSEWORK Plus RESEARCH OPTION**

**Core Units**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AED5001</td>
<td>EDUCATION RESEARCH DESIGN AND METHODS</td>
<td>24</td>
</tr>
<tr>
<td>AED5029</td>
<td>ADVANCED QUANTITATIVE RESEARCH METHODS</td>
<td>24</td>
</tr>
</tbody>
</table>

**Minor Thesis Units**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AED6001</td>
<td>MINOR THESIS (FULL-TIME)</td>
<td>48</td>
</tr>
</tbody>
</table>

Or if part-time enrol in the following unit for two semesters:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AED6002</td>
<td>MINOR THESIS (PART-TIME)</td>
<td>24</td>
</tr>
</tbody>
</table>

**ELECTIVES**

Select two units from the following eleven electives:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AED5008</td>
<td>EVALUATION</td>
<td>24</td>
</tr>
<tr>
<td>AED5011</td>
<td>APPROACHES TO LEARNING</td>
<td>24</td>
</tr>
</tbody>
</table>
AEDS012  EDUCATIONAL LEADERSHIP  24
AEDS018  ASSESSMENT  24
AEDS019  PROFESSIONAL PRACTICE IN EDUCATIONAL CONSULTANCY  24
AEDS023  E-LEARNING  24
AEDS024  VOCATIONAL EDUCATION AND TRAINING: POLICY AND PRACTICE  24
AEDS025  DEVELOPING THE VET PROFESSIONAL  24
AEDS026  POSTCOMPELLARY EDUCATION: POLICY AND PRACTICE  24
AEDS027  ORGANISATIONAL CULTURE AND CHANGE IN EDUCATION AND TRAINING  24
AEDS028  INTERNATIONALISATION IN EDUCATION AND TRAINING  24

MASTER OF YOUTH SERVICES MANAGEMENT (I)
Course Code: AMYS

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

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 Faculty of Business and Law 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 School 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 School requires evidence of aptitude for a comprehensive research project.

Admission Requirements Mature Age: The admission requirement for this Masters course is a university degree or equivalent qualification as approved by the School of Education. Students undertaking this course will usually be working in a youth work setting To undertake the minor thesis option, the School 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
AED6002  MINOR THESIS (PART-TIME)  24

Option 1 (students who select the minor thesis option will be enrolling in the same unit again in the next semester)
AED6002  MINOR THESIS (PART-TIME)  24

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

Option 3
One unit (24 credit points) selected from the Master of Education units listed below

Year 2, Semester 1
AED6003  EXPERIENTIAL AND APPLIED LEARNING  24

Option 1 (students must have enrolled in this unit in the previous semester)
AED6002  MINOR THESIS (PART-TIME)  24

Option 2
One unit (24 credit points) selected from the Master of Education units listed below

Option 3
Two units (2 x 12 credit points) selected from the Master of Business (Management) units listed below

**Elective Units

Master of Business (Management) Units
BM05533  ORGANISATION CONSULTING AND COUNSELLING  12
BM05544  INDUSTRIAL RELATIONS  12
BM05564  HUMAN RESOURCE MANAGEMENT  12
BM05567  MANAGING WORKPLACE CONFLICT  12
BM05568  TEAMWORKING  12
BM05602  BUSINESS PROJECT MANAGEMENT  12
BM05650  MANAGING ORGANISATION KNOWLEDGE  12
BM06506  WORK AND ORGANISATION SYSTEMS  12
BM06511  STRATEGIC MANAGEMENT AND BUSINESS POLICY  12
BM06622  MANAGING INNOVATION AND ENTREPRENEURSHIP  12
BM06624  ORGANISATION CHANGE MANAGEMENT  12
BM06625  PERFORMANCE MANAGEMENT AND REWARDS  12
Master of Education Units:

AED5002 THEORIES OF EDUCATION, TRAINING AND SOCIAL CHANGE 24
AED5003 WORKPLACE RESEARCH PROJECT 24
AED5008 EVALUATION 24
AED5009 INNOVATION 24
AED5010 INTERACTIVE WEB DESIGN AND PUBLISHING 24
AED5011 APPROACHES TO LEARNING 24
AED5012 EDUCATIONAL LEADERSHIP 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

**Only a selection of the units in both these programs will be offered in each year, as approved by the respective Course Coordinators. Check timetable to see which semester and campus units are offered at.

DOCTOR OF PHILOSOPHY (I)

Course Code: APED

Campus: St Albans, Footscray Park.

About this course: The PhD in the School of Education is offered across a range of teaching learning contexts. The School 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 School 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 School, 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.

GRADUATE CERTIFICATE IN EDUCATIONAL LEARNING AND LEADERSHIP (I)

Course Code: ATEB

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

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 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 School of Education. Extensive experience in the professional field is an advantage. International students require an IELTS score of 6.5 with a minimum of six (6) in any band.

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

Students select one core unit and one elective unit from the list below.

CORE UNITS

AED5007 CURRICULUM 24
AED5009 INNOVATION 24
AED5011 APPROACHES TO LEARNING 24
AED5012 EDUCATIONAL LEADERSHIP 24
GRADUATE CERTIFICATE IN YOUTH SERVICES MANAGEMENT (I)
Course Code: ATYL
Course Duration: 0.5 years.

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

About this course: This course has been designed for those working in the youth sector who are wanting to develop knowledge and skills in youth sector management.

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 these communities that include Australian Indigenous peoples.

**Careers:** Graduates of the Graduate Certificate in Youth Services Management will develop skills to be able to supervise and manage a youth work service in a Government or community organisation.

**Course Duration:** 0.5 years.

**Admission Requirements Mature Age:** Students are expected to have already completed an undergraduate degree or equivalent with at least two years work experience in the youth work sector.

**Admission Requirements Other:** Students undertaking this course will usually be working within the youth sector.

**COURSE STRUCTURE**

Students are required to complete one semester of study equalling 48 credit points as per the structure below.

Please take note that only a selection of the units listed below under the Master of Business (Management) program will be available in each semester, as approved by the Course Coordinator.

**Year 1, Semester 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEY5001</td>
<td>YOUNG PEOPLE AND SOCIAL POLICY</td>
<td>12</td>
</tr>
<tr>
<td>AEY5002</td>
<td>PROFESSIONAL PRACTICE FOR YOUTH DEVELOPMENT</td>
<td>12</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMO5533</td>
<td>ORGANISATION CONSULTING AND COUNSELLING</td>
<td>12</td>
</tr>
<tr>
<td>BMO5544</td>
<td>INDUSTRIAL RELATIONS</td>
<td>12</td>
</tr>
<tr>
<td>BMO5564</td>
<td>HUMAN RESOURCE MANAGEMENT</td>
<td>12</td>
</tr>
<tr>
<td>BMO5567</td>
<td>MANAGING WORKPLACE CONFLICT</td>
<td>12</td>
</tr>
<tr>
<td>BMO5568</td>
<td>TEAMWORKING</td>
<td>12</td>
</tr>
<tr>
<td>BMO5602</td>
<td>BUSINESS PROJECT MANAGEMENT</td>
<td>12</td>
</tr>
<tr>
<td>BMO5650</td>
<td>MANAGING ORGANISATION KNOWLEDGE</td>
<td>12</td>
</tr>
<tr>
<td>BMO6506</td>
<td>WORK AND ORGANISATION SYSTEMS</td>
<td>12</td>
</tr>
<tr>
<td>BMO6511</td>
<td>STRATEGIC MANAGEMENT AND BUSINESS POLICY</td>
<td>12</td>
</tr>
<tr>
<td>BMO6622</td>
<td>MANAGING INNOVATION AND ENTREPRENEURSHIP</td>
<td>12</td>
</tr>
<tr>
<td>BMO6624</td>
<td>ORGANISATION CHANGE MANAGEMENT</td>
<td>12</td>
</tr>
<tr>
<td>BMO6625</td>
<td>PERFORMANCE MANAGEMENT AND REWARDS</td>
<td>12</td>
</tr>
</tbody>
</table>

**Year 2, Semester 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEB1101</td>
<td>LEARNING IN A CHANGING WORLD</td>
<td>12</td>
</tr>
<tr>
<td>AEB1102</td>
<td>INQUIRY FOR UNDERSTANDING</td>
<td>12</td>
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</tbody>
</table>

Elective General Studies Unit 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEB1210</td>
<td>UNDERSTANDING LEARNING</td>
<td>12</td>
</tr>
<tr>
<td>AEB1250</td>
<td>COMMUNICATION AND SOCIAL ACTION</td>
<td>12</td>
</tr>
</tbody>
</table>

Elective General Studies Unit 3

Elective General Studies Unit 4

**Year 2, Semester 2**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEY5002</td>
<td>PROFESSIONAL PRACTICE FOR YOUTH DEVELOPMENT</td>
<td>12</td>
</tr>
<tr>
<td>BMO5533</td>
<td>ORGANISATION CONSULTING AND COUNSELLING</td>
<td>12</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMO5544</td>
<td>INDUSTRIAL RELATIONS</td>
<td>12</td>
</tr>
<tr>
<td>BMO5564</td>
<td>HUMAN RESOURCE MANAGEMENT</td>
<td>12</td>
</tr>
<tr>
<td>BMO5567</td>
<td>MANAGING WORKPLACE CONFLICT</td>
<td>12</td>
</tr>
<tr>
<td>BMO5568</td>
<td>TEAMWORKING</td>
<td>12</td>
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<tr>
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<td>BUSINESS PROJECT MANAGEMENT</td>
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<td>MANAGING ORGANISATION KNOWLEDGE</td>
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<td>WORK AND ORGANISATION SYSTEMS</td>
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<tr>
<td>BMO6624</td>
<td>ORGANISATION CHANGE MANAGEMENT</td>
<td>12</td>
</tr>
<tr>
<td>BMO6625</td>
<td>PERFORMANCE MANAGEMENT AND REWARDS</td>
<td>12</td>
</tr>
</tbody>
</table>

**NOTE:** This course is connected to AGYS Graduate Diploma in Youth Services Management. Students successfully completing the Graduate Certificate in Youth Services Management may apply for admission to the Graduate Diploma.

**BACHELOR OF EDUCATION**

**Course Code:** HBED

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

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; and establish 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.

**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**

Compulsory studies in primary and secondary education, curriculum and teaching practice in each year.

**Year 1, Semester 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEB1101</td>
<td>LEARNING IN A CHANGING WORLD</td>
<td>12</td>
</tr>
<tr>
<td>AEB1102</td>
<td>INQUIRY FOR UNDERSTANDING</td>
<td>12</td>
</tr>
</tbody>
</table>

Elective General Studies Unit 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEB1101</td>
<td>LEARNING IN A CHANGING WORLD</td>
<td>12</td>
</tr>
<tr>
<td>AEB1102</td>
<td>INQUIRY FOR UNDERSTANDING</td>
<td>12</td>
</tr>
</tbody>
</table>

Elective General Studies Unit 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEB1210</td>
<td>UNDERSTANDING LEARNING</td>
<td>12</td>
</tr>
<tr>
<td>AEB1250</td>
<td>COMMUNICATION AND SOCIAL ACTION</td>
<td>12</td>
</tr>
</tbody>
</table>

Elective General Studies Unit 3

Elective General Studies Unit 4

**Year 2, Semester 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEB1210</td>
<td>UNDERSTANDING LEARNING</td>
<td>12</td>
</tr>
<tr>
<td>AEB1250</td>
<td>COMMUNICATION AND SOCIAL ACTION</td>
<td>12</td>
</tr>
</tbody>
</table>

Elective General Studies Unit 3

Elective General Studies Unit 4

**Year 2, Semester 2**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEY5002</td>
<td>PROFESSIONAL PRACTICE FOR YOUTH DEVELOPMENT</td>
<td>12</td>
</tr>
<tr>
<td>BMO5544</td>
<td>INDUSTRIAL RELATIONS</td>
<td>12</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMO5564</td>
<td>HUMAN RESOURCE MANAGEMENT</td>
<td>12</td>
</tr>
<tr>
<td>BMO5567</td>
<td>MANAGING WORKPLACE CONFLICT</td>
<td>12</td>
</tr>
<tr>
<td>BMO5568</td>
<td>TEAMWORKING</td>
<td>12</td>
</tr>
<tr>
<td>BMO5602</td>
<td>BUSINESS PROJECT MANAGEMENT</td>
<td>12</td>
</tr>
<tr>
<td>BMO5650</td>
<td>MANAGING ORGANISATION KNOWLEDGE</td>
<td>12</td>
</tr>
<tr>
<td>BMO6506</td>
<td>WORK AND ORGANISATION SYSTEMS</td>
<td>12</td>
</tr>
<tr>
<td>BMO6511</td>
<td>STRATEGIC MANAGEMENT AND BUSINESS POLICY</td>
<td>12</td>
</tr>
<tr>
<td>BMO6622</td>
<td>MANAGING INNOVATION AND ENTREPRENEURSHIP</td>
<td>12</td>
</tr>
<tr>
<td>BMO6624</td>
<td>ORGANISATION CHANGE MANAGEMENT</td>
<td>12</td>
</tr>
<tr>
<td>BMO6625</td>
<td>PERFORMANCE MANAGEMENT AND REWARDS</td>
<td>12</td>
</tr>
</tbody>
</table>

**NOTE:** This course is connected to AGYS Graduate Diploma in Youth Services Management. Students successfully completing the Graduate Certificate in Youth Services Management may apply for admission to the Graduate Diploma.

**SCHOOL OF EDUCATION**

235
### Bachelor of Arts (Kyinandoo) (I)

**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 Australians; 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:** To qualify for admission to the program applicants must have completed VCE or equivalent with Units 3 and 4, a study score of at least 20 in English (any). Special arrangements can be made for mature-age applicants.  

**Course Structure**  

Students must complete fourteen core units and ten approved electives. For the electives students may choose to complete an Arts specialisation, or do a selection of units from a range of study areas.  

#### Core Units of Study

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEK1101</td>
<td>Indigenous Australian Issues and Understandings</td>
<td>12</td>
</tr>
<tr>
<td>AEK1102</td>
<td>Global Indigenous Cultures</td>
<td>12</td>
</tr>
<tr>
<td>AEK1103</td>
<td>Indigenous Careers Development</td>
<td>12</td>
</tr>
<tr>
<td>AEK1104</td>
<td>Managing Learning and Inquiry</td>
<td>12</td>
</tr>
<tr>
<td>AEK1201</td>
<td>Indigenous Australian Knowing</td>
<td>12</td>
</tr>
<tr>
<td>AEK1202</td>
<td>Global Indigenous Communities</td>
<td>12</td>
</tr>
<tr>
<td>AEK2101</td>
<td>Working in Indigenous Australian Communities</td>
<td>12</td>
</tr>
<tr>
<td>AEK2102</td>
<td>Oral Traditions in Indigenous Communities</td>
<td>12</td>
</tr>
<tr>
<td>AEK2201</td>
<td>Learning in Indigenous Australian Communities</td>
<td>12</td>
</tr>
<tr>
<td>AEK2202</td>
<td>Global Indigenous Issues</td>
<td>12</td>
</tr>
<tr>
<td>AEK3101</td>
<td>Knowing Indigenous Australian Communities</td>
<td>12</td>
</tr>
<tr>
<td>AEK3102</td>
<td>Indigenous Literacies</td>
<td>12</td>
</tr>
<tr>
<td>AEK3201</td>
<td>Leadership in Indigenous Australian Communities</td>
<td>12</td>
</tr>
<tr>
<td>AEK3202</td>
<td>Global Indigenous Leadership</td>
<td>12</td>
</tr>
</tbody>
</table>

**Elective Units of Study**  

Ten approved electives  

### Bachelor of Arts (Youth Studies) (I)

**Course Code:** HBYS  

**Campus:** Footscray Park.  

This course is for Continuing students only.  

**About this course:** This degree trains students to be youth workers who have an understanding of quality service delivery and the latest developments in youth work. Students research and computer skills are also developed. Core studies include action research, and youth policy and practice.  

**Course Objectives:** The aims of the course are to: assist workers with young people to
extend their understanding of quality service delivery within the changing professional and societal context; examine current developments in youth work policy and practice and implications for professionals in the field; develop research skills which have direct application within the workplace; extend understandings of facility with computer technologies which extend the information base and service delivery options for those working with young people to enable them to function more effectively in their current practice; investigate issues associated with policy development and implementation and to trial approaches to policy formulation; identify advantages of and barriers to interagency and inter-professional collaboration in supporting young people; and practice interagency/inter-professional collaboration through involvement in community-based projects.

Course Duration: 3 years.

Admission Requirements Year 12: To qualify for admission to the course applicants must have completed year 12 or equivalent.

### COURSE STRUCTURE

#### Semesters 1 to 4

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Equivalent Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCAD2B</td>
<td>A SUPPORT FOR THE INTERESTS, RIGHTS AND NEEDS OF CLIENTS WITHIN DUTY OF CARE REQUIREMENTS</td>
<td>75</td>
</tr>
<tr>
<td>CHCCS2C</td>
<td>CO-ORDINATE THE PROVISION OF SERVICES AND PROGRAMS</td>
<td>75</td>
</tr>
<tr>
<td>CHCNET4A</td>
<td>WORK WITH OTHER SERVICES</td>
<td>70</td>
</tr>
<tr>
<td>CHCCOM4B</td>
<td>DEVELOP, IMPLEMENT AND PROMOTE EFFECTIVE COMMUNICATIONS TECHNIQUES</td>
<td>75</td>
</tr>
<tr>
<td>CHCYTH5C</td>
<td>SUPPORT YOUTH PROGRAMS</td>
<td>150</td>
</tr>
<tr>
<td>CHCYTH6C</td>
<td>PROVIDE APPROPRIATE SERVICES FOR YOUNG PEOPLE</td>
<td>150</td>
</tr>
<tr>
<td>CHCYTH8B</td>
<td>MANAGE SERVICE RESPONSE TO YOUNG PEOPLE IN CRISIS</td>
<td>150</td>
</tr>
<tr>
<td>CHCCS402A</td>
<td>RESPOND HOUSTICIALLY TO CLIENT ISSUES</td>
<td>75</td>
</tr>
<tr>
<td>CHGROUP3C</td>
<td>PLAN AND CONDUCT GROUP ACTIVITIES</td>
<td>50</td>
</tr>
<tr>
<td>CHCOHS401A</td>
<td>IMPLEMENT AND MONITOR OHS POLICIES AND PROCEDURES FOR A WORKPLACE</td>
<td>50</td>
</tr>
<tr>
<td>CHCCW1D1C</td>
<td>IDENTIFY AND RESPOND TO CHILDREN AND YOUNG PEOPLE AT RISK OF HARM</td>
<td>30</td>
</tr>
</tbody>
</table>

#### Elective Units of Study

At least 2 units from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Equivalent Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCMC20C</td>
<td>ESTABLISH AND MONITOR A CASE PLAN</td>
<td>50</td>
</tr>
<tr>
<td>CHCMC30B</td>
<td>DEVELOP, FACILITATE AND MONITOR ALL ASPECTS OF CASE MANAGEMENT</td>
<td>75</td>
</tr>
<tr>
<td>CHCMH10B</td>
<td>ORIENTATION TO MENTAL HEALTH WORK</td>
<td>50</td>
</tr>
<tr>
<td>CHCRF2A</td>
<td>PROVIDE INTERVENTION SUPPORT TO CHILDREN AND FAMILIES</td>
<td>70</td>
</tr>
<tr>
<td>CHCYTH9C</td>
<td>DEVELOP AND IMPLEMENT PROCEDURES TO ENABLE YOUNG PEOPLE TO ADDRESS THEIR NEEDS</td>
<td>150</td>
</tr>
<tr>
<td>CHCNET3B</td>
<td>DEVELOP NEW NETWORKS</td>
<td>75</td>
</tr>
<tr>
<td>CHCA0D0C</td>
<td>ASSESS THE NEEDS OF CLIENTS WHO HAVE ALCOHOL AND/OR OTHER DRUGS ISSUES</td>
<td>150</td>
</tr>
<tr>
<td>CHCWF4A</td>
<td>DESIGN AND SUPERVISE FAMILY INTERVENTION STRATEGIES</td>
<td>90</td>
</tr>
<tr>
<td>CHCFV5B</td>
<td>COUNSEL CLIENTS AFFECTED BY DOMESTIC AND FAMILY VIOLENCE</td>
<td>70</td>
</tr>
<tr>
<td>CHCP0L4A</td>
<td>DEVELOP AND IMPLEMENT POLICY</td>
<td>70</td>
</tr>
<tr>
<td>CHCYTH10A</td>
<td>WORK EFFECTIVELY WITH THE FAMILIES OF YOUNG PEOPLE</td>
<td>50</td>
</tr>
<tr>
<td>CHCCS405A</td>
<td>WORK EFFECTIVELY WITH CULTURALLY DIVERSE CLIENTS AND COLLEAGUES</td>
<td>30</td>
</tr>
<tr>
<td>CHCCS501A</td>
<td>ASSESS AND RESPOND TO INDIVIDUALS AT RISK OF SELF-HARM OR SUICIDE</td>
<td>150</td>
</tr>
<tr>
<td>CHCORG268B</td>
<td>RECRUIT AND CO-ORDINATE VOLUNTEERS</td>
<td>70</td>
</tr>
<tr>
<td>CHCORG27A</td>
<td>PROVIDE MENTORING SUPPORT TO COLLEAGUES</td>
<td>60</td>
</tr>
<tr>
<td>SRXTEM003A</td>
<td>WORK AUTONOMOUSLY</td>
<td>7</td>
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</table>

#### Semester 5

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Equivalent Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEB0060</td>
<td>INTERPROFESSIONAL COLLABORATION</td>
<td>12</td>
</tr>
<tr>
<td>AEB0068</td>
<td>POLICY AND CIVICS EDUCATION</td>
<td>12</td>
</tr>
<tr>
<td>AEB4174</td>
<td>ACTION RESEARCH 1</td>
<td>12</td>
</tr>
<tr>
<td>AEB4284</td>
<td>REFLECTIVE PRACTICE SEMINAR</td>
<td>12</td>
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</table>

#### Semester 6

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Equivalent Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEB0064</td>
<td>SOCIAL INQUIRY THEORY AND RESEARCH</td>
<td>12</td>
</tr>
<tr>
<td>AEB4274</td>
<td>ACTION RESEARCH 2</td>
<td>12</td>
</tr>
<tr>
<td>AEB4282</td>
<td>YOUTH POLICY AND PRACTICE 2</td>
<td>12</td>
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</table>

#### Plus One Elective

Semester 7 - Winter

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Equivalent Units</th>
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</thead>
<tbody>
<tr>
<td>AEB4283</td>
<td>PROFESSIONAL PRACTICE</td>
<td>48</td>
</tr>
</tbody>
</table>

The choice of electives will be individually tailored to students and can be chosen from other courses within the Faculty. Please refer all inquiries to the Course Coordinator. Approval must be given by the Course Coordinator.

### GRADUATE DIPLOMA IN SECONDARY EDUCATION (I)

#### Course Code: HGES

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

**About this course:** The Graduate Diploma of 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:** This course prepares suitably qualified applicants for careers in post-primary teaching in the areas of mathematics, science, computing, physical education, humanities, English as a Second Language and languages other than English.

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

**Course Duration:** 1 year.

**Admission Requirements Mature Age:** To qualify for admission, applicants must have satisfactorily completed an undergraduate degree of three or more years’ duration; or an equivalent qualification, as approved by the School. 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 Training Policy.

#### COURSE STRUCTURE

Students will complete four units in each semester, two core units and two elective discipline studies from the list below.
FULL-TIME OPTION

Year 1, Semester 1

AEG5108 SOCIAL CONTEXT OF TEACHING AND LEARNING 12
AEG5109 APPROACHES TO TEACHING AND LEARNING 1 12

First Discipline Study - Unit 1 (12 credit points)
Second Discipline Study - Unit 2 (12 credit points)

(AEG5109 incorporates 20 days of supervised teaching practice and 10 days Project Partnership)

Year 1, Semester 2

AEG5107 NEW LEARNING 12
AEG5110 APPROACHES TO TEACHING AND LEARNING 2 12

First Discipline Study - Unit 1 (12 credit points)
Second Discipline Study - Unit 2 (12 credit points)

(AEG5110 incorporates 20 days of supervised teaching practice and 10 days Project Partnership)

PART-TIME OPTION

Year 1, Semester 1

AEG5109 APPROACHES TO TEACHING AND LEARNING 1 12

First Discipline Study - Unit 1 (12 credit points)

Year 1, Semester 2

AEG5110 APPROACHES TO TEACHING AND LEARNING 2 12

First Discipline Study - Unit 2 (12 credit points)

Year 2, Semester 1

AEG5108 SOCIAL CONTEXT OF TEACHING AND LEARNING 12

Second Discipline Study - Unit 1 (12 credit points)

Year 2, Semester 2

AEG5107 NEW LEARNING 12

Second Discipline Study - Unit 2 (12 credit points)

DISCIPLINE STUDIES

Full-time students choose two pairs of the following discipline studies units
Part-time students choose one pair of the following discipline studies units per year

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 SCIENCE 1 12
AEG5226 SCIENCE 2 12
AEG5227 STUDENT WELFARE 1 12
AEG5228 STUDENT WELFARE 2 12
AEG5229 TECHNOLOGY 1 12
AEG5230 TECHNOLOGY 2 12
AEG5231 VOCATIONAL EDUCATION AND TRAINING 1 12
AEG5232 VOCATIONAL EDUCATION AND TRAINING 2 12
AEG5233 EXTENDED DISCIPLINE STUDY 1 12
AEG5234 EXTENDED DISCIPLINE STUDY 2 12

GRADUATE DIPLOMA IN TESOL

Course Code: HGTT

Campus: Footscray Park.

This course is for Continuing students only.

About this course: The Graduate Diploma in TESOL offers qualified teachers the opportunity to become effective teachers of English to Speakers of Other Languages and provides them with the skills required to be employed in a range of TESOL contexts. The Graduate Diploma in TESOL program meets the Victorian Institute of Teaching Specialist Area Guidelines for TESOL.

Course Objectives: The course aims to provide a comprehensive overview of issues in Teaching English to Speakers of Other Languages (TESOL), with specific focus on current TESOL teaching practices; and skills sufficient to function as competent TESOL program designers and teachers in a range of educational contexts.

Careers: Most graduates of the Graduate Certificate in TESOL, Graduate Diploma in TESOL and Master of TESOL courses find employment in primary, secondary, adult sector or ELICOS educational institutions. These graduates teach or manage English as a Second Language (ESL) programs for newly arrived or longer term migrants or international students from culturally and linguistically diverse backgrounds.

Course Duration: 1 year.

Admission Requirements Mature Age: To qualify for admission to the Graduate Certificate in TESOL and Graduate Diploma in TESOL applicants must have a recognised Australian teaching qualification of at least four years’ duration or equivalent. An applicant with a recognised Australian degree of at least three years’ duration or equivalent may apply for these courses based on their commitment to work in TESOL programs for which a general teaching qualification is not required.
In such cases, the courses may provide a recognised TESOL qualification but will not qualify graduates to teach in most Australian schools and many adult education programs in Australia.

Admission Requirements Other: Mid-year entry is currently only possible for the Graduate Diploma in TESOL (part-time) and Master of TESOL (part or full-time). Please note the prerequisites for enrolment in AEG2211 and AEG2202.

COURSE STRUCTURE
NOTE: This course is part of a postgraduate program which also includes: HTTL Graduate Certificate in TESOL and HMTT Master of TESOL. The Graduate Diploma in TESOL comprises six units of study. These units of study are related to TESOL methodology, the nature of the English language, second language acquisition, sociolinguistics and the institutional contexts of English language teaching.

AEG2200  TESOL METHODOLOGY  16
AEG2211  TECHNIQUES IN TESOL  16
AEG2202  PROFESSIONAL PRACTICE: TESOL  16
AEG2204  LITERACY METHODOLOGY  16
ACA5020  COMMUNICATION, CULTURE AND DIVERSITY  16

AEG2200 is a prerequisite for AEG2211 and AEG2202.

International students must seek advice from the course coordinator before enrolling in AEG2202 Professional Practice TESOL. If this unit is not recommended or not required by international students, they can choose one of the following units from the Master of Education (AMED) course: AEG5001 Approaches to Learning, AEG1501 Curriculum, AEG1502 Evaluation, AEG1504 Innovation, AEG5005 Managing Sites for Teaching and Learning, AEG5018 E-Learning, AEG5009 Assessment, AEG5002 Educational Leadership or AEG5007 Facilitating Learning Organisations. Local students seeking accreditation with employing bodies such as the Department of Education and Early Childhood Development must complete AEG2202 Professional Practice - TESOL.

MASTER OF EDUCATION (SPECIALISATION)
Course Code: HMED
Campus: Footscray Park.

This course is for Continuing students only.

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.

Course Duration: 1.5 years.

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 School of Education, and satisfied the School that they have the aptitude for a comprehensive research project. The latter requirement can be met by extensive experience in the professional fields associated with the specialisations in the course. International students require an IELTS score of seven (7) with a minimum of six (6) in any band.

COURSE STRUCTURE
Year 2
Continuing students only
Semester 3
AEM6100  EDUCATION RESEARCH DESIGN AND METHODS  16
AEM1659  MINOR THESIS (FULL-TIME)  32
AEM1660  MINOR THESIS (PART-TIME)  16

or
One research unit of study and one other unit of study

or
Two research units of study

or
Two other units of study

Exit point: Master of Education (specialisation)
Core Units Of Study
AEG1501  CURRICULUM  16
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AEG5005  MANAGING SITES FOR TEACHING AND LEARNING  16
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MASTERS OF TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Course Code: HMTT

Campus: Footscray Park, Other, Hanoi University, Hanoi.

This course is for Continuing students only.

About this course: The onshore Master of TESOL course provides students with relevant content and community-based learning opportunities to allow them to become effective teachers and managers of English to Speakers of Other Languages programs in the western region of Melbourne, in Australia and internationally. 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.
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 enrollment possibilities with the School, which can facilitate co-supervisory links with other schools or institutions.

Course Duration: 2 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.

GRADUATE CERTIFICATE IN TERTIARY EDUCATION
Course Code: HTHE
Campus: Footscray Park, City Flinders.

About this course: Available to VU teaching staff only This course has been designed as an integrated introduction to, or refresher for, teaching and learning in Victoria University, either in higher, further or vocational education. It therefore focuses on the development of teaching competence in the classroom, and understanding of the Australian tertiary education and training system, information literacy in the field of tertiary education and critical reflection on teaching with the aim of improving practice. Its cross-sectoral orientation is designed to encourage understanding across the sectors.

Course Duration: 1.5 years.

Admission Requirements Mature Age: To qualify for admission to the course, applicants must have successfully completed an undergraduate degree or an equivalent qualification, as approved by the School of Education. In addition, the applicant must currently have a teaching role in a tertiary institution.

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.

GRADUATE CERTIFICATE IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES
Course Code: HTTL
Campus: Footscray Park.

This course is for Continuing students only.

About this course: The Graduate Certificate in TESOL comprises three units of study. These units of study are related to TESOL methodology and the nature of the English language.

Course Objectives: This course aims to provide: a comprehensive overview of issues in Teaching English to Speakers of Other Languages (TESOL) with specific focus on current TESOL teaching; and skills sufficient to function as competent TESOL program designers and teachers in a range of educational and training contexts.


**CAREERS:** Graduates of the Graduate Certificate in TESOL may be able to use this qualification to find employment as English language teachers or instructors in second language (ESL/EFL) programs with private educational providers locally or internationally.

**Course Duration:** 1 year.

**Admission Requirements Mature Age:** To qualify for admission to the Graduate Certificate in TESOL applicants must have a recognised Australian teaching qualification of at least four years’ duration or equivalent. An applicant with a recognised Australian degree of at least three years duration or equivalent may apply for these courses based on their commitment to work in TESOL programs for which a general teaching qualification is not a requirement. In such cases, the Graduate Certificate in TESOL may provide a recognised TESOL qualification but will not qualify candidates to teach in most Australian schools and many adult education programs in Australia.

**COURSE STRUCTURE**

NOTE: This course is part of a postgraduate program which includes HGGT Graduate Diploma in TESOL and HMTT Master of TESOL. The Graduate Certificate in TESOL comprises three units of study. These units of study are related to TESOL methodology and the nature of the English language.

- **ACAS001** FOUNDATIONS OF LANGUAGE 16
- **AEG2200** TESOL METHODOLOGY 16
- **AEG2211** TECHNIQUES IN TESOL 16

AEG2200 is a prerequisite for AEG2211.

**DOCTOR OF EDUCATION**

**Course Code:** HZED

**Campus:** Footscray Park, Other, 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 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 Faculty 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)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</table>

**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

Third Year

- Students enrol in the following unit for two semesters:
  - AER8521 WORKPLACE PROJECT B (DOCTORAL) 48

**THESIS OPTION**

Second and Third Years

- Students enrol in the following unit for four semesters:
  - AER8507 RESEARCH THESIS (FULL-TIME) 48

**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

Fifth and Sixth Years

- Students enrol in the following unit for four semesters:
  - AER8533 WORKPLACE PROJECT B (DOCTORAL) PART-TIME 24

**THESIS OPTION**

Third, Fourth, Fifth and Sixth Years

- Students enrol in the following unit for eight semesters:
  - AER8509 RESEARCH THESIS (PART-TIME) 24

**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

**COURSE STRUCUTURE**

- **ACAS001** FOUNDATIONS OF LANGUAGE 16
- **AEG2200** TESOL METHODOLOGY 16
- **AEG2211** TECHNIQUES IN TESOL 16

AEG2200 is a prerequisite for AEG2211.
SPECIALISATIONS

Below are specialisation details for courses offered by the School of Education in 2012.

AEEPEU  EDUCATION AND PEDAGOGY ELECTIVE UNITS

Locations: St Albans, Footscray Park.

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
AEB1200  NUMERACY AND MATHEMATICS 12
AEX1099  STUDENT LEADERSHIP AND MENTORING 12
ACX2001  INTERNATIONAL STUDY 12
AEK3101  KNOWING INDIGENOUS AUSTRALIAN COMMUNITIES 12
AEB1181  PLAY DEVELOPMENT AND LEARNING 12
AEB0060  INTERPROFESSIONAL COLLABORATION 12
AEB3150  ENGAGEMENT AND PATHWAYS 12
AEB321  LEARNING IN A GLOBALISED WORLD 12
AEB2304  PEDAGOGICAL APPROACHES FOR DEVELOPING WELLBEING IN SCHOOLS 12
AEB2305  PROJECT PARTNERSHIPS IN PRACTICE 12

AEPCKF  YEARS 3 AND 4 PRIMARY PCK UNITS

Locations: St Albans, Footscray Park.

When selecting the Primary PCK Units in Year 3 and Year 4 students must select the PCK Unit(s) to ensure that in their set of Primary and Secondary PCK units they complete at least one PCK unit of study from each of the following curriculum domains: humanities, science and technology, the creative arts, and physical activity and health.

AEB2250  HEALTHY ACTIVITY, COMMUNITY AND WELLBEING 12
AEB2251  IMAGINATION, CREATIVITY AND DESIGN 12
AEB2301  RETHINKING AUSTRALIAN STUDIES 12
AEB2302  SCIENCE, ENVIRONMENT AND SUSTAINABILITY 12

AEPCKS  YEAR 3 SECONDARY PCK UNITS

Locations: St Albans, Footscray Park.

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
AEB3317  SCIENCE 12
AEB3318  LEARNER WELFARE AND WELLBEING 12
AEB3319  TECHNOLOGY AND VET PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS 12

AEPCKT  YEAR 2 PRIMARY PCK UNITS

Locations: St Albans, Footscray Park.

Students who take one or two Discipline Specialisations from Art, English/Literary Studies, Humanities, Drama and Performance Studies or Music should take AEB2302.

Students who take one or two Discipline Specialisations from Business Studies, Health, Mathematics, ICT, Physical Education, Outdoor Education, Psychology, Science, Technology should take AEB2301.

AEB2301  RETHINKING AUSTRALIAN STUDIES 12
AEB2302  SCIENCE, ENVIRONMENT AND SUSTAINABILITY 12
UNITs

Below are unit details for courses offered by the School of Education in 2012.

IMPORTANT NOTICE: Not all elective subjects for courses offered by the school are listed below. There are numerous elective possibilities that the school can choose to offer and those selected will vary from year to year. Details of these electives will be advised by the school.

ADE1000  MATHEMATICS FOR EDUCATION A

Locations: Footscray Nicholson, St Albans, Footscray Park.

Description: In this unit student are involved in investigating, interpreting and producing numerical and statistical information. The unit focuses on making meaning of mathematics where mathematics is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The unit supports students’ mathematics learning for numeracy focused on skills and knowledge required to develop resources to reinforce mathematics skills for numeracy across the curriculum and to support students during various phases in the acquisition of numeracy competence. In particular this unit focuses on: Area 1: Whole numbers including structure; Area 2: Fractions; Area 3: Decimals.

Credit Points: 6

Learning Outcomes: At the end of this unit students will have focused on: whole numbers, fractions and decimals and will be able to: Investigate and interpret numerical information in texts; Facilitate application of mathematics skills for numeracy and for teaching mathematics in primary schools; Support others to develop mathematics skills for numerate understanding; Enhance others’ and their own mathematics knowledge and skills through structured activities.

Class Contact: One hour lecture and four hour workshop.

Required Reading: There is one required text and students are encouraged to purchase a mathematics dictionary that will support learning in this unit. Teaching primary mathematics, Booker, G, Bond, D, Briggs, J, Sparrow, L & Swan, P 2010, 4th edn, Frenchs Forest NSW: Pearson. Illustrated maths dictionary for Australian schools, de Klerk, J 2000, 3rd edn, Melbourne: Longman Cheshire.

Assessment: A Mathematics Learning File is the only assessment task for this unit. At the end of this unit the mathematics learning file will consist of records of all completed activities with annotations that demonstrate the development of personal numeracy skills and knowledge relevant to a career in education. The mathematics learning file will be assessed as a whole according to criteria listed in the unit guide.

Portfolio, Mathematics learning file, 100%. During this unit students will have an opportunity to attempt the Mathematics Skills and Knowledge Test. The Mathematics Skills and Knowledge Test is a hurdle test in ADE1000. It is a three-hour test paper to be completed in class time under test conditions. To pass this unit students are required to demonstrate their understanding in each of the seven areas and achieve a score of 5/7 or better for each area tested. The areas of study are:

Area 1: Whole numbers including operations
Area 2: Fractions
Area 3: Decimals
Area 4: Ratio and proportion
Area 5: Shape and spatial visualisation
Area 6: Area and volume
Area 7: Measurement and chance and data

Total effective word limit 1500 words.

ADE1001  MATHEMATICS FOR EDUCATION B

Locations: Footscray Nicholson, St Albans, Footscray Park.

Prerequisites: ADE1000 - MATHEMATICS FOR EDUCATION A

Description: This unit follows on from ADE1001 - Mathematics for Education A. Students continue to investigate, interpret and produce numerical and statistical information. The unit focuses on making meaning of mathematics where mathematics is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The unit supports students’ mathematics learning for numeracy focused on skills and knowledge required to develop resources to reinforce mathematics skills for numeracy across the curriculum and to support students during various phases in the acquisition of numeracy competence. In particular this unit focuses on Area 1: Ratio and proportion; Area 2: Shape and spatial visualisation; Area 3: Area and volume; Area 4: Measurement and chance and data.

Credit Points: 6

Learning Outcomes: On completion of this unit, students are expected to be able to: Demonstrate understanding of ratio and proportion; shape and visualisation; measurement, chance and data; Investigate and interpret numerical information in texts; Investigate and interpret data represented in tables and a variety of graphical forms; Facilitate application of mathematics skills for numeracy; Support others to develop mathematics skills for numerate understanding; Enhance others’ and their own mathematics knowledge and skills through structured activities.

Class Contact: One hour lecture and four hour workshop.

Required Reading: There is one required text and students are encouraged to purchase a mathematics dictionary that will support learning in this unit and be a very useful reference for a career in teaching. The dictionary listed below is recommended for use by primary teachers in primary schools. Teaching primary mathematics, Booker, G, Bond, D, Briggs, J, Sparrow, L & Swan, P 2010, 4th edn, Frenchs Forest NSW: Pearson. Illustrated maths dictionary for Australian schools, de Klerk, J 2000, 3rd edn, Melbourne: Longman Cheshire.

Assessment: A completed mathematics learning file is the only assessment task for this unit. The mathematics learning file consists of records of all completed activities from ADE1002 with annotations which are critical reflections on their own development of mathematical knowledge for teaching with reference to research and their own investigations. The mathematics learning file will be assessed as a whole according to criteria in the unit guide.

Portfolio, Mathematics learning file, 100%. In addition to the Mathematics learning file students complete a hurdle test: the Mathematics Skills and Knowledge Test. The Mathematics Skills and Knowledge Test is a three-hour test paper to be completed in class time under test conditions. To pass this unit students are required to demonstrate their understanding in each of the seven areas in this unit. Students are required to have a score of 5/7 or better for each area tested. The areas of study are as follows:

Area 1: Whole numbers including operations
Area 2: Fractions
Area 3: Decimals
Area 4: Ratio and proportion
Area 5: Shape and spatial visualisation
Area 6: Area and volume
Area 7: Measurement and chance and data

Total effective word limit 1500 words.

ADE1002  RESEARCHING LITERACIES AND LEARNING A

Locations: Footscray Nicholson, St Albans, Footscray Park.

Description: This unit is the first unit designed to develop undergraduate qualities that specifically focus on praxis or theoretical inquiry, reflective practice in academic
literacy, working autonomously and collaboratively, and understanding research methodologies. The skills/attitudes focus is evidenced in activities and assignments that involve academic literacy, learner self-awareness and collaborative learning and which assesses the students’ understanding of oral and written language and learning theories.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate basic social learning through participation in an academic research community; Demonstrate effective discourse in written modes through participation in the chosen academic context; Critically read and understand key texts in the field, which includes an understanding of research methodologies and approaches; Demonstrate reflective language awareness and development in an academic context.

Class Contact: One hour lecture and four hour workshop.


Assessment: Assignment, Reflective writing task, 45%. Review, Literature review, 45%. Journal, Reflective journal entries on peer collaboration, 10%. Total effective word limit 1500 words.

ADE1003 RESEARCHING LITERACIES AND LEARNING B

Locations: Footscray Nicholson, St Albans, Footscray Park.

Description: This unit is the second unit designed to develop undergraduate qualities that specifically focus on praxis or theoretical inquiry, reflective practice in academic literacy, working autonomously and collaboratively, and understanding research methodologies. The skills/attitudes focus is evidenced in activities and assignments that involve academic literacy, learner self-awareness and collaborative learning, and which assesses the students’ understanding of oral and written language and learning theories.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate ethical and social learning through research in the wider community; Demonstrate effective discourse in oral modes through participation in presentations in the academic context; Critically analyse research data in the field, which may include a case study or a narrative; Demonstrate knowledge of the learner and learning through inquiry; Demonstrate critical language development and awareness in a variety of contexts.

Class Contact: One hour lecture and four hour workshop.


Assessment: Presentation, Research proposal, 10%. Case Study, Case study or narrative analysis, 30%. Research Paper, Research essay, 40%. Presentation, Presentation of research with discussion, 10%. Journal, Participation journal strategy, 10%. Total effective word limit 1500 words.

ADE1004 TRADITION AND MODERNITY A

Locations: Footscray Nicholson, St Albans, Footscray Park.

Description: This unit introduces students to the concepts of tradition, modernity and postmodernity, familiarises them with debates over modernity and postmodernity and prepares them to engage with historical and contemporary debates across the social sciences and humanities. Among some theorists modernity promises greater freedom and happiness. For other theorists, modernity leads to increased domination and the loss of our humanity. How should we respond to the challenges and problems thrown up by modernity? These different prognoses of modernity have been discussed and debated across a range of disciplines, including sociology, philosophy and history, and have their historical sources in the intellectual and social revolutions of the seventeenth and eighteenth centuries. Tradition and Modernity A introduces students to the core concepts and contemporary debates and examines the historical sources of these concepts and debates, with particular emphasis on the eighteenth century enlightenment. By the end of the semester, students should have an appreciation of some of the major theories and the significant differences between them.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Discuss concepts of tradition, modernity and postmodernity; Examine cultural identities and institutions within a traditional culture; Identify significant changes from tradition in western cultures.

Class Contact: Two hour lecture and three-hour workshop.

Required Reading: A unit reader will be provided for this unit.

Assessment: Portfolio, A folio of short writing tasks, 40%. Other, Inquiry and presentation, 60%. Total effective word limit 3000 words.

ADE1005 TRADITION AND MODERNITY B

Locations: Footscray Nicholson, St Albans, Footscray Park.

Description: This unit introduces students to the concepts of tradition, modernity and postmodernity, familiarises them with debates over modernity and postmodernity and prepares them to engage with historical and contemporary debates across the social sciences and humanities. Among some theorists modernity promises greater freedom and happiness. For other theorists, modernity leads to increased domination and the loss of our humanity. How should we respond to the challenges and problems thrown up by modernity? These different prognoses of modernity have been discussed and debated across a range of disciplines, including sociology, philosophy and history, and have their historical sources in the intellectual and social revolutions of the seventeenth and eighteenth centuries. Tradition and Modernity B focuses on critiques of the project of enlightenment and critically examines the various ways in which the West has constructed its ‘Others’ in time and space. This question is examined both from ‘subaltern’, postcolonial perspectives, with special focus on India, and from perspectives opened up by challenges to inherited notions about the relationship between modernity and pre-modernity, focusing on medieval and early modern transformations.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Examine the spread of modernity through western culture; Identify the different socio-historical approaches to the development of the modern world; Evaluate significant changes and different interpretations of the concepts of tradition and modernity in contemporary culture.

Class Contact: Two hour lecture and three-hour workshop.

Required Reading: A unit reader will be compiled for this unit.

Assessment: Portfolio, A folio of short writing tasks, 40%. Presentation, Inquiry and presentation, 60%. Total effective word limit 3000 words.

ADE1006 ANALYSE SOCIOCULTURAL UNDERSTANDINGS OF HUMAN RELATIONSHIPS

Locations: Footscray Nicholson, St Albans, Footscray Park.

Description: This unit covers the knowledge and skills required to examine and explore basic sociological concepts and to apply them to the study of family relationships and relations between different cultures and historical contexts.

Credit Points: 12
ADE1007  ANALYSE URBAN FORM AND CULTURE

Locations: Footscray Nicholson, St Albans, Footscray Park.

Description: This unit examines urban form and culture, the processes of urbanisation and patterns of urban development across a range of historical contexts and from a range of disciplinary perspectives. Students examine a variety of ways in which the urban experience has been defined and represented, the history of cities, and the varying schools of urban sociology. Students are also introduced to literary and cinematic responses to the city and urban experience.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Examine urbanisation in a range of contexts and from a range of disciplinary perspectives; Evaluate factors which influence the development of urban forms; Examine a range of aspects of urban culture; Analyse the impact of urban form and culture on urban dwellers; Compare and contrast alternative theories concerning the development of urban centres and the relationships between urban form and culture.

Class Contact: Two hour lecture and three-hour workshop.

Required Reading: A unit reader will be provided to students.

Assessment: Journal, A collection of journal entries, 40%. Other, Local area study, 30%. Essay, Major essay, 30%. Total effective word limit 3000 words.

ADE1008  ANALYSE THEORIES OF SELF

Locations: Footscray Nicholson, St Albans, Footscray Park.

Description: This unit examines the concept of the self in different times and different cultures, from a range of disciplinary perspectives. Students are introduced to the major theories of human personality; the writing of the self in biographical texts; and the application of theories in a range of contexts.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Analyse the major theories of human personality; Analyse the application of theories in a range of contexts including biographical texts; and Evaluate the application of different theories.

Class Contact: Two hour lecture and three-hour workshop.

Required Reading: A unit reader will be provided to students.

Assessment: Portfolio, A folio of short writing tasks, 30%. Report, Report on biographical analysis, 30%. Test, Written examination, 40%. Total effective word limit 3000 words.

ADE1009  ANALYSE LITERARY TEXTS AND GENRES

Locations: Footscray Nicholson, St Albans, Footscray Park.

Description: In this unit, students learn to position themselves as both critical readers and producers of cultural texts. Students consider the ways both texts and contexts shape social and cultural meanings, approaching texts as sites of meaning construction and contestation in a complex field of competing interpretations. This unit is designed to foster students’ ability to read and analyse texts through a range of discourses and theoretical interpretations, such as Marxism, feminism and postcolonialism. Students examine texts from a range of mediums, some of which fall outside a traditional definition of literature, including pulp novels, films, advertisements, comics, paintings and animation. Genres and modes are examined in historical and cultural context and in their internal and intertextual systems of meaning.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Analyse the relationship between a text and the cultures within which the text is produced and read; Analyse a range of texts from different genres in relation to the cultures in which they are produced and read; Demonstrate ways different discourses, including feminism and postcolonialism, shape the interpretations of a range of texts; Examine the role that different interpretations of texts play within a culture.

Class Contact: Two hour lecture and three-hour workshop.

Required Reading: A unit reader will be provided to students.

Assessment: Portfolio, A folio of short writing tasks, 30%. Other, Critical reading of a text, 30%. Essay, Major essay chosen from a selection of topics, 40%. Total effective word limit 3000 words.

AEB0040  LANGUAGE FUNCTIONS AND ANALYSIS 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study is part of a major sequence in Language and Literary Studies in the Bachelor of Education. This unit is also a compulsory unit for TESL method studies for students enrolled in the Graduate Diploma of Secondary Education who do not have the required languages or linguistics background to be qualified to teach ESL by the Victorian Institute of Teaching. The unit will provide an introduction to major areas of language use, language structures and language functions. Students will learn about syntax, semantics, phonology, morphology and pragmatics through practical application and critical analysis relevant to their experiences and needs.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Clearly define what is meant by a ‘standard’ language; Show comprehension of the many varieties of the one language; Identify basic grammatical features of the English language; Comprehend the principles involved in word formation; Demonstrate how in language words get their meanings and how these meanings are contextual; Recognise the main pragmatic features of social discourse; Articulate how language is involved in the development of social, ethnic, class and gender identity.

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


Assessment: Exercise, Homework tasks, 25%. Project, Language related research project, 75%. Total effective word limit 3000 words.
AEB0041 LANGUAGE FUNCTIONS AND ANALYSIS 2

Locations: Footscray Park, Melton.
Prerequisites: Nil.

Description: This unit of study is part of a major sequence in Language and Literary Studies of the Bachelor of Education. The unit will introduce students to the social and cultural aspects of language such as dialects, styles, registers and discourse patterns. Furthermore, some aspects of language change such as phonological, morphological, syntactical and lexical, will be considered. These will be related to varieties of current language use through critical application and practice in written and spoken forms of discourse.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to
- Recognise the various areas in the history of the English language and factors involved in the development of pidgin, creole and patois;
- Understand the range and complexity of Australia’s original languages;
- Appreciate alternative modes of communication such as non-verbal communication, Auslan, visual literacy, technology and language for the vision impaired.

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


Assessment: Participation, Class participation, 20%. Assignment, Written assignments, 20%. Project, Research project, 60%.

AEB0060 INTERPROFESSIONAL COLLABORATION

Locations: Footscray Park.
Prerequisites: Nil.

Description: This unit of study will expect students to generate the principles of interprofessional collaboration in their own practice. Topics to be investigated will be drawn from: team building; problem-solving and action research in interprofessional collaboration; focus on professional roles; skills and beliefs; communication across disciplines; professions; cultures; confidentiality and information sharing in interprofessional collaboration; responsibilities in interprofessional collaboration; defining levels of collaboration; input and outcomes in interprofessional collaboration; barriers to and opportunities in interprofessional collaboration and issues of reprofessionalisation or deprofessionalisation in interprofessional collaboration.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to
- Demonstrate awareness of how professional frames of reference influence our perspectives on community issues; utilise current research findings and theory to develop frameworks for collaborative practice and generate shared goals; learn and demonstrate a range of skills which facilitate interprofessional collaboration; know and understand the principles, benefits and challenges of interprofessional collaboration and interdisciplinarian service provision; identify an issue or problem affecting young people and participate in a disciplinary team to develop a creative community-based approach to address the problem; reflect on their own learning and the process of collaborating as they experience and observe it in their class teams and in their agency placement; appreciate current collaboration and partnership practice models through participation in the ‘Student Leadership Program’ Facilitators workshop and other youth-related activities and events.

Class Contact: Four hours per week equivalent tutorials for one semester, compromising campus and community-based meetings and activities or equivalent.


Assessment: Project, Preparation and workshop presentation of a 3000-word report on a community-based action research team project, 70%. Other, Personal reflection, 20%. Presentation, Workshop presentation of the principles of interprofessional collaboration, 10%.

AEB0063 POLICY AND CIVICS EDUCATION

Locations: Footscray Park.
Prerequisites: Nil.

Description: This unit of study will be constructed around an inquiry by students into the policy and organisational context of their professional practice, with particular attention given to the application of social theory to questions of social justice and social action. The unit will also explore the context, development and implementation of social policy and its relationship to civics education in Australia. It will examine current models of social policy and provide a basis for the development of a framework of civics education for young people. Topics to be examined in relation to youth policy formulation and implementation will include the organisation of government and non-government organisations, and an investigation of many of the current debates surrounding the role of the welfare state.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to
- Identify the broad parameters of the study of social policy; demonstrate understanding of how youth policy impacts on young people, youth workers, teachers and service providers in this state; understand the broader impact of policy in constructing social outcomes particularly in developing equitable outcomes; consider the role of policy in constructing a fair society and the importance of understanding policy mechanisms in the construction of civics education in our society; demonstrate the development of skills and knowledge about the theory/s that underpin and involve youth policy; demonstrate knowledge of the different processes and mechanisms that may be undertaken to develop and formulate youth policy.

Class Contact: Thirty-nine hours of workshops for one semester or equivalent.

Required Reading: Irving, T, Maunders, D & Sherington, G 1995, Youth in Australia: policy administration and politics, Macmillian, Melbourne.

Assessment: Report, Reports of reading, 50%. Project, Activities and projects, 50%.

AEB0064 SOCIAL INQUIRY THEORY AND RESEARCH

Locations: Footscray Park.
Prerequisites: Nil.

Description: This unit of study is concerned with developing understandings of the range and application of modern social theory. This unit offers a critique of some of the new perspectives in sociology. It investigates philosophical inquiry as an essential function of critical social inquiry, theory and research. It concentrates on critical theory and the critical theorists. It introduces students to research processes and methods and students undertake and report a social research investigation as a significant component of this unit.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Thirty-nine hours of workshops for one semester or equivalent.

Required Reading: Barbie, ER 1998, The practice of social research, Wadsworth, Belmont CA.

Assessment: Report, Reports of reading, 50%. Report, Research report, 50%.
AEB1100 LITERACY AND LANGUAGE

Locations: Footscray Park, Melton.

Prerequisites: Nil.

Description: This unit of study will require students to develop their own literacy and understanding of language. Topics will include: oral language - formal and informal speech; introductory linguistics; written language including grammar, syntax, semantics; language and culture; language and society; language and communication; language and technology; critical literacy, social action and social change; language in academic discourse. Students will be expected to produce practical demonstrations of literacy competence.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to understand the functions of formal and informal written and spoken language and their underlying systems; demonstrate an understanding of the relationship between language, culture and personal identification; investigate concepts of change, including critical literacy, technology and language, and social action; practically apply literacy principles.

Class Contact: Three hours per week, or equivalent, in lectures and workshops for one semester. Workshops may include mentored activity with Year four students.


Assessment: Essay, To be advised, 70%. Exercise, Class papers, 30%.

AEB1101 LEARNING IN A CHANGING WORLD

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

Description: In this unit of study pre-service teachers are introduced to the concept of Praxis Inquiry. They question, investigate, actively reflect on and theorise their own and others’ learning experiences. Pre-service teachers are encouraged to connect their own experiences with recent developments in education and within a global context. Praxis inquiry in education provides an opportunity for pre-service teachers to question, investigate, reflect on and theorise on the educational and global context of their own and others’ learning experiences, the key influences on learning, and the dilemmas facing learners and teachers. This unit of study provides an opportunity for pre-service teachers to develop their own literacy and understanding of language and their underlying systems; demonstrate an understanding of the relationship between language, culture and personal identification; investigate concepts of change, including critical literacy, technology and language, and social action; practically apply literacy principles. This unit of study will introduce pre-service teachers to the concept of Praxis Inquiry. They will question, investigate, reflect on and theorise on their own and others’ learning experiences; consider what impact their inquiry and learning will have on their own practice as they prepare for their first school placement. Pre-service teachers will work collaboratively with colleagues and university teachers to evaluate and improve personal literacy understanding and skills.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to use self-reflexive and investigative skills; apply information and communication technologies skills; connect personal theories of learning and those of key theorists whose ideas are influencing current educational practice (for example multi-literacies and multiple intelligences); confirm personal literacy understanding and skills; develop an action plan to develop personal literacy understandings and skills.

Class Contact: Thirty-six hours in one semester including common activities, workshops and online sessions.


Assessment: Portfolio, Common Assessment Task, 100%. Professional Exposition: Learning and Learners. This task involves the compilation and presentation of an electronic portfolio.

AEB1102 INQUIRY FOR UNDERSTANDING

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

Description: This unit extends the exploration of personal learning into the realm of mathematics. This exploration will require the application of social and mathematical inquiry processes to gain a deeper understanding of primary mathematics and to investigate approaches to teaching mathematics in primary schools. Pre-service teachers will work independently and collaboratively using a Praxis Inquiry approach to articulate questions such as: How is mathematics used in our daily lives and in the community? What is the nature of mathematical knowledge for primary teaching? Students will: complete a self-appraisal of mathematical knowledge for teaching (MKT); develop an inquiry plan to improve MKT; participate in an inquiry process to deepen their understanding of MKT; conduct an inquiry into MKT in primary classrooms and/or community learning centres; seek to connect their emerging theories of MKT with other people’s theories and ideas; consider the possible implications of MKT for learners and learning.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to connect context and inquiry; Engage in a process of inquiry learning using multi-literacies; Identify the characteristics of successful inquiry relationships; Recognise the value of literacy and technology when applied to a mathematical inquiry process; Demonstrate competence when applying mathematical concepts and procedures to achieve understanding of mathematics for primary teaching. (Pre-service teachers unable to demonstrate competence of mathematical knowledge for primary teaching may be required to complete an additional unit of study, AEB1200 Numeracy and Mathematics concurrently with this unit of study).

Class Contact: Thirty-six hours for one semester including common activities, workshops and project partnerships.


Assessment: Report, Structured Professional Exposition: Mathematical Knowledge for Primary Teaching, 100%. Structured Professional Exposition: Mathematical Knowledge for Primary Teaching. The exposition will require pre-service teachers to use a prescribed structure, including use of digital technologies, to report on their inquiry into mathematical knowledge for primary teaching.

AEB1103 LEARNING, TEACHING AND PRAXIS INQUIRY

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

Description: This Praxis Inquiry unit of study provides an opportunity for pre-service teachers commencing in the Accelerated Bachelor of Education program to undertake inquiries into learning and teaching in schools using the Praxis Inquiry protocol. The unit will provide an opportunity for personal research and self-directed learning and explore theories relevant to P12 education. Throughout the unit, pre-service teachers will be required to present examples of their personal literacy and numeracy competence. This unit of study will introduce pre-service teachers to the concept of Praxis Inquiry. They will question, investigate, reflect on and theorise on their own and others learning experiences. Pre-service teachers will: ask questions such as: Who am I and how do I learn? What is it like to be a learner? What is happening in the world and how does this influence learning? They will engage in diverse activities designed to stimulate description and reflection on personal experiences of learning; seek explanations for the information and ideas they have gathered; begin to articulate their personal theories of learning and connect with other people’s ideas; consider what impact their inquiry and learning will have on their own practice as they prepare for their first school placement. Pre-service teachers will work collaboratively with colleagues and university teachers to evaluate and improve personal literacy understanding and skills.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to use self-reflexive and investigative skills; Apply information and communication technologies skills; Connect personal theories of learning and those of key theorists whose ideas are influencing current educational practice (for example multi-literacies and multiple intelligences); Confirm personal literacy understanding and skills; Develop an action plan to develop personal literacy understandings and skills.

Class Contact: Thirty-six hours in one semester including common activities, workshops and online sessions.


Assessment: Portfolio, Common Assessment Task, 100%. Professional Exposition: Learning and Learners. This task involves the compilation and presentation of an electronic portfolio.
Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Focus on the personal experiences of learning and learning in classrooms; Use a range of pedagogies which are employed to support learning and develop an understanding of educational contexts; Connect between Project Partnership experiences and a range of theories of learning; Evaluate personal literacy and numeracy; Demonstrate the competence needed for entry to the teaching profession; Apply self-reflective and investigative skills.

Class Contact: Thirty-six hours per semester comprising lectures and tutorials.


Assessment: Portfolio, Professional exposition - learners and learning; compilation and presentation of an electronic portfolio, 50%. Journal, Personal learning log: inquiry into own capabilities; profile of knowledge & abilities; demonstrating literacy & numeracy readiness in primary school, 50%.

AEB1171 HISTORY AND PHILOSOPHY OF EARLY CHILDHOOD EDUCATION

Locations: St Albans, Melton.

Prerequisites: Nil.

Description: This unit of study will focus on: the origins of early childhood education, both locally and internationally; the theoretical perspectives that have contributed to the history and philosophy of early childhood education; the role of history and philosophy in the current early childhood context, both internationally and locally; cross-cultural perspectives on early childhood education and care; philosophies, theories and theorists throughout the ages; changing views of children; sociocultural contexts of childhood and children's learning; social and political changes in the 19th and 20th centuries and their impact on an early education; the impact of changing family constellations on childhood, children and views of children's education; nature versus nurture - have our views changed or been reinforced over time?; the importance of philosophy in early childhood education and care.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate critical knowledge and understanding of both the historical and philosophical underpinnings of early childhood education; Discuss and critically reflect on the philosophical, political and social factors that have shaped the early childhood field; Investigate how history and philosophy have impacted on current, contemporary early childhood education; Identify the different beliefs and attitudes towards, and about children, across cultures; Identify the different beliefs and attitudes towards, and about children, throughout the ages; Demonstrate the impact of a wide variety of philosophical approaches to children's learning and pedagogy on present day early childhood programs; Discuss the social and political changes throughout the 19th and 20th centuries that have influenced current teaching practices and views about children's learning.

Class Contact: Three hours or equivalent per week comprising one hour of lectures and two hours of workshops/tutorials/centre visits. There are no placements required for this unit.


Assessment: Portfolio, Common Assessment Task (2000 words or equivalent), 50%. Report, Curriculum report (1000 words), 50%. The Common Assessment Task is connected to the Common Assessment Task for the Praxis Inquiry unit of study being undertaken in the same semester. The Common Assessment Task is a Professional Exposition: Teaching and Learners. The portfolio will focus on teaching and learners and document practice in Project Partnerships with accompanying reflective annotations and commentary which reflects the pre-service teachers' developing knowledge with respect to the philosophical, theoretical and practical influences on the early childhood program. The curriculum report involves an essay on the impact of significant historical event that influenced change in views of early childhood and/or early childhood practices.

AEB1181 PLAY DEVELOPMENT AND LEARNING

Locations: St Albans, Melton.

Prerequisites: Nil.

Description: This unit of study presents the theoretical and practical basis for working with children 0-12 years: It will include a study of the development of children 0-12 years across all developmental domains: physical, social, emotional, cognitive, perceptual, personality and language; and the evolutionary, biological and environmental influences on developmental outcomes. Students will be asked to explore their own early childhood play experiences and consider where attitudes they now hold toward play may have been fostered. Types of play studied include: play with objects, social play, sociodramatic play. This unit will also provide a study of: the scaffolding of children's learning and development during play: time, space, materials and interactions to support children's play and learning; an exploration of indoor and outdoor play experiences, including the development of learning resources; routines, transitions and the importance of uninterrupted play; play and pedagogy in early childhood education; teachers as observers, participants and facilitators; contemporary and cultural considerations with respect to children's play; an overview of the exploration of major theorists and theories of child development; and an exploration of current understandings of appropriate curriculum for children.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Understand the fundamental role of play in children's learning and development; Understand and critically analyse the notion of developmentally appropriate practice; Apply their observation and program planning skills to implement totally play-based educational experiences for individual children and groups of children; Analyse how valuable free play experiences and free play time can be squeezed through inappropriate routines and transitions in a range of early childhood programs; Explore the notion of play in a variety of sociocultural contexts and indoor and outdoor play experiences; Consider the influence of their own early childhood play experiences on their teaching practices; Know and understand the development of 0-12 year old children across all developmental domains; Identify the major theorists and theories and contemporary issues in relation to child development; Reflect on their own abilities, attitudes, values and beliefs with respect to young children's learning and development; Understand the diversity of human growth and development; Understand the likely impact of culture, family, genetic inheritance and life experiences on development.

Class Contact: Three hours or equivalent per week comprising one-hour lecture and two hours of workshops/tutorials/centre visits.


Assessment: Project. Play-based projects (3000 words equivalent including photographs, text, observations and design of the play environment, 100%). The play-based projects will be developed and implemented within early childhood settings (0-3 year old and 4-5 year old). Students will document all aspects of the learning strategies and experiences implemented and present the project and outcomes to class group for analysis, evaluation and feedback.

AEB1200 NUMERACY AND MATHEMATICS

Locations: Footscray Park.

Prerequisites: Nil.
Description: This unit of study will require students to develop an understanding of their own learning of mathematics. They will be required to demonstrate their competence in mathematics through the presentation of solutions to practical problems and understandings of mathematical concepts covering: space, number, measurement, chance and data, algebra and mathematical tools and procedures. Particular emphasis will be given to developing conceptual understandings of mathematical ideas and investigating questions and problems which may be encountered in the primary and early secondary school years. Two important aspects of the unit of study will be: a focus on the development of student confidence in mathematics; and the development of an understanding of the mathematics needed to participate in the real world. The unit will require students to use calculators and information technology in answering mathematical questions.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate competence in mathematics necessary for effective primary mathematics teaching, by demonstrating an understanding of mathematical concepts and solutions to practical problems; Demonstrate an awareness of their own learning of mathematics and confidence in their mathematical skills; Demonstrate an awareness and appreciation of the social, historical, cultural and economic aspects and applications of mathematics; Understand the role of active participation and social interaction with other students through small group work and whole class discussion in mathematics learning; Demonstrate skills in communicating mathematics; and Use technology to investigate mathematical concepts and solve problems.

Class Contact: Three hours per week, or equivalent, for one semester in lectures and workshops.


Assessment: Portfolio, Mathematics Learning File, 100%. Total effective word limit 3000 words.
Ungraded Hurdle Requirement: Mathematics Knowledge task requiring demonstration of understanding of the mathematical content knowledge required for teaching primary school mathematics.

AEB1210 UNDERSTANDING LEARNING

Locations: St Albans, Footscray Park.
Prerequisites: Students must complete either AEB1101 or AEB1103 as a pre or co-requisite.

Description: This unit of study will connect with and complement Project Partnerships and the Curriculum, Pedagogy and Assessment study being undertaken in the same semester. In this unit a Praxis Inquiry approach will be introduced to assist preservice teachers to identify the initiating question: Who are the learners and how do they learn? It will then: articulate further significant questions about learners’ experience of learning; shape the development of increasingly sophisticated habits of reflective practices including observational and other forms of data collection and analysis; encourage the construction of pedagogical understandings in response to the complexity of observed social, cultural, gender and religious diversity on student learning; assist preservice teachers to build schemata that illustrate the multiple ways that students learn, the key influences on learning, and the dilemmas facing learners and teachers in 21st century classrooms; assist preservice teachers to articulate beginning professional judgments of teaching and learning based on their experiences in their practicum setting.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Focus on the implementation of diversity in classrooms in relation to pedagogical approaches; Focus on the range of pedagogies which are employed to support learning and develop an understanding of educational contexts; Make connections between Project Partnership experiences and a range of theories/approaches of learning; and Actively participate in Project Partnership experiences and engage in reflexive practices.

Class Contact: Project Partnerships: 1 days (five days supervised teaching practice). University participation: 24 hours comprising 16 hours in university lectures and workshops, eight hours in online discussion.


Assessment: When an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task. In the case of the Praxis Log book preservice teachers are required to attend 5 sessions at a school to be able to successfully complete this assessment task. During the 5 sessions at a school site preservice teachers are required to submit lesson plans in a timely way. Failure to submit lesson plans can result in an unsuccessful completion of the Praxis Inquiry Log Book component.

Portfolio, Common Assessment Task : continued construction of electronic portfolio (2000 words equivalent), 50%. Assignment, Development of a case and commentary (1000 words equivalent), 30%. Journal, Praxis Inquiry Log Book, 20%. Hurdle requirement: students must also complete a project partnership report (Ungraded) Total effective word limit 3000 words.

AEB1250 COMMUNICATION AND SOCIAL ACTION

Locations: St Albans, Footscray Park.
Prerequisites: Nil.

Description: This unit of study will connect with and complement Project Partnerships and the Praxis Inquiry study being undertaken in the same semester. In this unit of study preservice teachers will seek: a deeper understanding of the sociocultural basis of language, literacy methods and pedagogy. In this unit preservice teachers will examine the developing nature of multi-literacies; and investigate literacy/language learning in the early and middle years of schooling. They will also undertake a reflective evaluation of their experiences in Project Partnerships focusing on: planning and implementing lessons; classroom management; inclusive education; working with literacy support colleagues as well as formative and summative assessment strategies. They will then review and evaluate current education system policies on literacy education, including consideration of state and national studies and inquiries. Preservice teachers will become familiar with new literacies in the teaching and learning of literacy.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, preservice teachers are expected to be able to: Understand the literacy curriculum; Demonstrate familiarity with current practices for teaching and assessing literacy; Connect literacy to different dimensions of communication and social action; Take a critical approach to the exploration of diverse issues and contrasting beliefs relating to literacy education; Take an active role in developing personal and professional literacies; Demonstrate an emerging understanding of the core competencies around language and literacy pedagogies.

Class Contact: Thirty-six hours for one semester including common activities, workshops and online sessions.


Assessment: Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task.

Report, Common Assessment Task: Inquiry Research Project, 100%. Total effective word limit 3000 words.
AEB1261 LANGUAGES AND LITERACY IN EARLY CHILDHOOD

Locations: St Albans, Melton.

Prerequisites: Nil.

Description: This unit of study will focus on: the importance of a range of experiences, including music, creative movement, and drama, for children aged 0-8 years; creative expression with singing, instruments, and dance; using singing to promote language development and movement and promote awareness of space and position; philosophical and pedagogical issues in the dramatic arts and early childhood education; the role of the educator as facilitator of children’s creative, aesthetic, musical and dramatic development. Pre-service teachers will explore their own drama and music history and consider how attitudes they now hold toward music, movement, dance and drama may have been fostered. Teachers’ performance skills and self-consciousness will be considered. Pre-service teachers will also consider: the dramatic arts in a multicultural society; promoting listening, language and physical skills through movement; teaching music and drama to young children with special needs and abilities; creating, performing and evaluating musical and dramatic arts tasks.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Understand the receptive and expressive language development of children; Understand the English curriculum; Demonstrate familiarity with current practices for teaching and assessing receptive and expressive language and literacy; Connect literacy to different dimensions of communication and social action; Take a critical approach to the exploration of diverse issues and contrasting beliefs relating to language and literacy education.

Class Contact: Three hours or equivalent per week comprising a one-hour lecture and two hours of workshops/tutorials/centre visits.


Assessment: Portfolio, Common Assessment Task (3000 words): continuation of electronic portfolio initiated in semester 1, 100%. Pre-service teachers prepare a report of a simple investigation of language, literacy and learning. They choose an issue, question or topic related to a current debate about language, literacy or technology. The inquiry will include a survey of the application of ICT in literacy learning.

AEB1262 MUSIC, MOVEMENT AND DRAMATIC ARTS

Locations: St Albans, Melton.

Prerequisites: Nil.

Description: This unit of study provides an opportunity for pre-service teachers to extend their knowledge and understanding of learners and learning through an investigation into the ways in which children acquire language and literacy and how people apply these skills to communicate and act purposefully in society. Through this focused exploration into curriculum, pedagogy and assessment, pre-service teachers will be encouraged to consider local practices in the context of national and international research and development.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Understand the skills and teaching experiences necessary in a range of developmentally appropriate early childhood expressive arts approaches; Understand the practical aspects of the performing arts; Show understandings and skills in the areas of early childhood music, dance and drama.

Class Contact: Three hours or equivalent per week comprising one hour of lectures and two hours of workshops/tutorials/centre visits.


Assessment: Portfolio, Common Assessment Task: Portfolio documenting practice in Project Partnerships; emphasises children’s development in music, movement & dramatic arts, 50%. Report, Common Assessment Task: common curriculum report; resource folder of experiences & resources for music, movement & drama experiences in children, 50%.

AEB1282 DEVELOPMENT STUDIES 1

Locations: St Albans, Melton.

Prerequisites: Nil.

Description: This unit of study aims to present to students an in-depth study of the development of children 0-3 years across all areas of development (social, physical, emotional, cognitive, perceptual), opportunities to explore current research and the primary theories in relation to infant and toddler development.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate their knowledge and understanding of the development of 0-3 year old children across all developmental domains; Plan, implement and evaluate effective learning programs for children under three years of age; Describe their knowledge of the major theorists/theories, current research and contemporary issues in relation to infant and toddler development; Reflect on their own abilities, attitudes, values and beliefs with respect to young children’s learning and development; Explain their understanding of the diversity of human growth and development and the likely impact of culture, family, genetic inheritance and life experiences on development; Focus on the range of pedagogies which are employed to support learning and develop an understanding of educational contexts; Make connections between Project Partnership experiences and a range of theories of learning.

Class Contact: Three hours or equivalent per week comprising one hour lecture and two hours of workshops/tutorials/centre visits.


Assessment: Portfolio, Common Assessment Task (3000 words): continuation of electronic portfolio initiated in semester 1, 100%. Pre-service teachers prepare a report of an investigation of child development and learning of children under three years in each of the developmental domains. They choose an issue, question or topic related to a current debate about child development and learning. The inquiry will include a survey of the application of ICT in children’s development.

AEB1301 INQUIRY FOR MATHEMATICAL UNDERSTANDING

Locations: St Albans, Footscray Park.

Prerequisites: Nil

Description: This unit extends the exploration of personal learning into the realm of mathematics. This exploration will require the application of social and mathematical inquiry processes to gain a deeper understanding of primary mathematics and to investigate approaches to teaching mathematics in primary schools. Pre-service teachers will work independently and collaboratively using a Praxis Inquiry approach to articulate questions such as: How is mathematics used in our daily lives and in the community? What is the nature of mathematical knowledge for primary teaching? Students will: complete a self-appraisal of mathematical knowledge for teaching (MKT); develop an inquiry plan to improve MKT; participate in an inquiry process to
deepen their understanding of MKT; conduct an inquiry into MKT in primary classrooms and/or community learning centres; seek to connect their emerging theories of MKT with other people’s theories and ideas; consider the possible implications of MKT for learners and learning.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Connect context (mathematics teaching and learning) and inquiry (deepening mathematical knowledge for teaching); Engage in a process of inquiry learning using multi-literacies; Identify the characteristics of successful self-directed learning and inquiry relationships; Recognise the value of literacy and technology when applied to a mathematical inquiry process; Demonstrate competence when applying mathematical concepts and procedures to achieve understanding of mathematics for primary teaching. (Preservice teachers unable to demonstrate competence of mathematical knowledge for primary teaching may be required to complete an additional unit of study, AEB1200 Numeracy and Mathematics concurrently with this unit of study).

Class Contact: One-hour lecture and two-hour tutorial (or three-hour workshop) for 12 weeks.


Assessment: Assignment, Structured Professional Exposition: Mathematical Knowledge for Primary Teaching, 100%. Total effective word limit 3000 words.

AEB1600 CAREER EDUCATION AND YOUNG PEOPLE

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

Description: This elective will provide an introduction to a series of themes around the notions of society, industry and work, leading to an exploration of pathways to careers and effective citizenship for secondary school students. It will draw upon the three key areas of the Australian Blueprint for Career Development, viz Personal Management, Learning and Work Exploration and Career Building. Components of the elective may include: Personal management: understanding of self (utilising ABCD categories); social/generic skills and attitudes necessary for work readiness; aspects of counselling; work/life balance; self efficacy and capability; and learning and work exploration: future of work; vocational testing; AQTF and pathways; roles and relationships of education providers; labour market: trends, resources and interpretation; demographies; currency of information: commonly used resources; careers education programs and evaluation frameworks; engaging the disengaged.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Describe and name key features of developmental changes from 3-8 years; Recognise how young children learn, individual differences in learning styles and the role of play in children’s learning; Demonstrate a critical understanding of current issues for children 3-8 years as they relate to theory, research and practices in early childhood education; Extend skills and competence in observation and interpretation of children’s development and demonstrate the use of this material in planning for the education of individual children and groups of children; Use information technology to access current child development research.

Class Contact: Three hours per week or equivalent.


Assessment: Assignment, Two written assignments: essay, journal or folio (1500 words each) (50% per assignment), 100%.

AEB1640 GENERAL STUDIES: ADMINISTRATION AND MANAGEMENT

Locations: Melton.

Prerequisites: Nil.

Description: This unit of study will include: human resource management such as recruitment, selection, job descriptions, anti-discrimination legislation and staff appraisals; financial management and funding requirements; resource management and allocation; creating policies to support management; leadership; networking; management committees; organising and running meetings; legal aspects of early childhood services; industrial relations; strategic planning and change management; marketing early childhood services; and using information technology in the management of children’s services.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Review current administrative, leadership and management theories and analyse their relevance for early childhood education; Develop democratic policies and procedures for administrative, human resource leadership and management in early childhood services; Demonstrate a variety of highly effective communication strategies; Identify and express sensitive self-awareness as an ethical professional educator; Demonstrate acceptable standards of communication and professional responsibility, by having presented all unit requirements in an appropriate format and on time.
AEB1650  GENERAL STUDIES: POLICY AND PRACTICE IN EARLY CHILDHOOD EDUCATION

Locations: Melton.

Prerequisites: Nil.

Description: This unit of study will include: current understandings of policy; how social and economic policies determine the direction of early childhood services; how policies are developed to support service delivery in early childhood; strategies for influencing government policies; the role of advocacy in early childhood and how early childhood professionals can advocate for children and the early childhood profession; an exploration of social justice issues related to topics such as gender, ethnicity, disability and human rights, and how they impact upon early childhood programs; the historical contexts underpinning the development of early childhood services; current and future directions and trends in early childhood services; employer sponsored childcare and ‘family friendly’ employment policies; transition to school; an analysis of the care/education debate, accreditation, regulations, ethics and government policy; an exploration of the role and responsibilities of the early childhood professional, including teamwork, leadership, mentoring, networking, and supervision; and promoting positive partnerships with parents and the community.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Three hours per week or equivalent of lectures and workshops.


Assessment: Review, Critical analysis of a policy document (1500 words), 50%. Report, Field report (1500 words), 50%.

AEB1800  YOUTH WORK PRACTICE

Locations: Footscray Park.

Description: This unit aims to provide a structural foundation for understanding the development and the dynamics of youth work. It will explore the evolution of youth work within a sociological and cultural framework that discusses the links between health, agency and empowerment, as well as a diverse range of youth work models that support and inform reflexive practitioners. Topics to be covered include the following: concepts of youth: historic and global development of the role of adolescence and the development of specific youth work practices; social, cultural and biological constructs of adolescence; social determinants of health in relation to resilience, risk and protective factors; constructs of marginalisation and disadvantage; identity, agency and empowerment; case studies of significant people who are agents of social change; models of youth work practice, treatment, reform, advocacy; settings and context of youth work.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate knowledge and understanding of the evolution of youth work in a range of social and cultural contexts; Select an appropriate youth work model and approach to tailor responses to specific scenarios or situations; Critically analyse the risk and protective factors within a range of settings and environments; Have a broad understanding of strategies to enhance the agency and empowerment of young people; Discuss the role of youth work within the broader context and politics of social change.

Class Contact: To be advised.


Assessment: Portfolio, Folia of administrative/partnership experiences that focus on 3 selected areas of administration and/or management (1500 words or equivalent), 50%. Report, Report on current issues and practices in a selected area (1500 words), 50%.
with a particular emphasis on the learning and teaching of Mathematics: How do teachers support student learning? How have I supported student learning? They will also: recognize how teachers can support students in understanding and enhancing their own learning; use multiple sources of information (test results, class assessment activities, interviews and conversations with students, work samples, running records and classroom observations) and diverse means (such as case-writing, journaling, annotated lesson plans, records of shared reflection with mentors) to describe what they know and think about learners and teachers; investigate personal, school-based, theoretical and sociocultural explanations to gain a deeper understanding about the connection between teaching and student learning; build schemata that illustrate how multiple approaches to teaching support learning; make changes in their practice in response to their inquiry and reflect on these changes in order to continue the inquiry. Pre-service teachers will also investigate the impact of social, cultural, gender and religious diversity on student learning of mathematics.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Generate working explanations for the diversity of student learning encountered during Project Partnerships; Trial approaches to the documentation of lesson and curriculum planning and the assessment of student learning which indicates the importance of knowing students; and Demonstrate the use of a range of approaches to reflect on and improve practice.

Class Contact: Project Partnerships: 17 days (five days supervised teaching practice). University participation: 24 hours comprising school visits and workshops.


Assessment: Report on teaching, 25%; Project Partnership Report (ungraded) 15%.

Applied curriculum plan or report (ungraded hurdle requirement).

AEB2115 LEARNING AND TEACHING

Locations: Other.

Prerequisites: Nil.

Description: This Praxis Inquiry unit of study provides an opportunity for pre-service teachers commencing in the second year VET/Secondary Teaching Bachelor of Education to undertake introductory inquiries into learning and teaching in schools using the Praxis Inquiry protocol. The unit will explore theories of learning relevant to secondary education with an emphasis on the practices which support student learning in technology (or similar fields) and VET programs in schools. Throughout the unit, pre-service teachers will be required to present examples of their personal literacy and numeracy competence and to participate in support programs when one or both is identified as less than required to enter the teaching profession.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Understand learners’ personal and social characteristics, including their learning, through a focus on the diversity of learners encountered in classrooms and using a Praxis Inquiry protocol; Generate working explanations for the diversity of student learning encountered during Project Partnerships; Make connections between Project Partnership experiences and a range of theories of learning; Establish how a range of pedagogies support learning; Evaluate personal literacy and numeracy; Demonstrate the competence needed for entry to the teaching profession, if necessary, after undertaking a support program.

Class Contact: Project Partnerships: 24 days (15 days supervised teaching practice); University participation: 44 hours comprising 36 hours in university lectures and workshops and 8 hours in online discussions.

that pre-service teachers, during their year-long Project Partnerships, will investigate the ways children learn mathematics and learn how to apply it in solving authentic problems; problems of interest to children and connected with the world as they experience it. The unit of study will introduce the practices of teaching mathematics in early childhood programs, and the early years and middle years of schooling, with an emphasis on pedagogical practices consistent with social-constructivist theories of learning. Use of the Praxis Inquiry Protocol will encourage pre-service teachers to relate their developing curriculum knowledge to specific practical challenges in teaching mathematics in their Project Partnerships.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Apply their understanding of how children learn in diverse ways to the mathematics and numeracy fields; More deeply understand the integration of mathematics learning across all development domains (cognitive, social, emotional, physical and language); Understand mathematics curriculum, teaching and learning in primary schools and the guidelines and resources available to support the implementation of mathematics curriculum through Project Partnerships; Plan and implement learning experiences and teach purposeful lessons that motivate students, foster mathematical thinking and generate specific student learning outcomes; Use a range of teaching approaches to promote student learning including experimentation, trial and error, repetition, investigation, practical work, problem-solving, posing and exposition; Use or design experiences and lessons that use technology as an aid for learning specific mathematics concepts and skills using discussion and practice; Demonstrate familiarity with recent trends in teaching, learning and assessment in mathematics (for example, early childhood and early years numeracy programs, middle years numeracy programs, statewide testing programs, and outcomes-based curriculum); Evaluate their own planning, teaching and facilitation of mathematics.

Class Contact: Three hours or equivalent per week comprising one hour lecture and two hours of workshops/tutorials/centre visits.


Assessment: Common Assessment Task 50%. This task is connected to the Common Assessment Task for the Praxis Inquiry unit of study being undertaken in the same semester. The Common Assessment Task is a Professional Exposition: Teaching and Learners. The portfolio will focus on teaching and learners and document practice in Project Partnerships with accompanying reflective annotations and commentary with particular emphasis on children’s visual art development (2000 words equivalent). Curriculum report 50%. Child art collection with written text and resource folder (1000 words).

AEB2164 HEALTH, PE AND MOTOR DEVELOPMENT

Locations: Melton.

Prerequisites: Nil.

Description: The aims of this unit of study are to present pre-service teachers with a thorough grounding in the health and physical education needs of children from 0-12 years of age together with detailed knowledge and understanding of the motor development of children.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate a functional working knowledge of the motor and physical development of children from birth through 12 years of age; Better understand the health needs of children; Plan effective physical education and health programs in both early childhood and primary school settings.

Class Contact: Three hours or equivalent per week comprising one hour lecture and two hours of workshops/tutorials/centre visits.


Assessment: Portfolio, Common Assessment Task: construction & presentation of a portfolio documenting practice in project partnership with annotations & commentary, 50%. Report, Curriculum report that reports on the planning, teaching & evaluation of motor skills, physical education and wellbeing in project partnerships, 50%.

AEB2210 MAKING THE CONDITIONS FOR LEARNING

Locations: St Albans, Footscray Park.

Description: This unit of study will connect with, and complement, Project Partnerships and the Curriculum, Pedagogy and Assessment unit being undertaken.
in the same semester. Using Praxis Inquiry protocol pre-service teachers will ask questions about teaching and learners. What are the conditions that support students in becoming active and engaged learners? They will also: observe and reflect on the processes by which teachers promote safe and secure classroom environments and relationships with students which support learning; document their developing teaching practices and their impact on students and learning using a range of genres and information about students to describe and reflect on their observations; use their descriptive records to generate personal, school-based, theoretical and sociocultural explanations and make connections to key literature explanations that identify characteristics of pedagogy and the conditions for learning which seem most effective in engaging all students; develop confidence in working with groups and whole classes of students using an expanding pedagogical repertoire; apply their understanding of learning to support the development of students’ “thinking” reasoning, creativity, meta-cognition and inquiry. Preservice teachers will also investigate the impact of social, cultural, gender and religious diversity on student learning.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Identify, interpret and evaluate specific teaching strategies by relating them to specific theories of learning; Trial approaches to the documentation of lesson and curriculum planning and the assessment of student learning; and Demonstrate the use of a range of approaches to reflect on and improve personal teaching practice.

Class Contact: Project Partnerships: 16 days (10 days supervised teaching practice). University participation: 24 hours comprising 16 hours in university lectures and workshops and eight hours in online discussion.


Pass grade is required for each task.

Total effective word limit 3000 words.

AEB2250 HEALTHY ACTIVITY, COMMUNITY AND WELLBEING

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

Description: This unit of study will introduce pre-service teachers to the curriculum and pedagogy required for effective teaching of health, physical and outdoor education with a focus on students in the early and middle years of schooling. Through their participation in Project Partnerships and formal inquiry in the related Praxis Inquiry unit of study (normally either AEB2110 or AEB4110), pre-service teachers will apply their developing Health, Physical and Outdoor Education understanding and practices to the enhancement of students’ wellbeing and community participation. Topics will include: planning for teaching: lesson structures, teaching strategies, questioning strategies and lesson plans in health, physical and outdoor education; planning, organising and implementing a camp experience; planning sporting carnivals and monitoring student development; planning a children’s healthy activity as a stimulus for health promotion; understanding personal difference, including gender, and learning in health, physical and outdoor education; understanding children’s wellbeing and resilience as the responsibility of the teacher and the school. Pre-service teachers will also study: community, cultural and economic diversity and participation in physical and outdoor activity, including the place of physical activity in Indigenous communities and enhancing the learning of Indigenous students; the Health Promotion Framework as a community approach to health and wellbeing; designing curriculum units which cater for the diversity of young people’s interests and capabilities; setting up learning environments for active learning through individual, small group and whole group activities; resource for health, physical and outdoor education programs, including support on the internet; assessing children’s inquiries and understanding in health, physical and outdoor education.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Apply their understanding of how children learn in diverse ways to health, physical and outdoor education; Understand the health, physical and outdoor education curriculum, teaching and learning and the guidelines, procedures and resources available to support the implementation of the curriculum; Plan, teach and evaluate purposeful lessons that engage and challenge students and foster their personal wellbeing and their health participation in physical activity at school, outdoors and in the local community; Identify a range of strategies for teaching and learning in health, physical and outdoor studies, including integrated and inquiry approaches, effective outdoor management approaches, environmental and community issues and the role of teachers and schools in inter-professional collaboration; Demonstrate sensitivity to the cultural basis for young people’s attitudes to and participation in physical and outdoor activity.

Class Contact: Thirty-six hours in lectures and workshops.


AEB2251 IMAGINATION, CREATIVITY AND DESIGN

Locations: St Albans, Footscray Park, Other.

Prerequisites: Nil.

Description: In this unit of study preservice teachers will develop the pedagogical content knowledge required for effective teaching of the arts and interdisciplinary skills of creativity, design, technology and thinking in the primary and middle years of schooling (P-9). Through their participation in Project Partnerships and the formal inquiry in the related Praxis Inquiry unit of study, preservice teachers will apply their developing arts and technology understanding and practices to the enhancement of students’ creativity and imagination. This unit includes establishment of inclusive classroom settings and practices for diverse students; using information technology to stimulate young people’s imagination and creativity, for example, through the use of computer-mediated arts software.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Apply their understanding of how children learn in diverse ways to the arts (visual arts, drama, computer mediated art, music and performance); Develop an understanding of the arts curriculum, teaching and learning in primary schools, and the guidelines, procedures and resources; Plan, teach and evaluate learning activities, lessons and projects; Demonstrate awareness of, and sensitivity to, diverse ways of knowing in areas of artistic expression and how participation in the arts can engage diverse student needs in learning.

Class Contact: Thirty-six hours in lectures and workshops. This class will be a one hour lecture followed by a two hour tutorial in both semester one and two.

Required Reading: Education in the arts, Sinclair, C, Jeanneret, N & O’Toole, J 2009, Melbourne: Oxford University Press.
AEB2265  SCIENCE ENVIRONMENT AND SOCIETY

Locations: Melton.
Prerequisites: Nil.
Description: The aim of this unit of study is to enable pre-service teachers to gain a thorough understanding of major theories and current research across a range of developmental areas including: cognition, physical, emotional, social development; diversity issues, individual learning styles; the contribution of play to children's development. Pre-service teachers will be expected to explore a range of philosophical and psychological theories and curriculum models from which to develop their own understanding of developing a teaching philosophy.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Have knowledge and understanding of the development of 3-8 year old children across all developmental domains; Demonstrate knowledge of the major theorists and theories in relation to early childhood development; Demonstrate an understanding of the current research in relation to the development of 3-8 year olds; Understand the contribution of play to children's development; Apply understandings of individual children's learning styles to program planning in preschool and early years programs; Have knowledge and understanding of the main theories and contemporary issues of child development as related to 3-8 year old children; Plan, implement and evaluate effective learning programs for children in preschool and early years programs; Apply understandings from a range of learning theories, curriculum approaches and current research to enhance the learning and development of children; Reflect on their own abilities, attitudes, values and beliefs with respect to young children's learning and development; Understand the diversity of human growth and development; the likely impact of culture, family, genetic inheritance and life experiences on development.

Class Contact: Three hours or equivalent per week comprising one hour lecture and two hours of workshops/tutorials/centre visits.


Assessment: The pre-service teacher will be required to present a formal professional portfolio which demonstrates their developing readiness to teach children under three years and documents the professional contributions the teacher has made to the early childhood service and colleagues. The mentor teacher, in negotiation with the university colleague, will assess the practice of the pre-service teacher. The pre-service teacher should participate in these negotiations. Attainment of Readiness to Teach (Ungraded).

AEB2283  DEVELOPMENT STUDIES 2

Locations: Melton.
Prerequisites: Nil.
Description: The aim of this unit of study is to enable pre-service teachers to gain a thorough understanding of how children develop and learn in diverse ways to the fields of science, environmental science and geography in their Project Partnership setting; Better understand inquiry in science, environmental studies and geography and its application in curriculum, teaching and learning in early childhood programs and primary schools; Design, trial and evaluate curriculum and learning experiences and activities (eg. curriculum units) which integrate science, environmental science and geography and which apply information and communication technologies; Demonstrate awareness of, and sensitivity to, Indigenous ways of knowing and how participation in science, environmental and geographical inquiry can engage Indigenous Australian children in learning; Better understand the integration of science learning across and through all development domains: cognitive, social, emotional, physical and language.

Class Contact: Three hours or equivalent per week comprising one hour lecture and two hours of workshops/tutorials/centre visits.


Assessment: Portfolio, Portfolio demonstrating pre-service teacher's readiness to teach children under 3 & documents the professional contributions the teacher has made, Pass/Fail. The mentor teacher, in negotiation with the university colleague, will assess the practice of the pre-service teacher. The pre-service teacher should participate in these negotiations. Attainment of Readiness to Teach (Ungraded).

AEB2266  PRACTICE AND PARTNERSHIP (ECE 0-2)

Locations: Melton.
Prerequisites: Nil.
Description: In this unit of study, pre-service teachers will: undertake an extended and continuous period of teaching in an early childhood setting with children under three years of age; increasingly take responsibility for the classroom program, as professional competence develops; manage their progress towards professional competence and recognition (in conjunction with the classroom mentor teacher and the assigned university colleague); meet regularly with mentors to monitor the developing competence and confidence of the pre-service teacher.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, pre-service teachers are expected to be able to Demonstrate an appreciation for, and understanding of, the diversity of roles and responsibilities undertaken by early childhood professionals and the contexts where that work occurs; Understand and demonstrate the dimensions of being a contemporary early childhood professional; Demonstrate, to the satisfaction of the assigned mentor teacher(s) and University colleague(s), the readiness to teach children under three years; Form learning-focused relationships with students; Contribute to early childhood service and children's learning by demonstrating the active and collaborative teacher professionalism expected of a developing teacher.

Class Contact: Twenty days of supervised teaching practice and at least one day of additional agreed/negotiated partnership support. Regular meetings between pre-service teacher, mentor teacher and, when possible, university colleague will be essential support for the pre-service teacher.


Assessment: The pre-service teacher will be required to present a formal professional portfolio which demonstrates their developing readiness to teach children under three years and documents the professional contributions the teacher has made to the early childhood service and colleagues. The mentor teacher, in negotiation with the university colleague, will assess the practice of the pre-service teacher. The pre-service teacher should participate in these negotiations. Attainment of Readiness to Teach (Ungraded).

AEB2301  RECOMMENDING AUSTRALIAN STUDIES

**Locations:** St Albans, Footscray Park, Other.

**Prerequisites:** AEB1101 - LEARNING IN A CHANGING WORLD

**Description:** The unit of study will introduce preservice teachers to the curriculum and pedagogy required for effective teaching of Studies of Society and the Environment (SOSSEs) and the Humanities connected to social contexts for students in the early and middle years of schooling. In this unit of study preservice teachers will develop meta-cognitive skills focused on better enabling analysis, articulation and reflection on important questions regarding the inclusion within teaching and learning of information about Indigenous Australia. The unit includes: (1) assessing the Victorian Essential Learning Standards (VELS) and the National Curriculum to identify where content specifically relevant to Indigenous Australia is included and where it could be included; (2) reviewing current resources for the inclusion of Indigenous Australian themes in teaching and learning activities using criteria established by the Curriculum Corporation and the Australian Institute of Aboriginal and Torres Strait Islander Studies; (3) exploring the roles of several thinking tools such as Bloom’s Taxonomy - a tool for categorising questions and activities according to six levels of thinking: remembering, understanding, applying, analysing, evaluating and creating, Mind Maps graphic organisers of concepts, De Bono’s Six Thinking Hats which encourage lateral thinking, in teaching and learning activities for the inclusion of Indigenous Australian themes; (4) specifying the most appropriate content for the inclusion within teaching and learning of information about Indigenous Australia; (5) determining the most appropriate pedagogic procedures for the inclusion within teaching and learning of information about Indigenous Australia; (6) implementing assessment based on Gardner’s Multiple Intelligences and preferred literacies categorised under the multiliteracies; (7) considering the influence of teacher and/or student culture on the inclusion within teaching and learning of information about Indigenous Australia; (8) strategies for providing a safe and secure classroom environment when teaching and learning content includes sensitive and/or contentious issues; (9) establishing decolonised classroom environments.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to Design, trial and evaluate teaching and learning programs and experience for the inclusion of Indigenous Australian themes in SSSD and the humanities; Analyses, articulate and reflect on important questions regarding the inclusion within teaching and learning of information about Indigenous Australia; Identify where content specifically relevant to Indigenous Australia is included and where it could be included in their classrooms; Use established criteria for the reviewing of resources for the inclusion of Indigenous Australian themes in teaching and learning activities; Use thinking tools in teaching and learning activities for the inclusion of Indigenous Australian themes; Demonstrate knowledge of pedagogic procedures for the inclusion within teaching and learning of information about Indigenous Australia; Design assessment approaches based on Gardner’s Multiple Intelligences and preferred literacies categorised under the multiliteracies; Reflect upon the influence of teacher and/or student culture on the inclusion within teaching and learning of information about Indigenous Australia; Provide a safe and secure classroom environment when teaching and learning content includes sensitive and/or contentious issues; Demonstrate an understanding of decolonised classroom environments.

**Class Contact:** One-hour lecture and two-hour tutorial for 12 weeks, including excursions, in semester 1 or 2.


**Assessment:** Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task.

Portoflio, Construction and presentation of a portfolio documenting six teaching and learning activities inclusive of Indigenous Australian themes (1200 words), 40%; Assignment, Written evaluation of three SOSSEs/Humanities resources which include Indigenous Australian themes (900 words), 30%; Assignment, A structured case study of one Aboriginal nation/language group/ clans whose country is mainly situated within Victoria, 30%. Total effective word limit 3000 words.

AEB2302  SCIENCE, ENVIRONMENT AND SUSTAINABILITY

**Locations:** St Albans, Footscray Park, Other.

**Prerequisites:** AEB1101 - LEARNING IN A CHANGING WORLD

**Description:** The unit of study will introduce preservice teachers to the curriculum, pedagogy and practice required for effective teaching of Science, Environmental Studies and Geography connected to social contexts for students in the early and middle years of schooling. Using an inquiry-based approach along with their participation in Project Partnerships and other learning and teaching situations, preservice teachers will explore their developing understanding of teaching practices and student learning. The unit includes: (1) engaging preservice teachers in a range of science based topics, allowing them the opportunity to explore alternative medium that engage children’s scientific imagination; (2) development of preservice teachers’ understanding and support of children’s inquiry into the natural world through engaging children’s awareness of global events and supporting their concern for the environment and sustainability issues; (3) an investigation into structures that support planning for teaching including constructivist learning theories, the science inquiry process, the provision of safety in a science-based environment and available resources; (4) designing cross-curriculum units which integrate a range of curriculum areas with Science, Environment and Sustainability; (5) integration of appropriate ICT activities; and (6) investigation of the issues in Indigenous ways of knowing the world that relate to the scientific management and sustainability of the environment.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to Apply their knowledge and understanding of how children learn in diverse ways to the construction of innovative approaches and cross-curricular material to support learning in the many fields of Science, Environment and Sustainability; Develop an understanding of the inquiry in Science, Environment and Sustainability in social contexts and its application in curriculum, teaching and learning in primary schools; Remain aware of, and be able to locate, current relevant policy documents and research and, through deep critical evaluation, appreciate and understand the impact and direction of these contemporary practices in the field of science education, and be able to apply these changes to their teaching and learning of science in primary schools.

**Class Contact:** One-hour lecture followed by a two-hour tutorial for 12 weeks in semester 1 or 2, or equivalent for site-based delivery.


**Assessment:** The Project assessment task is based on a site-based experience. Preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task.

Project, Project report of an investigation into the scientific teaching and learning embedded in alternative learning environments, 40%. Journal, Journal of personal learning of the teaching and learning of science, 30%. Report, Report on the planning, teaching and evaluation of science, the environment and sustainability issues, 30%. The Project will document developmental knowledge and appreciation for the increased inclusion of science in primary school settings (1200 words or equivalent).
The report will demonstrate the emerging practice in teaching Science with consideration for the Environmental and Sustainability (800 words or equivalent).

The journal will document the journey of learning knowledge, skills and values in Science, Environment & Sustainability (1000 words or equivalent).

AEB2303 INTERNATIONAL TEACHING AND LEARNING CONTEXT

Locations: Off-shore.

Prerequisites: AEB1101 - LEARNING IN A CHANGING WORLD

AEB1102 - INQUIRY FOR UNDERSTANDING

Description: This unit of study adopts a Praxis Inquiry approach and is designed for pre-service teachers undertaking approved teaching practicum overseas as part of their course. This may be through participation in an organised short term study tour to a specified country for the purpose of formal practicum. Through participating in an international practicum pre-service teachers will also examine the country’s language, culture and society combined with experiential learning through living in the country and dealing with real-life intercultural teaching and learning experiences. Pre-service teachers participating in a student exchange program to an international university who may consider undertaking teaching practicum in a local school may also undertake this unit of study. All applications to undertake this unit of study must firstly be approved by the student’s course coordinator at Victoria University. In this unit pre-service teachers will be asked to identify initiating questions such as, How is learning shaped in international contexts?; How does culture impact on teaching and learning and how does an international experience inform my current teaching and learning practices and ideologies? The usual format for an international unit which encompasses between 2-4 weeks of study will be undertaken in this unit. There will also be a series of workshops usually designed by the lecturer to follow up topics explored in the international classroom experience. Through a sequence of activities this unit of study will support pre-service teachers growing awareness of diverse cultures. Based on inquiry and reflection pre-service teachers will generate questions and propositions to shape professional conversations tied to teaching and learning through an international lens. This unit will replace the Praxis Inquiry unit that would normally have been completed by pre-service teachers in their year level. This unit will only be offered to years 1, 2 & 3 pre-service teachers.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate an understanding of other cultures and societies through teaching in an international context; Develop core graduate attributes in problem-solving, using information, oral and written communication, working autonomously and collaboratively and working in socially and culturally diverse contexts; Make connections between an international practicum experience and a range of theories/approaches of teaching and learning; Demonstrate greater personal insight into the impact of culture and history on teaching and learning contexts; Focus on the implementation of diversity in classrooms in relation to pedagogical approaches within an international context; Actively participate in and international Project Partnership experience and engagement in reflective practices.

Class Contact: 36 hours per unit which will be delivered in bursts in an off shore setting.


Assessment: Journal, Praxis Inquiry Journal, 30%. Report, Report, 60%. Presentation, Presentation of Report, 10%. Satisfactory Practicum Report (Hurdle Requirement) is needed for a satisfactory pass in this unit.

Total effective word limit 3000 words.

AEB2304 PEDAGOGICAL APPROACHES FOR DEVELOPING WELLBEING IN SCHOOLS

Locations: St Albans, Footscray Park.

Description: This unit of study addresses pedagogical approaches for developing academic, social and emotional wellbeing in school students. The focus of the unit is on the factors that contribute to the ability of individuals, groups and organisations to flourish in school settings. The unit offers participants the opportunity to explore the pedagogy involved in working with school students on approaches to developing things such as resilience, flow, positive emotions, self esteem, self efficacy, confidence, goal setting and the use of character strengths. Pre-service teachers will explore these themes in practical ways related to their own school-based experiences.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Become familiar with research based approaches to the development of academic, social and emotional wellbeing in schools; Develop and trial pedagogical approaches contributing to the wellbeing and flourishing of school students; and Investigate the approaches used by schools to foster the academic, social and emotional wellbeing of students in schools.

Class Contact: 36 hours contact (usually 3 hours per week for 12 weeks, although this could be varied in summer or winter school).


Assessment: Portfolio, Portfolio of reflections and research on pedagogical approaches for developing wellbeing and flourishing in school settings, 50%. Report, Report investigating aspects of teaching and learning relating to the development of academic, social and emotional wellbeing of students in schools, 50%. Total effective word limit 3000 words.

AEB2305 PROJECT PARTNERSHIPS IN PRACTICE

Locations: St Albans, Footscray Park.

Description: This unit of study addresses the skills and understandings required by pre-service teachers to be successful in school settings. The qualities of teaching professionals will be analysed to identify the attitudes and behaviours that contribute to success. Opportunities to develop these skills and understandings will be provided. Pre-service teachers will engage in ongoing self-evaluation and reflection. A supervised teaching practice of 10 to 15 days in an Australian school is an essential component of this unit.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Effectively set goals for professional learning; Analyse student behaviour and attitudes in educational/school and classroom settings; Develop skills in classrooms for managing students, including those who demonstrate disengagement and/or disruptive behaviour; Develop skills in researching and planning for lessons; Conduct self analysis of personal performance in micro-teaching tasks; Develop personal abilities to listen to and act upon feedback; Set goals for personal teaching and learning and draw upon individual character strengths; and Demonstrate competence in teaching and operating in educational/school and classroom settings.

Class Contact: 36 hours face to face (6 hrs per week for 6 weeks in summer semester) and students must complete supervised teaching practice of at least 10 days in a school setting and obtain a satisfactory report at the end of the practicum.

Required Reading: The following references will be useful in this unit Successful classroom management: Real-world, time-tested techniques for the most important skill set every teacher needs, Oyster, R & Martin, C 2010, Electronic resource Powerful lesson planning : every teacher’s guide to effective instruction, Skowron, J 2006, Thousand Oaks, California: Corwin Press.

Assessment: Journal, Knowledge skills, values and understandings developed in this unit will be assessed in the reflective journal., Pass/Fail. Practicum, Students must
complete supervised teaching practice of at least 10 days in a school setting, Pass/Fail. Other, Effective teaching strategies, Knowledge of pedagogy and content will be assessed through micro-teaching in tutorials, Pass/Fail. Other, Lesson planning for micro-teaching and the practicum will be assessed, Pass/Fail. Total effective word limit 3000 words.

AEB2800 WORKING WITH DIVERSE YOUNG PEOPLE

Locations: Footscray Park.

Description: This unit investigates the experience of diversity and the implications for youth work practice. In particular, this unit will consider the young people who are marginalised due to their cultural background, sexual preference, or gender. The subject will focus on the role of Youth Workers in promoting social inclusion. It will incorporate identification of cultural beliefs and values that influence practice and focus on strategies to enhance practitioner sensitivity and understand good practice. Developing a general understanding of difference will lead to a framework of appropriate practice. Topics to be covered include the following:

- Cultural self awareness;
- beliefs and values;
- Discrimination, inclusive and exclusive activities;
- Appropriate approaches to youth engagement for diverse groups;
- The migrant and refugee journey;
- Strategies to include young people that are marginalised.

Credit Points: 12

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

- Analyse aspects of their own cultural background, values and beliefs and understand how this impacts on their practice;
- Understand and respect different cultural behaviours and beliefs;
- Understand diversity and how groups of young people are marginalised in society;
- Develop strategies to engage culturally diverse young people;
- Develop professional skills and practices that are sensitive to the issues that young people face who are marginalised due to sexual preference, gender or culture;
- Develop strategies that focus on social inclusion of diverse groups of young people.

Class Contact: To be advised.


Assessment: Assignment, A reflection using the key theories of social inclusion to develop a set of program responses, 20%. Case Study, Analysis of a cultural scenario in relation to youth policy, 40%. Project, Develop an appropriate program for a groups of marginalised young people, 40%. Total effective word limit for all three tasks is 3000 words.

AEB2801 GANGS AND GROUPS: THE CULTURE OF YOUNG PEOPLE

Locations: Footscray Park.

Description: This unit aims to gain a deeper understanding of the attraction of youth subcultures; and behavioural patterns according to group membership. More often these groups are a part of the community tension about public space heightening their group identity. This subject will provide students with an understanding of why young people join groups and as a practitioner how they may interact with the issues of young people who are in the public arena. Case studies of successful planning and community strategies will inform new practitioner approaches to working with youth subcultures and communities. Topics to be covered include the following:

- Concepts of youth subcultures: historic and global development of identity construction via group membership;
- History of Public Space and Communities
- Understanding public space usage patterns in communities
- History of Youth subculture within Australia
- Perceptions of functional and dysfunctional youth;
- Gang mentality;
- Successful Interventions to negate destructive youth subcultures.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate knowledge and understanding of group and cult behaviour; Critically analyse the attraction of youth subcultures and develop an understanding of the positive and negative implications of group membership for young people. Have a broad understanding of intervention strategies to support young people establish positive behaviours in the use of public space. Understand community policies and strategies necessary to ensure young people get access to public space.

Class Contact: Lecture Workshops and syndicate study groups Project work.


Assessment: Presentation, Identify the benefits and hazards of belonging to a particular subculture. Develop a range of interventions that might be appropriate., 60%. Research Paper, Consider a range of current public space examples and choose one to construct a case study and analysis., 40%. Total effective word limit for both tasks is 3000 words.

AEB2802 ETHICS AND YOUTH WORK PRACTICE

Locations: Footscray Park.

Prerequisites: AEB1800 - YOUTH WORK PRACTICE

Description: This unit focuses on developing ethical approaches to all aspects of youth work in Australia and internationally. From an initial examination of the personal values and beliefs that shape individual practice, students will be encouraged to analyse and evaluate and develop a framework for professional youth work practice. This will include the principles of youth work practice, aspects of professional conduct, and communication standards. Topics to be covered include the following:
What are personal and professional ethics? Evolution of principles for youth work practice; Professional conduct; establishing boundaries, relationship equity, power and empowerment; Professional role of a youth worker Case studies in ethical dilemmas, crisis management and referral.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Discuss the role of personal values and ethics within youth work practice; Develop strategies to maintain professional relationships with clients and other workers, Understand the national and international development of ethics in youth work; Identify appropriate ethical practice in a range of situations and scenarios.

Class Contact: Three hours per week or equivalent. Class times will be conducted in a variety of ways including: Lecture Workshops and syndicate study groups Project work.


Assessment: Presentation, Utilise role plays to analyse ethical dilemmas and discuss and document appropriate ethical outcomes, 40%. Research Paper, A discussion of the professional guidelines for youth workers. This will be framed within the context of an understanding of ethical practice, 60%. Total effective word limit for both tasks is 3000 words.

AEB2803 HOLISTIC PRACTICE WITH YOUNG PEOPLE

Locations: Footscray Park.

Prerequisites: AEB1800 - YOUTH WORK PRACTICE

Description: This unit introduces students to the theoretical and practical frameworks used to effectively understand the role of practitioners working with young people in supporting and referring young people with social, health and well-being issues. The unit will aim to ensure good practice in relation to youth workers acting as referral points and working collaboratively with specialist practitioners. Youth Workers work from a strength based framework of practice and as such, students will consider various strategies to use while working with young people who present with various forms of well-being issues including, bullying, challenging behaviours and other well-being issues or other causal circumstances such as homelessness. Through the use of case studies and session plans, students are expected to demonstrate basic skills and knowledge in the areas of case management, youth referrals and the provision of advice and support for young people with a range of social issues that are impacting on their well-being. The subject will also consider the ethical challenges that confront practitioners when considering confidentiality, referral and disclosure of personal information. This is primarily a practice subject for students to understand the parameters of their professional practice, identity strength based practice and how to utilise complimentary practitioners.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Develop an understanding of social, health and well-being issues that affect young people; Understand the theoretical underpinnings of strength based practice with young people; Gain an insight into the practical and theoretical interventions and practice frameworks needed to work with young people with a range of social, health and well-being issues; Gain an understanding of referrals, care and support as provided to young people; Develop an awareness of the need for self-care while working with young people.

Class Contact: Lecture Workshops and syndicate study groups Project work .

Required Reading: Selection of current readings drawn from the texts outlined below, youth magazines, online you tube postings, and Youth Work Journals Investing in young people getting back on track, Centre for Adolescent Health, 200


Assessment: Report, A written report and presentation to class on a particular issue, outlining the strategies offered and models of practice used, 40%. Case Study, Identify the theoretical principles used to work with young people using a strengths based approach and develop a case study that evidences an underest, 60%. Effective total number of words for both assessment tasks is 3000 words.

AEB3100 STUDENT DIVERSITY IN EARLY YEARS EDUCATION

Locations: Melton, Other.

Prerequisites: Nil.

Description: This Praxis Inquiry unit of study provides an opportunity for pre-service teachers to extend their focus on student learning to include systematic investigation and response to diversity. Particular attention will be paid to early childhood, the early years and middle years of schooling. The unit of study aims to teach pre-service teachers to recognise how teaching practice is located in early childhood service, school and system organisational structures.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Make connections between the diverse learning, social and cultural characteristics of individuals and groups to specific features of curriculum, pedagogy and assessment; Document their developing practice in planning, teaching and seeking different strategies and outcomes to suit the needs of individuals and groups; Demonstrate the use of a range of approaches to reflect on, and improve practice, especially in ongoing planning and evaluation; Demonstrate an understanding of the connection between practice and theory in seeking to understand the challenge of responding to student diversity.

Class Contact: Project Partnerships: 17 days (five days supervised teaching practice). University participation: 24 hours comprising eight hours in university lectures and eight hours workshops, eight hours in online discussions.


Assessment: Common Assessment Task 50%. This task is connected to the Common Assessment Task for the Curriculum, Pedagogy and Assessment unit of study being undertaken in the same semester. The Common Assessment Task is a Professional Exposition: Responding to Diversity. The third year portfolio will require pre-service teachers to demonstrate understanding of their experiences teaching in their Project Partnership setting. The emphasis in the task will be on reporting the pre-service teachers’ understanding of student and cultural diversity and their attempts to respond to it in curriculum planning and teaching practice within a curriculum project. Reporting the integration of ICT in support of student learning is an essential requirement (1500 words equivalent). Principles for inclusive practice 50%. An inquiry into the range of strategies and outcomes for individuals and groups trialled during Project Partnership (1500 words equivalent).

AEB3150 ENGAGEMENT AND PATHWAYS

Locations: St Albans, Footscray Park, Other.

Prerequisites: Nil.

Description: In this unit preservice teachers extend and deepen their knowledge of curriculum and pedagogy in the past-compulsory years. They explore the philosophical,
theoretical and historical bases of senior secondary and VET curriculum to understand current issues in the provision and structure of post-compulsory curriculum in Victoria and Australia, and the pathways for engaging young people in lifelong learning. The pre-service teachers will work in learning teams (or learning circles) to investigate the way in which schools plan and implement post-compulsory programs for a diverse community of learners. The learning team may be organised by partnership setting (eg. a secondary school) or by complementary disciplines (from multiple partnership settings). Each learning team will negotiate a set of questions to inform their inquiry and develop their understanding of effective teaching, engagements and learning in the post-compulsory years. Topics will include: socio-cultural factors related to participation and success in various post-compulsory pathways (VCE, VCAL, VETiS, IB); providing access and success for young people through pathways, applied learning and career planning; inclusive pedagogies in the post-compulsory years of schooling; effective practices in the post-compulsory years; teaching and learning resources for teaching various contexts (pathways); assessment requirements, practices and processes in post-compulsory education; and working with young people to support their learning.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate knowledge of post-compulsory education policy and programs; Understand and apply the principles and practices of curriculum and pedagogy for teaching in the post-compulsory years; Critically evaluate pathways and programs according to student needs; Design, trial and evaluate lessons and learning activities with students in the post-compulsory programs and subjects; Design assessment tasks, participate in assessment processes (such as moderation, competency-based processes) and evaluate student learning in post-compulsory settings; Work collaboratively with peers to inquire, report and present findings of collaborative inquiry.

Class Contact: One hour lecture and two hour tutorial for 12 weeks in semester 1 or 2.


Assessment: Project, Group exposition (including documented report and presentation) of post-compulsory education, 60%. Report, Report and reflection on student learning and assessment a post-compulsory pathway or subject (1200 words), 40%. The group exposition will include both group and individual elements. The group and individual components need to be identified each students’ grade will be composed of 50% group (shared grade) and 50% individual grade.

Total effective word limit 3000 words.

**AEB3167 LANGUAGE AND LITERACY IN PRIMARY**

Locations: Melton.

Prerequisites: Nil.

Description: This unit of study aims to assist pre-service teachers develop their knowledge and understanding of the development of children’s language and literacy skills together with an ability to plan effectively to fully develop children’s literacy learning. The unit aims to link the learning and development of language and literacy in early childhood programs to the curriculum in primary schools.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate an understanding of the complex link between a child’s life experiences, individual growth, family background and the development of literacy; Analyse and evaluate young children’s language in relation to its appropriateness for particular literacy teaching/learning processes; Understand reading and writing processes for young children; Appreciate the importance of supporting parents as the first teachers of their children as literacy learners; Demonstrate an awareness of how technology can be used to support and enhance young children’s literacy development; Demonstrate their ability to plan appropriate literacy teaching, monitoring, recording and evaluation strategies for young literacy learners; Understand and apply principles of learning to VELS English Standards.

Class Contact: Three hours per week, or equivalent, comprising one hour lecture and two hours of workshops/tutorials Plus 10 days Project Partnerships for one semester. Workshops may include mentored activity with 0-8 year old children.


Assessment: Assignment, Two written assignments in the form of an essay, journal or folio (3000 words) (50% per assignment), 100%. Plus report of satisfactory participation in partnership activities (ungraded).

**AEB3172 MANAGEMENT, ADVOCACY AND LEADERSHIP**

Locations: Melton.

Prerequisites: Nil.

Description: This unit of study will include current understandings and implementation of all management practices and policies and how social and economic policies determine the direction of early childhood services. Pre-service teachers will be expected to develop an understanding of how policies are developed to support service delivery in relation to gender, ethnicity and disability. Current and future trends in early childhood services will be explored as will the nature and development of leadership, mentoring and advocacy for children and families.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Understand how social and economic policies determine the direction of early childhood services; Know and undertake professional responsibilities in early childhood programs; Understand the policy framework for early childhood services in Australia; Advocate for children, families and effective early childhood service delivery; Know, understand and apply skills of leadership and advocacy in early childhood services; Participate in mentoring programs.

Class Contact: Three hours or equivalent per week comprising one hour lecture and two hours of workshops/tutorials/centre visits.


Assessment: Portfolio, Folio of administrative/partnership experiences that focus on three selected areas of administration and/or management (1500 words or equivalent), 50%. Report, Report on current issues, policies and practices in a selected area (1500 words), 50%.

**AEB3173 CRITICAL CONTEMPORARY ISSUES IN EARLY CHILDHOOD**

Locations: Melton.

Prerequisites: Nil.

Description: The aim of this unit of study is to assist pre-service teachers in interpreting and critically analysing current research in early childhood education and development, and to consider how research impacts on current thinking and methodologies with regard to teaching and learning in early childhood programs.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Be expected to understand, identify and discuss the major professional, educational, political and philosophical issues that impact on the work of...
contemporary early childhood professionals working in a range of contexts; Be able to analyse issues related to the provision of appropriate early childhood services in culturally diverse communities.

Class Contact: Three hours or equivalent per week comprising one hour lecture and two hours of workshops/tutorials/centre visits.


Assessment: Review, Critical review of two current research reports on early childhood development or education (1500 words or equivalent), 50%. Report, Investigative report which considers the implications for practice of one identified current issue in early childhood education (1500 words or equiv), 50%.

AEB3184 CURRICULUM THEORY

Locations: Melton.

Prerequisites: Nil

Description: The aim of this unit of study is to enable pre-service teachers to gain a critical and thorough understanding of a range of theoretical and practical approaches to teaching, early childhood learning and children’s development. Pre-service teachers will be expected to explore a range of philosophical and psychological theories and curriculum models from which to develop their own understanding of developing a teaching philosophy.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Critically understand a range of approaches to teaching and learning; Understand and analyse a range of different theoretical and practical perspectives in relation to early childhood learning and development; Apply theoretical knowledge to a range of early childhood settings and contexts; Analyse issues related to the provision of appropriate early childhood programs and practices in culturally diverse communities; Articulate their own philosophy of early childhood education, and critically reflect upon the influences underpinning their beliefs about learning and teaching.

Class Contact: Three hours or equivalent per week comprising one hour lecture and two hours of workshops/tutorials/centre visits.


Assessment: Assignment, Personal philosophy and curriculum statement (1500 words), 50%. Essay, Fully referenced essay on particular theorist/theory of early childhood education which includes the philosophy on which the theory is based.

AEB3250 PEDAGOGY FOR INCLUSION

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

Description: This unit of study will be organised as plenary/special interest groups with all pre-service teachers participating in a common program on the challenge of, and pedagogy for, the inclusion of students in learning. They will also attend special interest workshops which will relate the concepts and practices in the common program to the particular learning areas (normally two) for which they are preparing to teach in secondary settings. Topics will include: common program: curriculum and pedagogy which respond constructively and inclusively to social division, poverty and education, education for a multicultural and anti-racist society and gender inclusive education; pedagogy appropriate for teaching Indigenous Australians. Inclusive approaches to teaching and learning for students with special abilities and needs including the development and application of the individual learning management plan; establishing relationships between teachers and students, and students, parents and teachers, including reporting to parents. The specific strategies schools and teachers can use to maintain safe and secure learning environments and support learning-focused relationships with and among students, including the pastoral care program as a curriculum feature, key issues in government policies relating to diversity, equality and disability. Pre-service teachers will also examine: inter-professional collaboration between teachers, social welfare and integration colleagues; special interest workshops: within the framework of the common program, for each curriculum field in the secondary school; curriculum features and demands of each learning field; current education policies, curriculum documents and related support materials; examples of current successful curriculum practice in secondary schools; planning and implementing the teaching program in the specific learning areas; setting up the classroom for successful learning including safety issues where appropriate; formative and summative assessment strategies; how teachers can support students’ career pathways planning in particular discipline fields and learning areas; selection/preparation of appropriate learning support materials, including ICT and online resources.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Understand and apply inclusive curriculum planning and teaching which take account of the diversity of students’ abilities and of their social and cultural backgrounds; Better understand curriculum, teaching and learning requirements of two secondary curriculum areas, together with the guidelines, procedures and resources available to support the implementation of the curriculum; Generate consistent and sustainable classroom management practices whose goal is to engage students in learning; Demonstrate familiarity with the form of, and processes for, negotiating individual learning management plans.

Class Contact: Thirty-six hours in lectures and workshops.

Required Reading: Foreman, P (ed) 2004, Inclusion in action, Thomson Learning, Southbank, Victoria. Victorian Curriculum and Assessment Authority, current curriculum policies and documents. In 2005, the Curriculum and Standards Framework (II) was replaced by the Victorian Essential Learning Standards. Victorian Curriculum and Assessment Authority 2004-5, VCE Units 1-4 Study Guides for all relevant learning areas.

Assessment: Portfolio, Common Assessment Task: use of portfolio to demonstrate understanding of experiences teaching in Project Partnership setting, 50%. Report, Curriculum project that reports on the development of curriculum understanding and practice, 25%. Project, Curriculum project to report the development of curriculum understanding & practice, 25%.

AEB3252 ORIENTATION TO PRIMARY SCHOOLS

Locations: Melton.

Prerequisites: Nil

Description: Partnership experience is the context for this unit of study. Pre-service teachers will bring their deep knowledge of early childhood as they are introduced to the primary school setting, gaining knowledge of VELS and how it relates to the developmental, learning and educational needs of children in a primary school.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate familiarity with the primary school setting; Understand VELS and how it matches developmental needs, identified in early childhood; Demonstrate familiarity with school focused policies and programs; Understand the structure and functions of the Department of Education; Demonstrate a working knowledge of the role of the Victorian Institute of Teaching.

Class Contact: Three hours or equivalent per week comprising one hour lecture and two hours of workshops/tutorials.


AEB3268 PRÁCTICE IN PARTNERSHIP 1 (ECE 3-6 YEARS)

Locations: Melton.

Prerequisites: Nil.

Description: This Praxis Inquiry unit of study provides an opportunity for pre-service teachers to work with mentor teachers in kindergartens to experience and investigate the systematic processes by which teachers work together to engage students in learning. It also provides an opportunity for pre-service teachers to commence the final stage of their preparation to enter the early childhood teacher profession by orienting themselves to the practices of the activist reflective practitioner. With a focus on the changing nature of education, learning, curriculum, early childhood services and teaching, they will systematically explore how teachers can express commitment to social justice in education as they take responsibility for student learning during their third year Project Partnership.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Explain the nature of communication in professional collaboration, especially through the development of professional discourses of inquiry and teacher professional development; Demonstrate the use of a range of approaches to reflect on, and improve practice, especially in ongoing planning and evaluation; Develop a personal educational and child learning philosophy which will inform their practice as they enter the profession; Demonstrate a successful relationship, based on a professional discourse about teaching and learning, with a mentor teacher; Take full responsibility for the planning and implementation of programs for whole group/groups of 4-5 year old children in extended practice; Demonstrate, to the satisfaction of the assigned mentor teacher(s) and university colleague(s), a readiness to teach; Meet the professional requirements of the beginning teacher as indicated by Early Childhood Australia.

Class Contact: Project Partnerships: 20 days (20 days supervised teaching practice). University participation: 12 hours comprising eight hours in university lectures and workshops, four hours in online discussion.


Assessment: Professional portfolio 100%. The graduating early childhood teacher will be required to present a formal professional portfolio which demonstrates readiness to join the early childhood teaching profession and documents the professional contributions the graduating teacher has made to the early childhood service, program and colleagues. The professional portfolio will need to show that the graduating teacher has applied ICT in support of child learning (2000 words equivalent). Principles for inclusive practice (Ungraded). An inquiry into the range of strategies and outcomes, for individuals and groups, trialled during Project Partnership (1000 words equivalent). Review of Inquiry (Ungraded). Mid-semester presentation of observations about the trialling of teaching strategies (1000 words equivalent). Project Partnership Report (Ungraded). Satisfactory progress reported by Project Partnership mentor teacher.

AEB3285 INCLUSIVE PRACTICE IN EDUCATION

Locations: Melton.

Prerequisites: Nil.

Description: This unit of study aims to provide pre-service teachers with the ability to investigate the principles and practices of curriculum and pedagogy which address issues of diversity, equality and disability through inclusive and integrated approaches to teaching, learning and assessment. Use of the Praxis Inquiry Protocol will encourage pre-service teachers to relate their developing child development and curriculum knowledge to specific practical challenges in teaching in their Project Partnerships. A particular emphasis of the Year 3 curriculum and pedagogy units of study will be to extend pre-service teachers’ focus on early childhood and classroom teaching and learning to the broader organisational question of the way in which schools can take account of the personal, cultural and social conditions of education to include all students in learning.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Understand and apply inclusive curriculum planning and teaching which take account of the diversity of children’s/students’ abilities and of their social and cultural backgrounds; Understand the developmental, curriculum and teaching and learning requirements of 0-12 year old children, together with the guidelines, procedures and resources available to support the implementation of the curriculum; Generate consistent and sustainable early childhood service and classroom management practices whose goal is to engage students in learning; Demonstrate familiarity with the form of, and processes for, negotiating individual learning management plans.

Class Contact: Three hours or equivalent per week comprising one hour lecture and two hours of workshops/tutorials/centre visits.


Assessment: Report, Common Assessment Task: demonstrate understanding of experiences teaching in Project Partnership setting, 50%. Report, Curriculum project in which pre-service teachers report the development of child development & learning, curriculum understanding & practice, 50%.

AEB3301 INQUIRY INTO ADOLESCENT TEACHING AND LEARNING

Locations: St Albans, Footscray Park, Other.

Prerequisites: Students must complete either AEB1101 or AEB1103 as a pre or co-requisite.

Description: This unit of study will connect with and complement Project Partnerships and the PCK study being undertaken in the same semester. In this unit pre-service teachers will articulate and reflect on important questions regarding the impact of teachers’ work on students’ experiences of, and learning in, secondary schooling. The initiating question for the year will be: How do teachers and schools achieve engaged and authentic learning for all adolescent students? Pre-service teachers will investigate personal, school-based, theoretical and socio-cultural explanations of their experiences in educational settings with a focus on inclusive education and the social, cultural, gender and religious diversity of students, including those from disadvantaged cohorts and those from Indigenous Australian backgrounds. Pre-service teachers will also: engage in critical discourse as they propose broad principles and organisational policies for teaching which take into account the range of diversity in Project Partnership settings; demonstrate developing practice which takes account of student diversity by applying different strategies and a range of outcome possibilities for individuals and groups, including the principles underpinning the creation of safe and secure classroom environments; explore the principles and practices of pastoral care programs which are designed to support the wellbeing of students and their continued participation in schooling; and develop strategies which encourage students to learn cooperatively with their peers in classrooms characterised by personal and cultural diversity.

Credit Points: 12
Learning Outcomes: On successful completion of this unit students are expected to be able to Make connections between the diverse learning, social and cultural characteristics of adolescent students and groups of adolescents to specific features of curriculum, pedagogy and assessment; Document their developing practice in planning, teaching and seeking different strategies and outcomes to suit the needs of individuals and groups; Demonstrate the use of a range of approaches to reflect on and improve practice, especially in ongoing planning and evaluation; and Demonstrate an understanding of the connection between practice and theory in seeking to understand the challenge of responding to student diversity.

Class Contact: This is a one hour lecture and one hour tutorial class.

Required Reading: online resources will be provided to students in this unit The Melbourne Declaration on Educational Goals for Young Australians MCEETYA, 2008 http://www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf.

Assessment: Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task.
Report, Inquiry into student experience in a secondary school setting, 50%. Presentation, Applied curriculum inquiry, 50%. Successful completion of a mid-year project partnerships report is a hurdle requirement.

It is likely that preservice teachers will be required to complete site-based learning in the workplace activities where these can be negotiated with schools. In this instance preservice teachers are required to attend for satisfactory completion of the unit. Failure to attend site-based learning in the workplace activities may result in an unsatisfactory result.

Total effective word limit 3000 words.

AEB3302 CRITICAL PRACTICES FOR TEACHERS IN SECONDARY SCHOOLS

Locations: St Albans, Footscray Park, Other.

Prerequisites: Students must complete either AEB1101 or AEB1103 as a pre or co-requisite.

Description: This unit of study will connect with and complement Project Partnerships and the PCK study being undertaken in the same semester. Preservice teachers will:
• Articulate and reflect on important questions about the impact of teachers’ work on students’ experience of secondary schooling starting with the questions: What forms of professional collaboration support all students to learn successfully? How do teachers work together and with other professionals to support engaged and authentic student learning? 
• Preservice teachers document, reflect, analyse and critique their contribution to a collaborating team of teachers, focusing on their participation in, and evaluation of, the professional discourses which enable teachers to respond constructively to students and their learning needs. They will also: explore, reflect on and articulate how theories of pedagogy are expressed in educational settings; develop succinct critical ideas of purposes and processes in teaching and learning; and investigate the structures of power in creating educational success, finding pathways with colleagues and learners that reflect the core values of respect, shared inquiry and tolerance. 
• Preservice teachers will explore the range of explanations and practices of effective teacher collaboration, including the structures and cultures of secondary schools and school systems; engage in social and theoretical inquiry and generate an understanding of their preferred professional learning pathways and the ways in which inter-professional collaboration supports their professional development; and report developing practice which demonstrates that they have made a substantial contribution to a collaborating team of teachers who are responsible for the learning of a mixed gender group of students who are socially, culturally and religiously diverse.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Present accounts of their effective contribution to the work of a collaborating team of teachers whose focus is student engagement and learning; Demonstrate an insight into the nature of teachers’ work in a secondary school including post-compulsory pathways (VCE, VET and VCAL); Demonstrate the use of a range of approaches to reflect on and improve practice, especially in ongoing planning and evaluation, as recorded in the project partnership report; Develop an understanding of access and success in secondary education including the post-compulsory years (VCE, VET and VCAL); and Critique and articulate the educational theories underpinning the programs they work on in their educational settings.

Class Contact: This unit consists of a one hour lecture and one hour tutorial class in semester 2.

Required Reading: Online resources will be provided to students in this unit. Phase 3 - The Australian Curriculum Australian Curriculum, Assessment and Reporting Authority (ACARA), 2010 http://www.acara.edu.au/curriculum/phase_3_-_the_australian_curriculum.html.

Assessment: Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task.

Portfolio, Four annotated artefacts from secondary setting experience, 50%. Presentation, Applied curriculum project inquiry and evaluation, 50%. Successful completion of Project Partnerships report is a hurdle task.

It is likely that preservice teachers will be required to complete site-based learning in the workplace activities where these can be negotiated with schools. In this instance preservice teachers are required to attend for satisfactory completion of the unit. Failure to attend site-based learning in the workplace activities may result in an unsatisfactory result.

Total effective word limit 3000 words.

AEB3303 ART PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS

Locations: Footscray Park.

Prerequisites: Students must complete either AEB1101 or AEB1103 as a pre or co-requisite.

Description: Preservice teachers undertake a specific inquiry into the teaching of visual art pedagogy and practices. They explore the philosophical bases of the subject area, as well as investigating different strategies for developing student thinking and skills, catering to the diverse needs of students, inclusive education, and the purposes and processes of assessment and evaluation. Preservice teachers are encouraged to experiment with different teaching strategies in Art Pedagogy and Practice for Secondary Students, and actively reflect on student learning. This unit of study will connect with and complement Project Partnerships. Preservice teachers will develop a theoretical and practical approach to visual art teaching and critical understanding. They will investigate: personal, school-based, creative and professional arts practices that support students’ understandings of the role of art in society, both local and global. Preservice teachers will investigate community arts organisations and explore the value of collaborative school/community relationships in art projects. They will also examine, investigate, articulate and reflect on important questions regarding the impact of teachers’ work in visual arts within teaching and learning in secondary contexts. Preservice teachers will also examine state and national government policy documents, broaden their understanding of available arts resources and investigate the research literature.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Identify, interpret and evaluate specific teaching strategies related to visual art pedagogy and practices. They explore the philosophical bases of the subject area, as well as investigating different strategies for developing student thinking and skills, catering to the diverse needs of students, inclusive education, and the purposes and processes of assessment and evaluation. Preservice teachers are encouraged to experiment with different teaching strategies in Art Pedagogy and Practice for Secondary Students, and actively reflect on student learning. This unit of study will connect with and complement Project Partnerships. Preservice teachers will develop a theoretical and practical approach to visual art teaching and critical understanding. They will investigate: personal, school-based, creative and professional arts practices that support students’ understandings of the role of art in society, both local and global. Preservice teachers will investigate community arts organisations and explore the value of collaborative school/community relationships in art projects. They will also examine, investigate, articulate and reflect on important questions regarding the impact of teachers’ work in visual arts within teaching and learning in secondary contexts. Preservice teachers will also examine state and national government policy documents, broaden their understanding of available arts resources and investigate the research literature.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Present accounts of their effective contribution to the work of a collaborating team of teachers whose focus is student engagement and learning; Demonstrate an insight into the nature of teachers’ work in a secondary school including post-compulsory pathways (VCE, VET and VCAL); Demonstrate the use of a range of approaches to reflect on and improve practice, especially in ongoing planning and evaluation, as recorded in the project partnership report; Develop an understanding of access and success in secondary education including the post-compulsory years (VCE, VET and VCAL); and Critique and articulate the educational theories underpinning the programs they work on in their educational settings.

Class Contact: This unit consists of a one hour lecture and one hour tutorial class in semester 2.

Required Reading: Online resources will be provided to students in this unit. Phase 3 - The Australian Curriculum Australian Curriculum, Assessment and Reporting Authority (ACARA), 2010 http://www.acara.edu.au/curriculum/phase_3_-_the_australian_curriculum.html.

Assessment: Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task.

Portfolio, Four annotated artefacts from secondary setting experience, 50%. Presentation, Applied curriculum project inquiry and evaluation, 50%. Successful completion of Project Partnerships report is a hurdle task.

It is likely that preservice teachers will be required to complete site-based learning in the workplace activities where these can be negotiated with schools. In this instance preservice teachers are required to attend for satisfactory completion of the unit. Failure to attend site-based learning in the workplace activities may result in an unsatisfactory result.

Total effective word limit 3000 words.
Melbourne: Oxford.

Assessment: Where assessment tasks are based on a site-based experience, preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task. Creative Works, Visual arts presentation (2000 words or equivalent), 70%. Report, Excursion proposal report (1000 words or equivalent), 30%.

AEB3304 DRAMA AND DANCE PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS

Locations: St Albans, Footscray Park, Other.

Prerequisites: Students must complete either AEB1101 or AEB1103 as a pre or co-requisite.

Description: Preservice teachers undertake a specific inquiry into the teaching of Drama and Dance. They explore the philosophical bases of the subject area, as well as investigating different strategies for developing student thinking and skills, catering to the diverse needs of students, inclusive education, the purposes and processes of assessment and evaluation, and relevant documentation. Preservice teachers are encouraged to experiment with different teaching strategies in Drama, Dance and Performance. Pre-service teachers will develop a theoretical and practical approach to Drama and Dance teaching and critical understanding. Pre-service teachers will investigate: personal, school-based, creative, and professional arts practices that support students’ understandings of the role of Performance in society, both local and global. Pre-service teachers will investigate community arts organisations and explore the value of solo, ensemble and scripted/choreographed work. In this unit of study pre-service teachers will examine, investigate, articulate and reflect on important questions regarding the impact of teachers’ work in Dance and Drama within teaching and learning in secondary contexts. Pre-service teachers will also examine state and national government policy documents, broaden their understanding of available arts resources, and investigate the research literature.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Design and apply a teaching program for Dance, Drama and/or Performing Arts in a secondary school setting; Express, in teaching practice, a philosophical stance on Arts Education; Assess and evaluate personal and student performances in Drama and Dance; and Demonstrate understanding and apply the processes of creative engagement, particularly in ensemble, solo and scripted work.

Class Contact: one-hour lecture and two-hour tutorial for 12 weeks in semester 1 or 2.

Required Reading: Unit reader.

Assessment: Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task.

Presentation, Presentation on a question or issue to be negotiated with the lecturer., 60%. Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task.

Total effective word limit 3000 words.

AEB3306 TESL PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS

Locations: St Albans, Footscray Park, Other.

Prerequisites: Students must complete either AEB1101 or AEB1103 as a pre or co-requisite.

Description: Preservice teachers undertake inquiry into the teaching of English as a Second Language. They engage in an historical overview of the development of methods and approaches to Teaching English as a Second Language (TESL), and investigate the nature of language and the socio-cultural context of learning and teaching ESL in Australia. They review current research of ESL and its implications for the teaching of speaking, listening, reading and writing in the second language classroom. Preservice teachers explore learner variables and cultural factors which impinge on learning and communication, and inquire into TESL-specific teaching strategies and effective practices for successful learning of the four macro-skills with grammar, vocabulary and non-verbal communication. Also included are introductions to language needs analyses and the assessment of communicative competence and language proficiency.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Understand the socio-cultural context of TESL in Australia, particularly in secondary school settings; Use their knowledge of the main features of the English language (syntax, pragmatics, morphology, phonology, lexis, semantics) to teach ESL; Describe the processes and variables involved in learning English as a second (or additional) language; Analyse ESL learners’ language and socio-cultural needs; Design and evaluate lessons and teaching programs to meet ESL learners’ language and socio-cultural needs; and Read, understand and relate current research of ESL to the teaching of ESL.

Class Contact: Three-hour seminar (or One-hour lecture and two-hour tutorial) for 12 weeks in semester 1 or 2.
AEB3307 HEALTH PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS

Locations: St Albans, Footscray Park, Other.

Prerequisites: Students must complete either AEB1101 or AEB1103 as a pre or co-requisite.

Description: In this unit of study preservice teachers will examine, investigate, articulate and reflect on: how health education is structured within schools; health education for individuals and communities; and health education as a holistic approach using the health promoting schools model. The unit includes: (1) consideration of health education, physical, social, psychological; (2) reflection on the provision of health education and promotion across culturally diverse communities; (3) evaluation of the health promoting schools model; (4) reflection on the provision of health services and interventions; (5) factors that support the development of secondary students’ health literacy; and (6) development of classroom and school practices that support health. Preservice teachers will also examine government policy documents, broaden their understanding of the range of interest groups/organisations and investigate the research literature for implementation of recent findings on health education and promotion in secondary schools.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Use the Health Promoting Schools Model to develop strategies and programs for holistic education/promotion in secondary schools; Identify, interpret and evaluate specific teaching strategies that support the development of health literacy; Trial and evaluate approaches to the documentation of lesson and curriculum planning and the assessment of student learning; and Demonstrate the use of a range of approaches to reflect on and improve personal teaching practice.

Class Contact: One-hour lecture and two-hour tutorial for 12 weeks in semester 1 or 2.


Assessment: Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task.

Portfolio, Portfolio and presentation of health education curriculum and practice in a secondary school (1500 words or equivalent), 50%. Review, Evaluation of pedagogies: Inquiry into teaching strategies for health education/promotion (related to teaching practice, 900 words or equivalent), 30%. Research Paper, Review of the research literature into the Health Promotion Schools Model and its application for secondary schools and communities (600 words), 20%. Assessment task: Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task.

AEB3308 HUMANITIES PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS

Locations: St Albans, Footscray Park.

Prerequisites: Students must complete either AEB1101 or AEB1103 as a pre or co-requisite.

Description: Preservice teachers undertake a specific inquiry into the teaching of the humanities (economics, geography and history) in secondary schools. Preservice teachers will explore the philosophical approaches of the subject area, as well as investigating different strategies for developing student thinking and skills, the purposes and processes of assessment and evaluation, and relevant documentation produced by government and other stakeholders. Preservice teachers are encouraged to experiment with different pedagogies in the humanities and reflect on student learning. In this unit preservice teachers will be introduced to a range of pedagogies and curriculum tools in order to develop a professional stance on the teaching of the Humanities. Preservice teachers will be encouraged to critically reflect on how we might teach the humanities in a range of educational settings with a focus on inclusive education and the diversity of students, including those from disadvantaged cohorts, and those from indigenous backgrounds. Preservice teachers will also be given the opportunity to critically examine the place of the humanities in the context of contemporary educational debates and issues.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Explore, reflect and articulate a professional view on the contact and practice of humanities curriculum and pedagogy; Demonstrate their ability to cater to the diverse needs of students; Critique current relevant documentation produced by government and other stakeholders; and Demonstrate an understanding of and response to different teaching strategies and the purposes and processes of assessment and evaluation within the secondary humanities curriculum.

Class Contact: 3 hours.

Required Reading: Relevant and current readings will be provided in class throughout the duration of the course.

Assessment: In this unit of study there will be two assessment tasks. Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task.

Assignment, Minor Assignment (1200 words or equivalent), 40%. Project, Major Assignment (1800 words or equivalent), 60%.

AEB3309 INFORMATION AND COMMUNICATION TECHNOLOGIES PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS

Locations: St Albans, Footscray Park, Other.

Prerequisites: Students must complete either AEB1101 or AEB1103 as a pre or co-requisite.

Description: In this unit of study preservice teachers will be engaging in an inquiry-oriented curriculum that will contribute to the development of professional capabilities and practices required for engaging learners in middle years and secondary schools in learning about, with and through digital technologies in accordance with state and national curriculum requirements. The unit will offer preservice teachers a range of innovative learning experiences that will extend their digital literacy as well as their understanding of the pedagogical and socio-cultural implications of learning and teaching with digital technologies in a variety of educational contexts. Through a range of personalised, collaborative and negotiated learning activities the unit will help preservice teachers (1) extend their functional digital literacy in order to effectively use a variety of emerging digital media to facilitate multiliterate approaches to learning in middle and secondary schools; (2) develop strategies to address equity issues related to equal access for all students, including different levels of ability, gender, socioeconomic status, language and culture; (3) understand the implications of digital divide for student learning social participation, social mobility and access to success; (4) understand how ICT-enriched curricular activities can facilitate inquiry, problem-solving, critical thinking and knowledge construction in middle and secondary school settings; (5) explore innovative uses of ICT, such as being connected across multiple dimensions, local and global communication and collaboration; (6) demonstrate understanding of how the integration of ICT can influence the restructuring/reorganisation of classrooms and schools for improved student learning and inclusive communities of learners; (7) maintain a critically reflective approach in the use of electronic information in relation to vulnerability of children/youth culture to misinformation, marketing and inappropriate relationships;
(8) apply appropriate ethical positions and responsible behaviours associated with the use of ICT, such as socially and ecologically sustainable practices with digital technologies.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Apply their knowledge and understandings in a range of educational contexts engaging adolescents and youth in innovative learning experiences with digital technologies; Engage with current educational discourses, policy directions and maintain a critical perspective related to deployment and integration of digital technologies in schools and the broader society; Use a range of ICT-rich pedagogical approaches and strategies to respond to the diverse needs of learners in a variety of educational settings; Work autonomously and collaboratively with peers and professionals in the field to solve problems related to the effective integration of digital technologies into student learning and other social practices; Work with digital technologies in an environmentally, socially and culturally responsible manner; Engage with the broader community to minimise the effects of digital divide and support parents and other community members to acquire critical digital literacy; and Demonstrate their digital literacy in a range of professional contexts.

Class Contact: One-hour lecture and two-hour tutorial for 12 weeks in semesters 1 and 2.


Assessment: Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task.

Assignment, Investigation and report (1800 words or equivalent), 40%. Project, Digital Praxis Inquiry project (12000 words or equivalent), 60%. Where the assessment task is based on a site-based experience preservice teachers are required to attend all sessions for satisfactory completion of this task.

AEB3310 LOTE PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS

Locations: St Albans, Footscray Park, Other.

Prerequisites: Students must complete either AEB1101 or AEB1103 as a pre or co-requisite.

Description: Preservice teachers undertake inquiry into the teaching of languages other than English in secondary schools. They explore socio-cultural context of languages in Australia and globally and the rationale and philosophical bases of LOTE teaching and learning and its place and structure in state and national school curriculum. They research theories of language acquisition and investigate students acquisition of LOTE. Preservice teachers are encouraged to experiment with a range of teaching strategies to engage secondary students in LOTE, catering for their diverse needs and interests and reflect on student learning. They will inquire into discipline-specific teaching strategies and approaches in language teaching; developing and integrating language macro-skills in the LOTE classroom; pronunciation, speaking and listening; reading, writing and teaching vocabulary and grammar.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Understand the socio-cultural context of LOTE in Australia, particularly in secondary school settings; Demonstrate knowledge of how students learn language; Demonstrate knowledge of LOTE curriculum in secondary schools and effective teaching strategies and practices for LOTE; Use their knowledge of the main features of language to plan, teach and reflect on lessons and sequences of lessons that engage students in the learning of a LOTE; and Reflect, evaluate and improve their pedagogical knowledge and practice in the discipline.

Class Contact: One-hour lecture and two-hour tutorial for 12 weeks in semester 1 or 2.

Required Reading: A course in language teaching, Ur, P 1997, Cambridge University Press.

Assessment: Assignment, LOTE teaching practice exposition (1500 words or equivalent), 50%. Report, Report and presentation of pedagogical inquiry into LOTE teaching and learning (1500 words or equivalent), 50%. Normally assignments will relate to practicum experience and students taking this unit must be concurrently enrolled in AEB3301 or AEB3302.

When this unit is delivered in site-based mode, one assessment task will be negotiated as a project in the school or learning setting and 100% attendance is a requirement for satisfactory completion of the assignment.

AEB3311 MATHEMATICS PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS

Locations: Footscray Park, Other.

Prerequisites: Students must complete either AEB1101 or AEB1103 as a pre or co-requisite.

Description: Preservice teachers undertake inquiry into the teaching of mathematics in secondary schools. They explore the philosophical bases of the subject and its place and structure in state and national school curriculum. They investigate secondary students developing mathematical thinking, reasoning and problem-solving, making connections with primary school mathematics curriculum and practice. Preservice teachers are encouraged to experiment with a range of teaching strategies to engage secondary students of different school year levels, catering for their diverse needs and interests. They engage with a range of processes for assessing learning to develop understanding of its purpose in mathematics teaching and learning and for accreditation in the senior secondary years. Preservice teachers will inquire into discipline-specific teaching strategies and effective practices for successful learning in secondary mathematics, including selecting effective mathematics learning tasks and student investigations, using appropriate mathematical representations and using digital tools and materials to support mathematical inquiry and thinking. Through their inquiry of mathematics pedagogy preservice teachers will deepen their mathematical knowledge making connections between concepts and topics in mathematics and with the real world.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate knowledge of how secondary students think mathematically and learn mathematics; Demonstrate knowledge of mathematics curriculum in secondary schools and the guidelines and resources available to support the implementation of mathematics curriculum; Plan purposeful lessons that motivate students, foster mathematical thinking and generate specific student learning outcomes; Monitor and assess student learning in mathematics; Demonstrate knowledge of the structure and connections in mathematics for teaching secondary mathematics; and Reflect upon, evaluate and improve their pedagogical knowledge and practice in the discipline.

Class Contact: One-hour lecture and two-hour tutorial (or three-hour seminar) for 12 weeks in semester 1 or 2.


Assessment: When this unit is delivered in site-based mode, Assignment 1 will be a project conducted in the school or learning setting and 100% attendance is a requirement for satisfactory completion of the assignment.Assignment, Mathematics teaching practice exposition (1500 words or equivalent), 50%. Assignment, Report and presentation of pedagogical inquiry into students’ mathematical thinking and reasoning (1500 words or equivalent), 50%.
AEB3312 MEDIA PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS

Locations: St Albans, Footscray Park, Other.

Prerequisites: Students must complete either AEB1101 or AEB1103 as a pre or co-requisite.

Description: In this unit of study preservice teachers will examine, investigate, articulate and reflect on important questions regarding the impact of teachers' work in media studies in secondary contexts. Preservice teachers will develop a theoretical and practical approach to media experiences and critical understanding. They will investigate: personal, school-based, creative, and professional multimedia practices that support students' understandings of the role of the media in society, both local and global. Pre-service teachers will investigate community media organisations and explore the value of collaborative school/community relationships in multimedia projects. The unit includes: (1) an examination of a general model for learning within a media-based context; (2) implementation of differentiated teaching and assessment based on current educational guidelines; (3) classroom environment management in secondary school settings; and (4) the use of technology to facilitate learning. Preservice teachers will also examine local and national government policy documents, broaden their understanding of available media resources and investigate the research literature.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Identify, interpret and evaluate specific teaching strategies related to media studies; trial approaches to the documentation of lesson and curriculum planning and the assessment of student learning in media studies; and demonstrate the use of a range of approaches to reflect on and improve personal teaching practice within media studies.

Class Contact: One-hour lecture and two-hour tutorial for 12 weeks in semester 1 or 2.


Assessment: Report, Evaluation of local media facility (or organisation) as a setting for student learning (1000 words or equivalent), 30%. Presentation, Media teaching practice exposition (2000 words or equivalent), 70%. Presentation

Pre-service teachers will document their media understanding, culminating in an exhibition, performance (group and/or individual) or presentation which documents their personal media literacy development over the semester (2000 word limit).

AEB3313 MUSIC PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS

Locations: St Albans, Footscray Park, Other.

Prerequisites: Students must complete either AEB1101 or AEB1103 as a pre or co-requisite.

Description: Preservice teachers undertake inquiry into the teaching of music in secondary schools. They explore the socio-cultural context of music and the philosophical bases of the discipline and its place and structure in state and national school curriculum. They investigate students' engagement with music and how students learn the skills, knowledge and understanding of music and develop and use creative processes for musical performance. Preservice teachers are encouraged to experiment with a range of teaching strategies and learning experiences to engage secondary students with diverse needs and interests in music and reflect on student learning. Preservice teachers will inquire into discipline-specific teaching strategies and effective practices for successful performance of a range of music forms and styles, and for interpretation and critique of music artworks.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Understand the socio-cultural context of teaching music in schools in Australia, particularly in secondary school settings; Describe the processes and variables involved in learning to interpret and perform musical works; Plan, implement and reflect on lessons and other learning experiences; Monitor and assess student learning of music; and Reflect, evaluate and improve their pedagogical knowledge and practice in the discipline.

Class Contact: One-hour lecture and two-hour tutorial for 12 weeks in semester 1.


Assessment: Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task. Creative Works, Music teaching practice exposition (1500 words or equivalent), 50%. Report, Report and presentation of pedagogical inquiry into music teaching and learning (1500 words or equivalent), 50%.

AEB3314 OUTDOOR EDUCATION PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS

Locations: St Albans, Footscray Park, Other.

Prerequisites: Students must complete either AEB1101 or AEB1103 as a pre or co-requisite.

Description: This unit of study will provide preservice teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a 'tool box' of teaching strategies, the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Understand the aims, approaches and resources relevant to the unit of study, especially as outlined in the Victorian Essential Learning Standards, VCAL and the VCE; Record outdoor education teaching experiences; Inquire into current issues in outdoor education; and Articulate values and philosophies associated with outdoor education.

Class Contact: One-hour lecture and two-hour tutorial for 12 weeks in semester 1 or 2.


Assessment: Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task.
AEB3315 PHYSICAL EDUCATION PEDAGOGY AND PRACTICE FOR PRIMARY STUDENTS

Locations: St Albans, Footscray Park, Other.

Prerequisites: Students must complete either AEB1101 or AEB1103 as a pre or co-requisite.

Description: In this unit of study pre-service teachers will engage in an inquiry-oriented curriculum that will contribute to the development of professional capabilities and practices required for engaging learners in the primary and middle years of schooling in the domain of physical education. The unit will offer pre-service teachers a range of innovative learning experiences that will extend their practice capabilities in partnership with their understanding of the pedagogical and socio-cultural implications of teaching and physical education in a variety of educational contexts. Through a range of personalised, collaborative and negotiated learning activities, the unit will include the following concepts: (1) curriculum and processes used to teach PE in the government sector will be detailed and analysed. Students will be presented with material associated with the best practice format of schools operating with limited or basic levels of funding and resources. This session will also include the examination of the broad content of the Victorian DEECD guidelines for both the National curriculum and VELS; (2) specific information regarding the current instructional models used both in the Australian setting and throughout the world for teaching physical education to students in the middle years (upper primary and lower secondary); (3) an overview of the main teaching styles adopted within the delivery of physical education in the middle years; (4) students develop scenarios that detail student behaviours associated with low levels of engagement in physical engagement. The students will then contrast this presentation with a matching scenario in which teaching behaviours are demonstrated that will lead to an improvement in engagement; (5) examination of techniques and approaches to management within the physical education teaching environment. Procedures associated with rules, routines, discipline and positive engagement will be discussed. Specific systems used currently within the teaching profession will be also be detailed; (6) students will complete site-based sessions focusing on facilitating involvement of Year 5 and 6 students in a practical school sport program.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Apply their knowledge and understanding in a range of educational contexts to engaging middle years students in positive learning experiences in physical education; Engage with current educational discourses, policy directions and maintain a critical perspective related to deployment and integration of physical education in schools and the broader society; Use a range of physical education pedagogical approaches and strategies to respond to the diverse needs of learners in a variety of educational settings; Work autonomously and collaboratively with peers and professionals in the field to problem-solve issues related to the effective engagement of middle years students to facilitate their learning and other social practices; and Demonstrate the use of a range of approaches to develop the practical representation of the physical education teaching skills.

Class Contact: One-hour lecture and two-hour tutorial for 12 weeks in semester 1 or 2 including site-based school project.

Required Reading: To be provided by the lecturer.

Assessment: An overview of implementing a specific instructional model for teaching in physical education 40%. This assignment will be in the form of an essay evaluating models of teaching in physical education. The student should examine and review appropriate research and theory to formulate a framework as to how a particular model could be implemented within the typical lower school physical education curriculum. Evaluating Scenarios of Student Behaviour 40%. Development of a video presentation of before and after scenarios that involve a change in teaching behaviours that lead to improved student engagement. The video material will be supplemented with the submission Site-based school sport program 20%. Log book report of involvement in the on-site school sport program (750-1000 words). Detail should relate to the specific activities presented and a reflection on the engagement of the students in the program.

Essay, An overview of implementing a specific instructional model for teaching in physical education, 40%. Project, Evaluating scenarios of student behaviour, 40%. Project, Site-based school sport program, 20%. Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task.

Total effective word limit 3000 words.

AEB3316 PSYCHOLOGY PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS

Locations: St Albans, Footscray Park, Other.

Prerequisites: Students must complete either AEB1101 or AEB1103 as a pre or co-requisite.

Description: Preservice teachers undertake a specific inquiry into the teaching of psychology. They explore the philosophical bases of the subject area, as well as investigate different strategies for developing student thinking and skills, catering to the diverse needs of students, inclusive education, the purposes and processes of assessment and evaluation, and relevant documentation, e.g. VELS, VCE study designs and relevant documentation produced by government and other stakeholders. Preservice teachers are encouraged to experiment with different teaching strategies in the area of psychology and reflect on student learning. This unit will provide preservice teachers with an understanding and familiarity of the current course content and state and national curriculum guidelines (VCAA and ACARA) for successful implementation of the curriculum for Psychology Units 1-4. Preservice teachers will develop the skills to enable them to participate as competent and reflective psychology teachers in secondary schools. A focus of the unit is to provide preservice teachers with the skills and resources to develop and design quality lessons to their learners. They will be expected to develop the practical skills necessary for successful implementation of the theoretical concepts studied within the unit. Preservice teachers will develop the skills necessary to plan, develop and implement suitable assessment tasks which satisfy the requirements set by secondary accreditation authorities (VCAA).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate an understanding of the curriculum, teaching and learning in secondary schools and the guidelines and resources available to support the implementation of the curriculum; Plan purposeful lessons that motivate students, foster psychological thinking and generate specific student learning outcomes; Monitor and assess student learning; Demonstrate their own deeper understanding of psychological concepts and skills; Demonstrate skills in evaluating their planning and teaching of psychology; Communicate effectively as a professional and as a citizen; and Work both autonomously and collaboratively as a professional.

Class Contact: One hour for lectures and two hours for workshops and tutorials in semesters 1 and 2.


Assessment: Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task.

Report, An investigation and report into pedagogy for psychology, 50%. Report, A report on the planning and teaching of psychology, 50%. Total effective word limit 3000 words.
AEB3317 SCIENCE

Locations: St Albans, Footscray Park, Other.

Prerequisites: Students must complete either AEB1101 or AEB1103 as a pre or co-requisite.

Description: Pre-service teachers will analyse the curriculum, pedagogy and practice required for the effective teaching of science in a secondary environment. This will be facilitated through an analysis of state and national curriculum documents and the impact of these educational directives on the teaching and learning of science in a secondary environment. The features, demands and impact of international and research studies on the teaching and learning of science in years 7-10 will also be examined. Issues around assessment, including formative and summative assessment strategies, will be analysed. Preservice teachers will be encouraged to experiment with a range of teaching strategies and alternative learning environments to engage secondary students of different school year levels, catering to their interests, diverse needs and abilities. Aspects associated with the setting up of a safe and successful learning environment will be analysed, including access to, and provision of, appropriate support material, ICT, online resources, and examples of current successful curriculum practice. Preservice teachers will also learn about supporting students’ science career pathways. There will be an investigation into the provision of engaging alternative learning environments for students in the lower secondary school and the provision of appropriate pedagogical approaches and resource material for the senior secondary years.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Apply their knowledge and understanding in a range of educational contexts to increase adolescent and youth interest and involvement in innovative science learning experiences; Engage with current educational discourses and policy directions, while maintaining a critical perspective related to their impact on the teaching and learning of science; Plan purposeful and relevant science lessons to motivate students, and foster and encourage increased awareness and involvement in science; Monitor and assess student learning; and Reflect, evaluate and improve their pedagogical knowledge and broaden their scientific skills, knowledge and interest.

Class Contact: Weekly one-hour lecture and two-hour tutorial for 12 weeks, unless site based.

Required Reading: Readings will be provided by the lecturer in the unit guide.

Assessment: Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task.

Project, Science education practice project (1200 words), 40%. Presentation, A collection and presentation of artefacts to demonstrate knowledge as an innovative and engaged science educator (1800 words), 60%. The project will document pedagogical content knowledge and appreciation for the need to increase interest and knowledge of science in secondary school students through engaging, and/or alternative, learning settings (1200 words or equivalent).

The presentation will involve the collection and presentation of artefacts that demonstrate an appreciation for past perspectives, current experiences, insights into future impact of science and the appropriate use and integration of ICT (1800 words or equivalent).

AEB3318 LEARNER WELFARE AND WELLBEING

Locations: St Albans, Footscray Park, Other.

Prerequisites: Students must complete either AEB1101 or AEB1103 as a pre or co-requisite.

Description: Preservice teachers will undertake a specific inquiry into the current and emerging issues related to learner welfare and wellbeing by exploring contemporary literature and evaluation of current practices used in schools. They will explore the educational structures and models used for supporting learners, focusing on pastoral care, career counselling, mentoring, resilience development and inter-professional collaboration. Preservice teachers will develop key understandings and insights into the collaborative roles of and between school personnel, the family and communities in the provision of pastoral and supportive care to learners. This unit will provide preservice teachers with an understanding of key current perspectives and practices of the schools’ role in the provision of welfare services to learners. Preservice teachers will develop a familiarity with the processes and systems involved and required to respond effectively and appropriately to the needs of learners who present with complex issues that may arise out of their interactions and relationships with the school, the family and the community. A focus of the unit is to develop best practice skills particularly for working with young people in schools. Such skills include: managing and establishing groups, understanding group dynamics, negotiating positive group behaviour, conflict resolution and counselling and interprofessional collaboration. Preservice teachers will develop an appreciation for the appropriate support, collaboration and partnership that takes place between the school, the community, community services, welfare organisations and other agencies. In addition, this unit will examine the roles, responsibilities and ethical considerations of teachers in direct service delivery work.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Solve problems related to the welfare needs of young people and their families; Critically evaluate the relevant policy directions and existing models of student welfare that support the provision and management of sensitive data; Engage with and create a range of verbal and written texts for effective communication in a school-based setting; Work autonomously to develop strategies required to deal with issues that affect young people in schools; Work collaboratively to facilitate and coordinate family and community support for learners in schools; Work with young people in schools in culturally responsive ways; Manage data in an ethical manner that reflects a working knowledge of privacy issues in relation to young people in schools; Apply current knowledge and develop deep critical understanding of contemporary practices in the field of student welfare and wellbeing.

Class Contact: One-hour lecture and two hours of tutorials/workshops in semesters 1 and 2.


Assessment: Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task.

Report, Investigation and report into a school’s student welfare policies and programs, 50%. Review, An inquiry into the programs that support learner welfare and wellbeing, 50%. Total effective word limit 3000 words.

AEB3319 TECHNOLOGY AND VET PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS

Locations: St Albans, Footscray Park, Other.

Prerequisites: (a) Sub-major study in the specialist area or (b) Industry or Vocational Education and Training (VET) qualifications equivalent to Certificate IV or higher in the specialist area or (c) Certificate of Proficiency in a relevant trade area

Description: In this unit of study preservice teachers will be provided with the opportunity to explore and review the conditions and expectations necessary for effective learning and teaching in VETiS or technology context. In considering the nature and expectations of technology education, preservice teachers will be invited to investigate the requirements and the possibilities for technology education. Preservice teachers will be supported in their development of relevant and potentially successful approaches to teaching in a technology classroom and reflect upon experiences as a means of enhancing professional insights. In consideration of the nature of pedagogy in technology and VETiS, preservice teachers will examine, investigate, articulate
and reflect on theory and practice relevant to the specific dimensions of learning and teaching. The unit, therefore, includes: (1) an examination of a general model for teaching technology content and concepts; (2) an indepth exploration of the needs and opportunities presented to the technology educator; (3) implementation of competency-based delivery and a vocational focus; (4) understandings of the requirements of delivery of vocational education and training, competency and accountability; (5) provision of a safe and secure classroom environment and the development of in-class relationships which supports learning; (6) classroom environment procedures to facilitate learning (eg. appropriate grouping strategies, classroom management, peer and teacher/student relationships, individualised programs; and (7) the use of technology to facilitate learning for students. Preservice teachers will also examine government policy documents, broaden their understanding of available resources that include industry organisations and subject associations as well as investigate the research literature pertaining to technology and vocational education.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Identify, interpret and respond to potential challenges and opportunities, as well as the mandated curriculum and assessment requirements presented to teachers and students in technology and VETs learning environments; Trial approaches to the documentation of lesson and curriculum planning and the assessment of student learning; Demonstrate the use of a range of approaches to reflect on and improve personal teaching practice; Explore pathways to meet diverse students’ needs; Provide a safe, secure and supportive classroom environment.

Class Contact: One-hour lecture and two-hour tutorial for 12 weeks in semester 1 and 2.

Required Reading: Relevant and current readings will be provided in class throughout the duration of the unit.

Assessment: Assignment, Annotated unit of teaching, 60%. Review, Review and critique of technology or VETs classes, 40%. Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task.

Total effective word limit 3000 words.

AEB3321 LEARNING IN A GLOBALISED WORLD

Locations: St Albans, Footscray Park.

Prerequisites: AEB2110 - TEACHERS KNOWING CHILDREN

AEB2210 - MAKING THE CONDITIONS FOR LEARNING

Description: In this unit of study preservice teachers will examine, investigate, articulate and reflect on important questions regarding the provision of appropriate environments to the special learning needs of students who are from the extremes of the ability continuum, ie. intellectually gifted and talented, and the range of disabilities. This unit will focus on developing knowledge and skills to teach students with special learning needs who are in mainstream schools and classrooms. The unit includes: (1) an examination of a general model for teaching learners with special learning needs; (2) the use of the learning characteristics of students with special learning needs to identify the most appropriate instructional and pedagogical procedures; (3) implementation of differentiated teaching and assessment based on identified categories of gifted and talented learning (eg. verbal gifted knowledge, mathematical gifted knowledge, nonverbal gifted knowledge) and disability needs (eg. hearing or vision impaired); (4) the influence of culture on gifted and talented students; (5) articulation and reflect on important questions regarding the provision of appropriate environments to the special needs of students in a classroom setting; (6) classroom environment procedures to facilitate learning (eg. appropriate grouping strategies, classroom management, peer and teacher/student relationships, individualised programs; and (7) the use of technology to facilitate learning for students with special learning needs from both extremes of the continuum. Preservice teachers will also examine government policy documents, broaden their understanding of available support facilities that include parent groups, school principals and particular associations (eg. CHIP foundation), and investigate the research literature for implementation of recent findings for each extreme of the ability spectrum.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Identify, interpret and evaluate specific teaching strategies related to the special needs of students in a classroom setting; Trial approaches to the documentation of lesson and curriculum planning associated with students with special learning needs in a classroom setting; Demonstrate an integrated approach to working with students with special learning needs in a classroom setting; Use a range of approaches to reflect on and improve personal teaching practice associated with the special learning needs of students in a classroom setting.

Class Contact: One-hour lecture and two-hour tutorial for 12 weeks in semesters 1 and 2.


Assessment: Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task.

Project, A documented reflective commentary and critical evaluation into the practice/observations in an appropriate special learning needs environment, 40%. Other, A collection of artefacts that demonstrate and reflect knowledge and skills for providing a special learning needs environment, 60%. Total effective word limit 3000 words.

AEB3320 TEACHING STUDENTS WITH SPECIAL LEARNING NEEDS

Locations: St Albans, Footscray Park, Other.

Prerequisites: AEB2110 - TEACHERS KNOWING CHILDREN

AEB2210 - MAKING THE CONDITIONS FOR LEARNING

Description: In this unit of study preservice teachers will examine, investigate and articulate and reflect on important questions regarding the provision of appropriate environments to the special learning needs of students who are from the extremes of the ability continuum, ie. intellectually gifted and talented, and the range of disabilities. This unit will focus on developing knowledge and skills to teach students with special learning needs who are in mainstream schools and classrooms. The unit includes: (1) an examination of a general model for teaching learners with special learning needs; (2) the use of the learning characteristics of students with special learning needs to identify the most appropriate instructional and pedagogical procedures; (3) implementation of differentiated teaching and assessment based on identified categories of gifted and talented learning (eg. verbal gifted knowledge, mathematical gifted knowledge, nonverbal gifted knowledge) and disability needs (eg. hearing or vision impaired); (4) the influence of culture on gifted and talented students; (5) articulation and reflect on important questions regarding the provision of appropriate environments to the special needs of students in a classroom setting; (6) classroom environment procedures to facilitate learning (eg. appropriate grouping strategies, classroom management, peer and teacher/student relationships, individualised programs; and (7) the use of technology to facilitate learning for students with special learning needs from both extremes of the continuum. Preservice teachers will also examine government policy documents, broaden their understanding of available support facilities that include parent groups, school principals and particular associations (eg. CHIP foundation), and investigate the research literature for implementation of recent findings for each extreme of the ability spectrum.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Identify, interpret and evaluate specific teaching strategies related to the special needs of students in a classroom setting; Trial approaches to the documentation of lesson and curriculum planning associated with students with special learning needs in a classroom setting; Demonstrate an integrated approach to working with students with special learning needs in a classroom setting; Use a range of approaches to reflect on and improve personal teaching practice associated with the special learning needs of students in a classroom setting.

Class Contact: One-hour lecture and two-hour tutorial for 12 weeks in semesters 1 and 2.


Assessment: Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task.

Project, A documented reflective commentary and critical evaluation into the practice/observations in an appropriate special learning needs environment, 40%. Other, A collection of artefacts that demonstrate and reflect knowledge and skills for providing a special learning needs environment, 60%. Total effective word limit 3000 words.
their ability to critically analyse and reflect on the impact of a globalised world on their Project Partnership setting.

Class Contact: One-hour lecture and two-hour tutorial for 12 weeks in semesters 1 and 2.

Required Reading: Relevant and current readings will be provided in class throughout the duration of the course.

Assessment: Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task. Assignment, An investigation and report (1500 words or equivalent), 50%; Assignment, An annotated collection of artefacts (1500 words or equivalent), 50%.

AEB3801 YOUTH POLICY AND CIVICS

Locations: Footscray Park.

Description: This unit of study is constructed around an inquiry by students into youth policy by firstly understanding the social and economic context in Australia and globally that frames our economy and society. This unit considers postmodern social theory to questions of social justice and social action. Topics to be examined in relation to youth policy formulation and implementation include: the organisation of resources in a democratic society; the use of the guide post of history and social theory; the political process used to develop policy; and how the community understands and impacts on that process. The unit also explores the context, development and implementation of social policy and its relationship to civics education in Australia. It examines current models of social policy and provides a basis for the development of a framework of civics education for young people. Topics to be examined in relation to youth policy formulation and implementation include the organisation of government and non-government organisations, and an investigation of many of the current debates surrounding the role of the welfare state.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Identify the broad parameters of the study of social policy; Demonstrate understanding of how youth policy impacts on young people, youth workers, teachers and service providers in this state; Understand the broader impact of policy in constructing social outcomes particularly in developing equitable outcomes; Consider the role of policy in constructing a fair society and the importance of understanding policy mechanisms in the constructs of civics education in our society; Demonstrate the development of skills and knowledge about the theory/s that underpin and involves youth policy; Demonstrate knowledge of the different processes and mechanisms that may be undertaken to develop and formulate youth policy.

Class Contact: A typical session will consist of a lecture, workshops and group work activities.


Assessment: Report, Reports of reading, 50%. Project, Activities and projects, 50%. Total effective word limit 3000 words.

AEB3802 PROFESSIONAL CULTURE AND COLLABORATION

Locations: Footscray Park.

Prerequisites: AEB1800 - YOUTH WORK PRACTICE

Description: This unit aims to introduce students to the theory and practice of inter-professional collaboration as a practice framework and method for working across disciplines to improve outcomes for young people. It provides students with an understanding of professional collaboration as a framework for engaging with other professionals such as teachers, policy planners, community development workers and health and legal personnel. An integral part is that students understand the importance of planning, negotiation and collaboration, especially in the current political and competitive environment where, as youth workers, they need to advocate effectively for young people, while working closely with other professionals. The unit aims to develop a better understanding of collaboration and the principles and processes that underpin it. Students develop skills and knowledge of planning and learn to establish effective partnerships with key stakeholders, so as to better manage the competition that might arise, and drive a vision that is youth-orientated. Practice elements include drafting MOUs and letters of agreement, and designing a multi-outcome project in a community setting with a consortium or funding agency. The unit is thematically structured with a focus on understanding the culture of different professional groups that youth workers would normally collaborate with. In the first five weeks, students focus on teachers and schools given a need to understand how to work with schools. They then move on to focusing on principles for working with other professionals such as health workers or legal practitioners.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Develop awareness of how professional frames of reference influence perspectives and practices of youth work; Utilise current research findings and theory to develop frameworks for collaborative practice and generate shared goals; Learn and demonstrate a range of skills which facilitate inter-professional collaboration; Develop knowledge and understanding of the principles, benefits and challenges of inter-professional collaboration and interdisciplinary service provision; Identify an issue or problem affecting young people and participate in a disciplinary team to develop a creative community-based approach to address the problem; Reflect on their own learning and the process of collaborating as they experience and observe it in their class teams and in their agency placement; Develop an appreciation of current collaboration and partnership practice models through participation in youth-related activities.

Class Contact: Three hours per week equivalent tutorials for one semester, compromising campus and community-based meetings and activities or equivalent.


Assessment: Review, Inter-professional collaboration in the school setting, 30%. Other, Scenario analysis and reflection, 20%. Project, Review of a model of inter-professional collaboration: workshop presentation of the principles of inter-professional collaboration, 50%. Total effective word count 3000 words.

AEB3803 PROFESSIONAL PRACTICE 1

Locations: Footscray Park.

Description: Professional Practice provides the authentic context for a collaboration of student youth work practitioners, their community sector mentors and the university, to understand and enhance youth work professional practice. The practical experiences of student youth workers in partnerships are also the basis of their critical reflection and theorising on practice, which leads to sustainable improvement and change. Third year students also need to complete a substantial written research project for the organisation. This may take the form of a youth consultation, needs analysis, program evaluation, documentation of practice/best practice or other negotiated project. As each placement is unique, students are required to negotiate their tasks, responsibilities and timelines with their agency supervisor and undertake regular supervision to reflect on their practice. This unit of study is designed to support and prepare students to make the transition from university to employment.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Develop skills and knowledge in research methods specific to the youth sector; Extend knowledge and practice in connecting theory to practice to industry standard; Increase awareness and issues of the youth work sector.

Class Contact: Professional placement to be undertaken between August and January on the basis of 1.5 days per week or in a flexible mode that includes some block time between October and January.

Required Reading: Making the most of field placement, Cleak, H & Wilson, J 2007, Sth Melbourne: Thomson.
AEB3804 RESEARCH AND YOUNG PEOPLE

Locations: St Albans, Footscray Park.

Prerequisites: AEB2802 - ETHICS AND YOUTH WORK PRACTICE

Description: This unit of study introduces students to action-based research in youth, education and community-focused settings by their placement in such settings. Students plan and implement a specific activity based on a literature review and participation in professional practice. Students are expected to generate a personal discourse which explains and enhances personal agency in the context of professional and bureaucratic structures. Skills to be developed include: planning for change; goal and outcomes setting; data collection and interpretation in action research; writing for professional audiences; journal and case writing. The unit of study encourages students to work together in co-operative groups, whilst also assisting them to be reflective practitioners; our ability as professionals to reflect, evaluate and improve our work practices is essential. This unit is designed to provide students with an understanding of the different research tools and how to apply them.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate understanding of the importance of being a reflective practitioner; Develop evaluation tools for a range of programs and community research; Identify and implement a range of research tools; Develop a research proposal; Use literature to identify good practice; Identify a range of literature useful to professional practice debates.

Class Contact: Three hours per week comprising one-hour lecture and one two-hour workshop.


AEB3805 YOUTH POLICY, CIVICS AND CULTURE

Locations: Footscray Park.

Prerequisites: AEB3801 - YOUTH POLICY AND CIVICS

Description: This unit aims to provide students with the knowledge and skills needed to work constructively within the policy and practice context of organisations serving young people. It looks specifically at the role of local government as an important player in shaping local communities and in supporting and connecting federal, state and community run services and activities within the community. As the third level of government, local government is often poorly understood and its impact on communities and their young people greatly underestimated. This unit allows students to gain insights into the council’s role as a key planner for local, natural and built environments and the community, and a provider of many local essential services, many of which play important roles in the lives of young people who live, go to school or recreate in that municipality. This unit seeks to provide an understanding of these impacts, their particular significance for young people, and how policy might shape them. Topics will be selected from the following: responding to national and state policy; identifying youth needs; youth consultation and communication; working in teams to plan and write submissions for funding to state and non-government funding agencies; program evaluation and reporting; managing a funded program; and developing strategies for empowering young people through their participation in a formally organised youth policy and planning project.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Gain an understanding of local government in Victoria: its functions, structure and operation; Gain awareness of the Local government’s relationship with community and other levels of government; Demonstration understanding of local governments’ impacts, interactions and roles with young people; Develop awareness of the role of local government youth services; Gain insights into the processes and systems used for youth policy and planning at local government level.

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


Assessment: Review, Review of young people and policy, 25%. Report, Youth policy and strategy plan: develop a policy and strategy plan on a youth issue that affects young people in local council area, 60%. Assignment, Reflect on the policy development process, 15%. Total effective word limit for the three tasks is 3000 words.

AEB3806 SOCIAL INQUIRY THEORY AND RESEARCH

Locations: Footscray Park.

Description: This unit provides students with the opportunity to explore in depth an area of professional youth work practice. Students make the links between theory and practice as an integral part of their learning. Students gain a better understanding of the current policy and interventions applicable to their chosen area of research. Social Inquiry is designed as an applied learning unit where students undertake a small research project in a key area of industry practice. Students explore current policy and interventions applicable to industry and apply their own analysis as to what may constitute best practice in that area. This unit provides students the opportunity to evidence their own specialist knowledge in an area that may be a future career path. The unit is also designed to assist students in their professional presentation skills as they must evidence their research in a major presentation at the conclusion of the semester.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Utilise a variety of research methods, including web-based research, to explore a diverse range of social issues that impact on young people in today’s society; Respond effectively to issues that are experienced in the workplace and be conversant with using and applying youth work practice methods; Demonstrate knowledge and skills to respond to such issues; Develop skills and knowledge in particular areas that are relevant to youth work practice methods; Produce evidence research and formally present on a topic of relevance to a professional audience; Develop and maintain a resource kit for use in the workplace.

Class Contact: Three hours of workshops per week over one semester or equivalent.


Assessment: Other, Group work and peer assessments, 20%. Essay, Individual essay, 50%. Presentation, Group presentation and kit, 30%. Total effective word limit 3000 words.

AEB3807 YOUTH RESEARCH PROJECT

Locations: Footscray Park.

Prerequisites: AEB3804 - RESEARCH AND YOUNG PEOPLE

Description: This unit aims to provide students with the skills to implement and report on an action research project located in a youth, education or community setting.
Students discuss and select their research topics with guidance from placement supervisors and work closely with their research supervisor to refine focus and direction of the project. Class sessions guide students systematically through the research process and cover topics such as: youth research design and framing; data collection and analysis methods with young people; ethics and confidentiality of youth research; report construction and youth sector funding submissions. Students participate in workshops where they report on their project opportunities, challenges and findings. Particular attention is given to the identification of projects’ intended and unintended consequences, including the interactions between structural constraints and democratic action. Students are also introduced to research and data sources, including from government, local websites and databases, as well as from professional youth networks and agencies. This unit has an industry specific focus on the professional youth work sector.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate an enhancement of their skills in the following areas: goal and outcomes setting, data collection and interpretation in action research, writing for professional audiences, journal and case writing, outcomes-based evaluation, formulation and presentation of findings of an action research project; Work together in co-operative groups; Develop skills and knowledge in research methods; Improve their knowledge of the current research mechanisms utilised in community settings; Extend their resource knowledge about research, program and funding tools that will assist them in their work upon graduation; Increase awareness of the professional youth networks and agencies in existence in their local setting; Complete an action research project that has relevance to young people within their local setting.

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


Assessment: Workshop, A range of scenario-based activities requiring students to work in groups to discuss, problem-solve and produce youth-related outcomes, 15%. Research Paper, Major research project, 85%. Total effective word limit 3000 words.

AEB3808 PROFESSIONAL PRACTICE 2

Locations: Footscray Park.

Prerequisites: AEB3803 - PROFESSIONAL PRACTICE 1

Description: Students are required to undertake a project with young people with a high degree of autonomy and responsibility under the direct supervision of an experienced youth work practitioner. The project negotiated will reflect the level of expertise that students are rapidly developing within their academic studies. It is envisaged that students will spend a minimum of 200 hours working with an organisation on their project. The project gives students the opportunity to consolidate the skills and knowledge gained in their youth work practice. Students conduct a substantial piece of youth research for the agency. Third year students also need to complete a substantial written research project for the organisation. Students consolidate the research data gathered and finalise their research reports for the host organisation. Students continue developing their professional portfolio to further enhance their transition from university to employment.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate the skills needed to be a reflective youth work practitioner; Evidence growing confidence in their ability to transition from university to employment; Demonstrate confidence in applying skills and responding appropriately to practice issues experienced within relevant youth work settings; Increase awareness of professional youth networks; Complete an action research project based at professional practice host organisation.

Class Contact: Professional placement to be undertaken between August and January on the basis of 1.5 days per week or in a flexible mode that includes some block time between October and January.


Assessment: ICT (Wiki, Web sites), Seminar attendance and regular online reflections, 20%. Project, Evidence understanding of the industry specific professional networks as well as other professional networks that work with the youth sector, 20%. Portfolio, Professional portfolio, 60%. Effective total number of words for all three tasks is 3000 words.

AEB4110 CHANGE AND SOCIAL JUSTICE

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

Description: This unit of study connects with, and complements, Project Partnerships and the Curriculum, Pedagogy and Assessment study being undertaken in the same semester. In order to demonstrate that they are able to act individually and collaboratively as reflective practitioners, pre-service teachers will ask: How do I take responsibility for student learning What areas of competence do I need to work on if I am to become an active, reflective practitioner They recognise how schools and teachers can encourage students to be engaged with, and to work for, the improvement of their own communities; work with mentor teachers to generate sustainable and effective approaches to the documentation of professional practice; investigate the professional knowledge, practice and engagement from the standpoint of education for a socially just society; work with mentor teachers, Year 4 colleagues and university colleagues to generate a personal educational philosophy which will inform their practice as they enter the profession; demonstrate to their mentor teachers that they are ready to accept the responsibility for working with a whole class of student groups in extended practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Develop a personal education philosophy that will inform their practice as they enter the profession; Demonstrate a successful relationship, based on a professional discourse about teaching and learning, with a mentor teacher; Take greater responsibility for working with a whole class of students in extended practice in semester two; Demonstrate the use of a range of approaches used by the competent professional teacher to reflect on, and improve practice, especially in ongoing planning and evaluation.

Class Contact: Project Partnerships: 14 days (five days supervised teaching practice). University participation: 36 hours comprising 24 hours in university lectures and workshops, 12 hours in online discussion.

Required Reading: Victorian Institute of Teaching 2003, Professional standards for full teacher registration, Victorian Institute of Teaching, Melbourne.


Total effective word limit 3000 words.

AEB4150 CURRICULUM AND INNOVATION

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

Description: The focus of this unit of study is the formation of the school curriculum as the negotiated outcome of personal, cultural and social/socioeconomic interests.
Pre-service teachers apply their developing understanding of those interested in an examination of how schools and teachers generate curriculum innovations which engage students in learning through the integration of multiple learning areas and disciplines. Curriculum integration is exemplified by an inquiry into Indigenous Australia with Civics and Citizenship Education. In addition, pre-service teachers strengthen their overall curriculum understanding and practices by undertaking a self-directed evaluation and professional development strategy which will be supported by Year 4 colleagues, school mentors and the unit of study lecturers. They will be involved in: integrating Indigenous Australian culture and history into the school curriculum; collaborative curriculum innovation; setting up the classroom for authentic inquiry-based learning (eg. student groupings, individual/group/whole class activities); negotiating the curriculum; formative and summative assessment strategies, anecdotal observations and authentic assessment approaches such as student learning portfolios and student self-assessment. ICT software and online resources are available to support student learning in specific curriculum areas.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Review their personal understanding and the practices of the curriculum, pedagogy and assessment approaches required of the successful graduating teacher; Generate a personal commitment to, and understanding of, innovation in education; Undertake a successful collaborative curriculum pedagogy innovation project with an explicit social justice intent.

Class Contact: Thirty-six hours in lectures and workshops.

Required Reading: Teaching studies of society and environment, Marsh, C 2001, French’s Forest, NSW: Pearson Education Victorian Curriculum and Assessment Authority. Current curriculum policies and documents (In 2005, the Curriculum and Standards Framework (III) was replaced by the Victorian Essential Learning Standards).

Assessment: AEB4150 provides pre-service teachers with an opportunity to demonstrate their developing skills as an activist reflective practitioner and their awareness of the changing nature of education.

Project, Prepare and present a curriculum innovation (unit of study), 50%. Creative Works, Prepare and analyse a presentation into the nature of innovative practice in education, 50%. Total effective word limit 3000 words.

AEB4169 MATHEMATICS AND NUMERACY IN PRIMARY

Locations: Melton.

Prerequisites: Nil.

Description: This unit of study aims to assist pre-service teachers to develop their knowledge and understanding of the development of children’s numeracy and mathematical understandings and skills and an ability to plan effectively to fully develop children’s learning of mathematics. The unit aims to link the learning and development of mathematics and numeracy in early childhood programs to the curriculum and teaching in primary schools.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Demonstrate an understanding of the complex link between a child’s life experiences, individual growth, family background and the development of mathematical understanding and skills; Analyse and evaluate young children’s literature in relation to its appropriateness for particular literacy teaching/learning processes; Understand numeracy and mathematics processes for young children; Demonstrate awareness of how technology can be used to support and enhance young children’s numeracy and mathematics development; Plan appropriate mathematics teaching, monitoring, recording and evaluation strategies for young mathematics learners; Understand and apply principles of learning and how children learn to VELS Mathematics Standards; Understand the role of active participation and social interaction with other students through small group work and whole class discussion in mathematics learning; Demonstrate skills in communicating mathematics.

Class Contact: Three hours equivalent per week comprising one hour lecture and two hours of workshops/tutorials/centre visits.


Assessment: Assignment, Two written assignments in the form of an essay, journal or folio (3000 words) (50% per assignment), 100%. Plus report of satisfactory participation in partnership activities.

AEB4170 ACTION RESEARCH IN EDUCATION 1 (FULL-TIME)

Locations: Footscray Park, Melton.

Prerequisites: Nil.

Description: This unit of study aims to: recognise that the focus of curriculum change is the relationship between teacher and children in the classroom; promote formal and systematic reflection by teachers on their classroom practice; link the theoretical and practical orientations of the Department of Education and its courses with curriculum planning and action by teachers in schools in the western region; provide teachers with the opportunity to base significant curriculum research on the planning, teaching and evaluation of their classroom work; ensure that the theoretical understanding gained from the unit is supported by evidence based on the implementation of curriculum in the classroom in the Action Research project area; provide opportunities for teachers in western region schools to work with staff from the Department of Education on curriculum research projects.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Full-time program: 20 days per semester (or equivalent) in the integrated interdisciplinary Action Research project. Part-time program: 10 days per semester (or equivalent) in the integrated interdisciplinary Action Research project.

Required Reading: To be advised by lecturer.

Assessment: Participation, Attendance and participation, 50%. Journal, To be advised, 50%. All components of assessment must be completed satisfactorily to pass the unit of study.

AEB4174 ACTION RESEARCH 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will introduce students to action-based research in youth, education and community-focused settings by their placement in such settings. Students will plan and implement a specific activity based on a literature review and participation in professional practice. The unit will expect students to generate a personal discourse which explains and enhances personal agency in the context of professional and bureaucratic structures. Skills to be developed will include: planning for change; goal and outcomes setting; data collection and interpretation in action research; writing for professional audiences; journal and case writing. The unit of study will encourage students to work together in co-operative groups.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand the importance of being a reflective practitioner; Develop evaluation tools for a range of programs and community research; Identify and implement a range of research tools; Develop a research proposal; Use literature in identifying good practice; Identify a range of literature useful to professional practice debates.

Class Contact: Three hours per week for one semester comprising one one-hour
lecture and one two-hour workshop. Students will be expected to be participating in regular professional practice.


AEB4181 YOUTH POLICY AND PRACTICE 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will be constructed around an inquiry by students into the policy and organisational context of their professional practice, with particular attention given to the application of social theory to questions of social justice and social action. Topics to be examined in relation to youth policy formulation and implementation will include: the organisation of government and non-government organisations, the professional-bureaucratic interface, the emerging professionalism of the youth worker, issues of case management, young people’s rights and negotiating with young people.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Three hours per week for one semester comprising one one-hour lecture and one two-hour workshop. Students will be expected to be participating in regular professional practice.


Assessment: Review, Review of policy and procedural documents related to the student’s professional practice (2000 words), 50%. Assignment, Preparation and presentation of 1000 word tutorial paper, 50%.

AEB4210 PRACTICE IN PARTNERSHIP

Locations: St Albans, Footscray Park.

Prerequisites: Students must complete either AEB1101 or AEB1103 as a pre or co-requisite.

Description: In this unit of study pre-service teachers: undertake an extended and continuous period of teaching in a primary school; take increasing responsibility for the classroom program, as professional competence develops; manage their progress towards professional competence and recognition (in conjunction with the classroom mentor teacher(s), the school partnership coordinator and the assigned university colleague); meet regularly with mentors to monitor the developing competence and confidence of the pre-service teacher.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate, to the satisfaction of the assigned mentor teacher(s) and university mentor(s) a readiness to teach; Meet the professional requirements of the graduating teacher as indicated by the Victorian Institute of Teaching Professional Standards for Graduating Teachers from learning-focused relationships with students; and Contribute to school and student learning by demonstrating the active and collaborative teacher professionalism expected of a graduating teacher.

Class Contact: Thirty days of supervised teaching practice and at least one day of additional agreed/negotiated partnership support. Regular meetings between pre-service teacher, mentor teacher and, when possible, university colleague will be essential support for the pre-service teacher.


Assessment: To pass the unit of study the graduating pre-service teacher must be judged as 'Satisfactory' in readiness to teach and have at least obtained a pass grade in the Professional Portfolio component. The grade for the unit of study will be that awarded to the Professional Portfolio on the condition that the pre-service teacher has been judged as 'Satisfactory' in readiness to teach. Professional Portfolio 100%. The graduating teacher will be required to present a formal Professional Portfolio which demonstrates readiness to join the teaching profession and documents the professional contributions the graduating teacher has made to the school and school colleagues. Attainment of readiness to teach (ungraded). Mentor teacher(s), in negotiation with school partnership coordinator and university colleague, assesses the practice of the pre-service teacher. The pre-service teacher should participate in these negotiations.

Portfolio, Demonstration of competence to teach, 100%. Total effective word limit 3000 words.

AEB4211 JOINING THE PROFESSION

Locations: St Albans, Footscray Park.

Prerequisites: Nil.

Description: This unit of study is the culmination of the Bachelor of Education for Year 4 graduating teachers. It is workshop-based and enables Year 4 pre-service teachers to work with colleagues, principals, other school leaders and teachers in completing graduation requirements. Topics include: documenting readiness to join the teaching profession in a Professional Portfolio, by distilling essential elements from personal records and artefacts of practice (planning documents, samples of students’ work, reflective journal) and presenting them within the Victorian Institute of Teaching Professional Standards for full teacher registration; writing an educational philosophy which is consistent with and sustains professional practice; analysing and critically reflecting on practice and the records and accounts of practice for illustrations (case writing, practical artefacts etc.) which demonstrate beginning teacher competence, personal educational commitments and professional strengths; using educationally powerful annotations to explain the contents of the Professional Portfolio; working with colleagues for the improvement of professional practice; undertaking the professional tasks for entry to the profession eg. writing convincing applications for teaching positions, preparing for selection interviews and applying for registration.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Complete and present a comprehensive professional portfolio containing a personal educational philosophy, a succinct record of teaching and accompanying annotations and reflective commentaries, within the Victorian Institute of Teaching Professional Standards for Full Teacher Registration; Articulate a personal definition of active and collaborative teacher professionalism containing a personal and social commitment to students and the enhancement of education; Prepare a convincing application for relevant teaching in educational settings; Demonstrate readiness to participate confidently in interviews and similar teaching position selection procedures.

Class Contact: Thirty-six hours in lectures and workshops.

Required Reading: Victorian Curriculum and Assessment Authority, current curriculum policies and documents (in 2005, the Curriculum and Standards Framework (II) was

Assessment: Portfolio, Professional portfolio, 100%. The graduating teacher is required to present a formal Professional Portfolio which demonstrates readiness to join the teaching profession and documents the professional contributions the graduating teacher has made to the school and school colleagues.

Total effective word limit 3000 words.

AEB4212 JOINING THE TEACHING PROFESSION

Locations: Melton.

Prerequisites: Nil.

Description: This unit of study is the culmination of the Bachelor of Education for Year 4 graduating teachers. It will be workshop-based and enable Year 4 pre-service teachers to work with colleagues, principals, centre directors, other school and early childhood service leaders, both early childhood and primary teachers in completing graduation requirements.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Complete and present a comprehensive professional portfolio containing a personal educational philosophy, a succinct record of teaching and accompanying annotations and reflective commentaries, within both the Victorian Institute of Teaching Professional Standards for Full Teacher Registration and the Graduate Teacher level of the Pre-School Teacher Validation Process guidelines; Articulate a personal definition of active and collaborative teacher professionalism containing a personal and social commitment to students and the enhancement of education; Prepare a convincing application for relevant teaching in educational settings; Demonstrate readiness to participate confidently in interviews and similar teaching position selection procedures.

Class Contact: Two hours or equivalent per week comprising one one-hour lecture and one hour of workshops/tutorials/centre visits.


Assessment: Portfolio, Professional portfolio, 100%. The graduating teacher will be required to present a formal professional portfolio which demonstrates readiness to join the teaching profession and documents the professional contributions the graduating teacher has made to the school and school colleagues. The professional portfolio will need to show that the graduating teacher has applied ICT in support of student learning (3000 words equivalent).

AEB4250 PROFESSIONAL ORIENTATION

Locations: St Albans, Footscray Park.

Prerequisites: Students must complete either AEB1101 or AEB1103 as a pre or co-requisite.

Description: This unit of study gives pre-service teachers a critical overview of teachers’ professional responsibilities as staff in schools and in school systems. The emphasis in the unit is: to ensure that graduating pre-service teachers are aware of the organisational and legal conditions of teachers’ work in forming relationships with and teaching students (including the Victorian Teaching Professional Code of Conduct and the Victorian Teaching Professional Code of Ethics); planning and managing curriculum and pedagogy; working with colleagues including the school leadership team. Issues to be covered include: relationships between teachers and employers, and with school principals and school councils; collaboration and the teaching profession; the personal and collective nature of teaching practice; establishing work-life balance; legal responsibilities of teachers; mandatory reporting; the role of professional associations and teacher unions; school-community relationships; employment and promotion in schools and education systems; the role of the Victorian Institute of Teaching and the application of the Institute’s Standards of Teaching; teacher professional development and equity-based school change eg. through the development of school priorities; the professional portfolio as a means of recording practice and the attainment of professional standards as the starting point for developing a personal professional development strategy. Pre-service teachers examine these issues using two general approaches: by participation in professional conversations with mentors in their Project Partnership schools, and by attendance at formally-organised workshops and seminars at university where advice will be provided by external colleagues (including school principals, school system officers, teacher union officers) with expertise in particular fields.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Complete and present a comprehensive professional portfolio containing a personal educational philosophy, a succinct record of teaching and accompanying annotations and reflective commentaries, within the Victorian Institute of Teaching Professional Standards for Graduating Teachers; Explain, for example in an interview about possible employment situations. the role of professional associations and teacher unions; school-community relationships; planning and managing curriculum and pedagogy; working with colleagues including the school leadership team. Issues to be covered include: relationships between teachers and employers, and with school principals and school councils; collaboration and the teaching profession; the personal and collective nature of teaching practice; establishing work-life balance; legal responsibilities of teachers; mandatory reporting; the role of professional associations and teacher unions; school-community relationships; employment and promotion in schools and education systems; the role of the Victorian Institute of Teaching and the application of the Institute’s Standards of Teaching; teacher professional development and equity-based school change eg. through the development of school priorities; the professional portfolio as a means of recording practice and the attainment of professional standards as the starting point for developing a personal professional development strategy. Pre-service teachers examine these issues using two general approaches: by participation in professional conversations with mentors in their Project Partnership schools, and by attendance at formally-organised workshops and seminars at university where advice will be provided by external colleagues (including school principals, school system officers, teacher union officers) with expertise in particular fields.

Class Contact: Twenty-four hours in lectures and workshops.


Assessment: Portfolio, Professional portfolio, 100%. The graduating teacher is required to present a formal Professional Portfolio which demonstrates readiness to join the teaching profession and documents the professional contributions the graduating teacher has made to the school and school colleagues.
to join the teaching profession and documents the professional contributions the graduating teacher has made to the school and school colleagues.

Total effective word limit 3000 words.

AEB4251 UNDERSTANDING THE TEACHING PROFESSION

Locations: Melton.

Prerequisites: Nil.

Description: This unit of study will give pre-service teachers a critical overview of teachers' professional responsibilities as preschool directors and teachers and staff in schools and in school systems. The emphasis in the unit will be to ensure that the graduating pre-service teachers are aware of the organisational and legal conditions of teachers' work in forming relationships with and teaching students, planning and managing curriculum and pedagogy and in working with colleagues; with both schools and early childhood leadership teams.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Complete and present a comprehensive professional portfolio containing a personal educational philosophy, a succinct record of teaching and accompanying annotations and reflective commentaries, within the Victorian Institute of Teaching Professional Standards for Full Teacher Registration and at the Graduate teacher level of the preschool validation process; Explain, for example in an interview for employment, their understanding of the legal and organisational responsibilities required of the beginning teacher in both early childhood and primary settings; Confidently articulate an understanding of the organisational and system conditions of teachers' work needed to make judgements about possible employment situations.

Class Contact: Two hours or equivalent per week comprising one hour lecture and one hour of workshops/tutorials/centre visits.


Assessment: Professional portfolio 100%. The graduating teacher will be required to present a formal professional portfolio which demonstrates readiness to join the early childhood teaching profession and documents the professional contributions the graduating teacher has made to the preschool, centre, school and colleagues. The professional portfolio will need to show that the graduating teacher has applied ICT in support of student learning (3000 words equivalent).

AEB4268 PRACTICE IN PARTNERSHIP 2 (ECE 0-6 YEARS)

Locations: Melton.

Prerequisites: Nil.

Description: This Praxis Inquiry unit of study provides an opportunity for pre-service teachers to work with mentor teachers in kindergartens to build on the experience of investigating the systematic processes by which teachers work together to engage students in learning. It also provides an opportunity for pre-service teachers to commence the final stage of their preparation to enter the early childhood teacher profession by orienting themselves to the practices of the activist, reflective practitioner. With a focus on the changing nature of education, learning, curriculum, early childhood services and teaching, they will systematically explore how teachers can express commitment to social justice in education as they take responsibility for student learning during their fourth year Project Partnership.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Explain the nature of communication in professional collaboration, especially through the development of professional discourses of inquiry and teacher professional development; Use a range of approaches to reflect on and improve practice, especially in ongoing planning and evaluation; Reline a personal educational and child learning philosophy which will inform their practice as they enter the profession; Build a successful relationship, based on a professional discourse about teaching and learning, with a mentor teacher; Take full responsibility for the planning and implementation of programs for whole group/groups of 4-5 year old children in extended practice; Demonstrate, to the satisfaction of the assigned mentor teacher(s) and university colleague(s), their readiness to teach; Meet the professional requirements of the beginning teacher as indicated by Early Childhood Australia.

Class Contact: Project Partnerships: 45 days (25 days supervised teaching practice).

University participation: 12 hours comprising eight hours in university lectures and workshops and four hours in online discussions.


Assessment: Portfolio, Professional portfolio, 100%. The graduating early childhood teacher will be required to present a formal professional portfolio which demonstrates readiness to join the early childhood teaching profession and documents the professional contributions the graduating teacher has made to the early childhood service, program and colleagues. The professional portfolio will need to show that the graduating teacher has applied ICT in support of child learning. (3000 words equivalent). Project Partnership report (Ungraded). Satisfactory progress reported by Project Partnership mentor teacher.

AEB4270 ACTION RESEARCH IN EDUCATION 2

Locations: Footscray Park.

Prerequisites: Nil.

Description: Teachers enrolling in the unit of study will participate in Action Research teams of about 15 students, although the number of students may vary in each team. Each team will select from a range of research projects which are of current interest and are related to the equity and multicultural policies of the Department of Education. The exact nature of each team's project and the specific content of an individual student's project will be a matter for negotiation between students and the Department of Education. The aims of the unit is to: provide practising teachers with the opportunity to prepare, implement and evaluate a plan for research in a particular curriculum area; introduce students to the discourse, literature and method of the collaborative Action Research process; develop students' competence in the formal recording of the progress of research in a particular curriculum area; develop students' skills in critical reflection of the progress of the collaborative Action Research project through the keeping of a personal journal; report the progress in literary and other formats of collaborative action research in particular curriculum areas to the education and wider communities.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Full-time program: 20 hours per week in the integrated interdisciplinary Action Research project. Part-time program: 10 hours per week in the integrated interdisciplinary Action Research project.

Required Reading: Kemmis, S & McTaggart, R 1982, The action research planner, Deakin University, Geelong.

Assessment: Report, Research plan, 40%. Journal, To be advised, 30%. Other, Graduation seminar, 30%. All components of assessment must be completed satisfactorily to pass the unit of study.
AEB4274  ACTION RESEARCH 2

Locations: Footscray Park.

Prerequisites: Nil.

Description: Students will implement and report on an Action Research project located in a youth, education or community setting in which they are located. Students will be expected to participate in workshops in which they will report on their project findings. Particular attention will be given to the identification of projects’ intended and unintended consequences, including the interactions between structural constraints and democratic action.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to demonstrate an enhancement of their skills in the following areas: goal and outcomes setting, data collection and interpretation in Action Research, writing for professional audiences, journal and case writing, outcomes-based evaluation, formulation and presentation of findings of an Action Research project; Work together in co-operative groups.

Class Contact: Three hours per week for one semester comprising one one-hour lecture and one two-hour workshop. Students will be expected to be participating in regular professional practice.


Assessment: Journal, Maintenance of journal, 25%. Presentation, Presentation of a 2000-word research report, or equivalent, to a formal professional conference, 50%. Workshop, Leading a workshop on the applicability of action research to relevant fields of professional practice, 25%.

AEB4282  YOUTH POLICY AND PRACTICE 2

Locations: Footscray Park.

Prerequisites: Nil.

Description: Students will acquire the knowledge and skills needed to work constructively within the policy and practice context of organisations serving young people. Topics will be selected from the following: responding to national and state policy; working in teams to plan and write submissions for funding to national, state and non-government funding agencies; program evaluation and reporting; managing a funded program; developing strategies for case management and empowering young people through their participation in a formally organised youth project.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to demonstrate skills and knowledge of the different processes and mechanisms that may be undertaken to develop and formulate youth policy; Better understand how youth policy impacts on young people, youth workers, teachers and service providers in this state; Understand the broader impact of policy in constructing positive outcomes for young people; Consider the role of policy in youth development and its contribution to overall national development; Demonstrate the development of skills and knowledge regarding the theory/ies that underpin and involve youth policy; Consider the role of policy in youth development and the impact of policy in constructing positive outcomes for young people; Demonstrate the development of a stronger action reflection framework for their project; Develop a Policy and Implementation Plan relevant to young people.

Class Contact: Three hours per week for one semester comprising one one-hour lecture and one two-hour workshop. Students will be expected to be participating in regular professional practice.


Assessment: One written assignment totalling 5000 words (graded) and satisfactory participation in a professional placement. The portfolio will be in line with University policy on portfolios and will expect that students include the following: Professional Portfolio 50%; a journal and reflective activity will be a further 30% and 20% respectively. The Professional Portfolio will include the following: a resume and two major items of work from the final year from the following: Major Youth Policy analysis; Development of a Local Government Youth Services Strategy Plan; Project Inquiry; Literature Review. It is envisaged that the reflective activity will include the student leading a discussion on an issue from the workplace and seeking resolution and problem-solving with peers. This activity will require the student to reflect on an relevant theory and good practice when presenting the issue for discussion.
Class Contact: Two hours per week for semester two.


Assessment: This unit of study will assist students in developing their portfolio including a Professional Practice statement (1000 words), current resume, a Professional Practice journal that will act as a record of the placement and a reflective activity of skills and knowledge gained.

AEB4301 CURRICULUM AND PEDAGOGY FOR THE 21ST CENTURY

Locations: St Albans, Footscray Park.

Prerequisites: Students must complete either AEB1101 or AEB1103 as a pre or co-requisite.

Description: The focus of this unit of study is the implementation of national and state curriculum in schools and classrooms to meet the personal, cultural and social needs and interests of the school and its community. Preservice teachers apply their developing understanding from previous units of study in an examination of how primary and secondary schools and teachers generate curriculum knowledge and learning programs in depth and breadth (prep to Year 12) across the various curriculum strands. Preservice teachers will explore curriculum innovations which engage students in learning. They will be involved in: pedagogical content knowledge for personal and social learning; curriculum and interdisciplinary learning; curriculum models and effective learning programs that are student-focused, enhance student engagement and enable successful student learning; assessment and evaluation including formative and summative assessment strategies, anecdotal observations and authentic assessment approaches such as student learning portfolios and student self-assessment; and develop and use ICT literacies and other resources for professional learning and classroom practice. In addition, preservice teachers strengthen their overall curriculum understanding and teaching practice by undertaking a self-directed evaluation and professional development strategy which will be supported by Year 4 colleagues, school mentors and the unit of study lecturers. ICT software and online resources are available to support student learning in specific curriculum areas.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to Explain how research might be used to improve educational practice; Describe how quantitative and qualitative researchers differ in their views of knowledge; Describe the characteristics and the advantages and limitations of a range of research designs that are commonly used in educational research; Explain the relationship between epistemological views and research design and methods; Critically read research literature; Prepare a research proposal and explain how the research would be conducted ethically; Work collaboratively on research processes and tasks and describe the processes and protocols of working collaboratively with other practitioners on research tasks.

Class Contact: Unit is delivered via face-to-face contact over 36 hours. In some instances the unit will be delivered partially or fully online and in others the unit will be delivered in burst mode.

Required Reading: Applying educational research: a practical guide, Gall, JP, Gall, MD & Borg, WR 2005, 5th edn, Boston: Pearson Education.

Assessment: Other, Develop and present a research proposal (8000 words or equivalent), 100%.

AED5001 EDUCATION RESEARCH DESIGN AND METHODS

Locations: St Albans, Footscray Park, Other.

Description: In this unit of study, students will consider the following questions: How is education research relevant to our work? How does education research inform and improve practice, outcomes and policy in various learning settings, including workplaces What research paradigms are used in education research and why? How is education research conducted? The key characteristics of a range of qualitative and quantitative methods commonly used in education research will be introduced. These will include case studies, ethnography, critical theory research, action research, historical research, evaluation research, design experiments, descriptive and causal-comparative research, correlational research and experimental research. Students will be required to conduct an in-depth inquiry into one particular research design and its methods and review recently published and innovative research articles/papers that connect to current policy and practice issues. One outcome of this inquiry will be a proposal for research.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to Explain how research might be used to improve educational practice; Describe how quantitative and qualitative researchers differ in their views of knowledge; Describe the characteristics and the advantages and limitations of a range of research designs that are commonly used in educational research; Explain the relationship between epistemological views and research design and methods; Critically read research literature; Prepare a research proposal and explain how the research would be conducted ethically; Work collaboratively on research processes and tasks and describe the processes and protocols of working collaboratively with other practitioners on research tasks.

Class Contact: Unit is delivered via face-to-face contact over 36 hours. In some instances the unit will be delivered partially or fully online and in others the unit will be delivered in burst mode.

Required Reading: Applying educational research: a practical guide, Gall, JP, Gall, MD & Borg, WR 2005, 5th edn, Boston: Pearson Education.

Assessment: Other, Develop and present a research proposal (8000 words or equivalent), 100%.

AED5002 THEORIES OF EDUCATION, TRAINING AND SOCIAL CHANGE

Locations: St Albans, Footscray Park.

Description: In this unit of study students will work towards articulating their own pedagogical theories and positions following inquiry into a range of theories about education, training and social change. They will consider issues concerning Indigenous education and education and training in the context of the crises of economic globalisation. Theories will include: the progressives tradition, Dewey, Rogers, Graves, Knowles, Ivan Illich, the behaviouralists and their critics, Skinner, Tiler, Fordism; post-Fordism and the competency movement; education, capitalism and critical theory: Bowles and Gintis, Freire, Gramsci, Habermas, Apple; feminist pedagogy and the contribution of feminism to education and social change; the impact of globalisation and global economic trends on education and training.

Credit Points: 24
Learning Outcomes: On successful completion of this unit, students are expected to be able to Critique social theories underpinning educational theory over the past 100 years; Apply that knowledge when analysing current educational policy and issues; Articulate their own pedagogical theory and position; Develop their skills of critical reading of policy documents and research reports.

Class Contact: Thirty-six hours per semester.


Assessment: Essay, Essay exploring theories of education (6000 words or equivalent), 70%. Presentation, Oral presentation to promote discussion (2000 words or equivalent), 30%.

AED5003 WORKPLACE RESEARCH PROJECT

Locations: St Albans, Footscray Park.

Prerequisites: AED5001 - EDUCATION RESEARCH DESIGN AND METHODS

Students who have completed AEM6100 do not have to complete AED5001

Description: This unit of study focuses on the development and production of a research project located in the students' workplace or related to their professional practice. Research skills are developed in an interactive learning environment.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to Define a focus for study related to work and professional practice; Review relevant and current theoretical and practical literature; Use selected research methods to gather and analyse data; Work collaboratively and ethically with colleagues in the conduct of the research; Produce a report of the project using a high standard of English.

Class Contact: Thirty-six hours for one semester.


Assessment: Literature Review, Review and present reading for discussion, 20%. Research Paper, Report of workplace research, 80%. Present a reading to the class and lead a discussion of the selected reading. Present a 500 word overview of the selected paper. The workplace research project is the key assessment task (7500 words or equivalent). The assessment tasks will be negotiated.

AED5004 CURRENT ISSUES IN COMMUNITY ARTS

Locations: St Albans, Footscray Park, Melton.

Description: The first half of this practical unit will involve the demonstration of different arts education processes. This will involve both visits to schools and community groups. There will be study of community arts theory relevant to the work projects being demonstrated involving an in-depth analysis of the process of empowerment. The second part of the unit will involve students planning and delivering their own arts workshops, working in small groups and concentrating on projects of immediate practical value to their own situations.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to Analyse the historical, social, political and economic factors influencing community arts conceptualisation in a range of cultural contexts; Relate learning theories, principles and practices to community arts; Identify and evaluate the values informing community arts development; Analyse and compare models of community art; Develop community art that is flexible and responsive to the experiences of learners; Collaborate experiences of community art development in a range of contexts; Identify personal and professional needs and strengths in terms of community arts knowledge and community arts development experience.

Class Contact: Thirty-six hours for one semester including lectures, workshops or equivalent.


Assessment: Other, A critical exploration of key issues in this unit as negotiated with lecturer, 100%. Total assessment for this unit will be 8000 words or equivalent, details to be negotiated with lecturer.

AED5005 PORTFOLIO DEVELOPMENT

Locations: Footscray Park.

Description: This unit explores how to construct a professional portfolio which demonstrates professional action learning and reflects its relationship to the improvement of learning of the learner’s students. It explores the needs and strengths of the practice of the professional educator in terms of teaching, learning, pedagogy and research. It identifies what counts as artefacts of practice and differentiates between artefacts of practice and artefacts as evidence of practice, knowledge and capability. Students will organise a portfolio for effective demonstration of knowledge, practice, capability and improvement as well as provide a critical reflection by making connections between practice and research. Students will investigate various portfolio forms, including e-portfolio, exhibition, film etc.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to Identify the impact of personal educational practice and engagement on the learning of others through the development of an historical record of personal practice; Explicitly report effective educational practice, evidence of improvement and its relationship to the learning of others; Critically engage with workplace learning as the basis of improvement in practice; Report research-based decision-making for improving practice; Understand and apply action learning principles for improving practice; Reflect on workplace learning as a mechanism for understanding practice and determining directions for change.

Class Contact: Unit is delivered via face-to-face contact over 36 hours. In some instances the unit will be delivered partially or fully online and in others the unit will be delivered in burst mode.


Assessment: The student will design, construct and present a comprehensive portfolio of professional practice (8000 words or equivalent). Portfolio, Professional portfolio, 100%.

AED5006 ACTION RESEARCH PROJECT

Locations: Footscray Park.

Description: This unit of study will examine the following topics: action research in education and training - what is it and why use it ; planning an action research project; paradigms of knowledge and epistemology in action research; action research evaluation of curriculum; action research and action learning; traditional research and issues of methodology; planning and conducting an action research project; gathering data for action research; and ethical issues in action research.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to Explain and critique the traditions, philosophy and methodology of action research, as relevant to educational and workplace research; Apply knowledge and skills in planning, carrying out and reporting on their own or a group action research project; Work collaboratively and ethically with colleagues in the conduct of the action research project.
research; Evaluate the similarities and differences between action research and other forms of qualitative and quantitative research; Provide a rationale for using action research for particular research questions in education and training.

Class Contact: Thirty-six hours via flexible delivery.


Assessment: The assessment for this unit of study will be negotiated and will include the following tasks: Assignment, Assignment of 2000 words or equivalent, 30%. Presentation, Presentation on an action research project (2000 words or equivalent), 30%. Report, Action research report (4000 words), 40%.

AED5007 CURRICULUM

Locations: Footscray Nicholson, St Albans, Footscray Park.

Description: This unit of study will include: theory and practice of curriculum in education and training; methods for undertaking an inquiry about curriculum; historical, social, political, cultural and economic conceptualisation of curriculum; models of curriculum; adult and individual learning processes and patterns that influence curriculum development; factors that can make curriculum flexible and responsive to the experiences of learners; critique of the values informing curriculum development; intended and actual curriculum; curriculum perspectives on technology and learning processes; strategies for engagement in collaborative curriculum development processes; methods for the critique of curriculum and competency frameworks; evaluation of resources for active participation by teachers, students and parents in curriculum review and development processes; strategies for facilitation and leadership in curriculum action at the personal, professional, school, community and institutional levels.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to Analyse the historical, social, political and economic factors influencing curriculum conceptualisation in a range of cultural contexts; Relate learning theories, principles and practices to curriculum; Identify and evaluate the values informing curriculum development; Analyse and compare models of curriculum; Develop curriculum that is flexible and responsive to the experiences of learners; Collaborate experiences of curriculum development in a range of contexts; Identify personal and professional needs and strengths in terms of curriculum knowledge and curriculum development experience.

Class Contact: Unit is delivered via face-to-face contact over 36 hours. Periodic online delivery will be provided to approved cohorts of students.


Assessment: Presentation, A critical exploration of key issues in this unit, as negotiated with lecturer, 100%. Total assessment for this unit will be 8000 words or equivalent, details to be negotiated with lecturer.

AED5008 EVALUATION

Locations: Footscray Nicholson, St Albans, Footscray Park.

Description: In this unit of study the theories and processes of evaluation for use in various learning settings will be presented. The meaning of evaluation and the importance of evaluation goals and objectives will be explained and various evaluation models and their appropriate use analysed. The particular evaluation processes will include experimental, goal oriented, decision-focused, user oriented and responsive evaluation and the basic distinctions between formative (focusing on actual process) and summative (focusing on final product) will be discussed. The processes for conducting outcome-based evaluations, including the importance of ethics in an evaluation investigation and the methods of data collection and analysis and report writing, will be included in the unit of study.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to Analyse the historical, social, political and economic factors influencing evaluation in a range of cultural contexts; Relate learning theories, principles and practices to evaluation; Identify and critique the values informing evaluation development; Relate the social, economic and political context to various forms of evaluation; Analyse and compare models of evaluation; Develop evaluation that is flexible and responsive to the experiences of learners; Collaborate experiences of evaluation development in a range of contexts; Identify personal and professional needs and strengths in terms of knowledge of evaluation.

Class Contact: Thirty-six hours via flexible delivery.


Assessment: It is expected that students will independently or collaboratively complete the assessment for this unit of study.

Other, A critical exploration of key issues in this unit, as negotiated with lecturer (8000 words or equivalent), 100%. Total assessment for this unit will be 8000 words or equivalent, details to be negotiated with lecturer.

AED5009 INNOVATION

Locations: Footscray Nicholson, St Albans, Footscray Park.

Description: This unit of study focuses on innovation and planned change at individual, enterprise and societal levels with a specific emphasis on education in various learning settings, including the workplace and community. It examines values underlying particular innovations and models and strategies for developing, promoting, disseminating and implementing change and factors affecting adoption and institutionalisation. Innovation is synonymous with change and how people and organisations address change will be incorporated into the study. The unit of study will include: the purposes and goals of innovation; theories that inform a culture of innovation; values underpinning change; change and innovation at individual, local, organisational and global levels; strategies for developing innovative education and training practices; professional development models for transformation; strategies for developing communities of inquiry and professional learning teams; case studies of innovation in community learning settings, workplaces and educational and training institutions.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to Analyse the historical, social, political and economic factors influencing innovation in a range of cultural contexts; Relate learning theories, principles and practices to innovation; Identify and critique the values informing innovation; Relate the social, economic and political context to various forms of innovation; Analyse and compare models of innovation; Develop innovation that is flexible and responsive to the experiences of learners; Collaborate experiences of innovation in a range of contexts; Identify personal and professional needs and strengths in terms of knowledge of innovation.

Class Contact: Unit is delivered via face-to-face contact over 36 hours. Periodic online delivery will be provided to approved cohorts of students.


Assessment: The assessment for this unit of study will be negotiated with the lecturer to ensure relevance to the individual learner and their workplace. The tasks will include Other, A critical exploration of key issues in this unit, as negotiated with lecturer, 100%. Total assessment for this unit will be 8000 words or equivalent, details to be negotiated with lecturer.
AED5010 INTERACTIVE WEB DESIGN AND PUBLISHING

Locations: Footscray Nicholson, St Albans, Footscray Park.

Description: Students will learn how to create hypermedia documents in HTML, the formatting language used by the World Wide Web and acquire skills in basic web design with a focus on coding web pages.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to Analyse and evaluate current issues in interactive web design and publishing; Articulate and defend an evidence-based stance on interactive web design and publishing; Collaborate experiences of interactive web design and publishing in a range of contexts; Relate social, economic and political contexts to various forms of interactive web design and publishing; Analyse and compare models of interactive web design and publishing; Identify personal and professional needs and strengths in terms of knowledge of interactive web design and publishing; Use the knowledge gained to develop and publish a website.

Class Contact: Three hours per week over one semester.

Required Reading: Software learning notes will be provided by the lecturer.

Assessment: Website development 60%; Lab exercise 40%.

Other, A critical exploration of key issues in this unit, as negotiated with lecturer, 100%. Total assessment for this unit will be 8000 words or equivalent, details to be negotiated with lecturer.

AED5011 APPROACHES TO LEARNING

Locations: Footscray Nicholson, St Albans, Footscray Park.

Description: This unit of study locates individual learning and teaching experiences in broader sociopolitical and psychological frameworks. As such it focuses on both the individual and wider benefits of learning through exploration of theoretical perspectives and research practice in: Identifying and defining personal, academic and professional learning journeys; Experiential learning and teaching of children, youth and adults, including mature age learners and workers, both formal and informal; Learning in the workplace; Learning and teaching for innovation and transformation; Teaching and learning styles for individual, professional and community development; Life-long learning and capability; Attitudinal and motivational factors in learning and teaching; and evaluation of personal learning and teaching, and consideration of diversity in learners and their learning. Students engage actively in learning and teaching experiences, including opportunities to meet within each others' workplace and professional settings and to contribute to a joint publication of learning resulting from this unit of study.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to Analyse and evaluate current issues in learning and teaching; Articulate and defend an evidence-based stance on learning and teaching; Collaborate experiences of learning and teaching in a range of contexts; Relate social, economic and political contexts to various forms of learning and teaching; Analyse and compare models of teaching and learning; Identify personal and professional needs and strengths in terms of knowledge of teaching and learning.

Class Contact: This unit is delivered via face-to-face contact over 36 hours. Periodic online delivery will be provided to approved cohorts of students.


Assessment: Other, A critical exploration of key issues in this unit, as negotiated with lecturer, 100%. Total assessment for this unit will be 8000 words or equivalent, details to be negotiated with lecturer.

AED5012 EDUCATIONAL LEADERSHIP

Locations: Footscray Nicholson, Footscray Park, Other.

Description: This unit of study will address the following questions: What are the key roles and responsibilities of an educational leader within schools, community education settings and industry learning sites? How does educational leadership and follower-leader theory inform practice? What are the key characteristics of informal and formal leadership? What are the roles and capabilities of a leader as a change agent? How does a leader support a ‘leading for learning’ approach in a learning organisation? What are the relationships between educational leadership and organisational culture? What are the similarities and differences in educational leadership in Australia and internationally? What are the similarities and differences in the roles of leaders and managers?

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to Analyse the historical, social, political and economic factors influencing educational leadership in a range of cultural contexts; Relate learning theories, principles and practices to educational leadership; Identify and critique the values informing educational leadership; Relate the social, economic and political context to various forms of educational leadership; Analyse and compare models of educational leadership; Develop educational leadership that is flexible and responsive to the experiences of learners; Collaborate experiences of educational leadership in a range of contexts; Identify personal and professional needs and strengths in terms of knowledge of educational leadership.

Class Contact: Unit is delivered via face-to-face contact over 36 hours. Periodic online delivery will be provided to approved cohorts of students.


Assessment: Students will be offered a variety of assessment tasks which may include the following: a reflection on an autobiography or biography of a leader; an analysis of formal and informal leadership in an educational organisation; a report on a leadership question or issue.

Other, A critical exploration of key issues in this unit, as negotiated with lecturer, 100%. Total assessment for this unit will be 8000 words or equivalent, details to be negotiated with lecturer.

AED5013 EXPERIENTIAL LEARNING OUTDOORS: PROGRAMMING THE JOURNEY

Locations: Footscray Nicholson, St Albans, Footscray Park.

Description: Topics in this unit of study will include: the current theories and practice of journey elements and the underpinning philosophies; expedition planning and organisation; group dynamics and facilitation in the outdoors; selection and sequencing of journey elements and the underpinning philosophies; expedition planning and organisation; the roles of leaders and managers; Developing educational leadership that is flexible and responsive to the experiences of learners; Collaborate experiences of educational leadership in a range of contexts; Identify personal and professional needs and strengths in terms of knowledge of educational leadership.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to Analyse and evaluate current issues in experiential learning outdoors; Articulate and defend an evidence-based stance on experiential learning outdoors; Collaborate experiences of experiential learning outdoors in a range of contexts; Relate social, economic and political contexts to various forms of experiential learning outdoors; Analyse and compare models of experiential learning outdoors; Develop educational leadership that is flexible and responsive to the learning outcomes of learners; Collaborate experiences of educational leadership in a range of contexts; Identify personal and professional needs and strengths in terms of knowledge of experiential learning outdoors.

Class Contact: This unit is delivered via face-to-face contact over 36 hours. Periodic online delivery will be provided to approved cohorts of students.

Required Reading: Journey elements and the underpinning philosophies; expedition planning and organisation; group dynamics and facilitation in the outdoors; selection and sequencing of journey elements and the underpinning philosophies; expedition planning and organisation; the roles of leaders and managers.

Assessment: Students will be offered a variety of assessment tasks which may include the following: a reflection on an autobiography or biography of a leader; an analysis of formal and informal leadership in an educational organisation; a report on a leadership question or issue.

Other, A critical exploration of key issues in this unit, as negotiated with lecturer, 100%. Total assessment for this unit will be 8000 words or equivalent, details to be negotiated with lecturer.
Class Contact: Thirty-six hours via flexible delivery.

Required Reading: Priest, S & Gass, M 1998, Effective leadership in adventure programming, Human Kinetics, USA.

Assessment: Students will be assessed through a variety of tasks which may include: reflective journal; presentation on a negotiated topic; review of the literature. Other, A critical exploration of key issues in this unit, as negotiated with lecturer, 100%. Total assessment for this unit will be 8000 words or equivalent, details to be negotiated with lecturer.

AEDS014 MANAGING SITES FOR TEACHING AND LEARNING

Locations: Footscray Nicholson, St Albans, Footscray Park.

Description: This unit of study will investigate organisational practice in relation to managing sites for teaching and learning with specific communities. The inquiry will explore the policies and protocols appropriate for the specific community in the learning setting, including aspects of the site, the learner, the organisation, the volunteers and the environment. Evaluation of processes in the delivery of programs, establishment of good practice in occupational health and safety, human resources, and policy development for crisis management are essential and will form the basis of a case study investigation in this unit of study.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to Analyse and evaluate current issues related to managing sites for teaching and learning; Articulate and defend an evidence-based stance on managing sites for teaching and learning; Collaborate experiences of managing sites for teaching and learning in a range of contexts; Relate social, economic and political contexts to various ways of managing sites for teaching and learning; Analyse and compare models of managing sites for teaching and learning; Identify personal and professional needs and strengths in terms of knowledge of managing sites for teaching and learning.

Class Contact: Thirty-six hours via flexible delivery.


Assessment: Students will undertake a project-based case study that will be based on their workplace or a simulated organisation. Students will be required to complete a project (8000 words or equivalent) that will include the following: A review of literature that identifies good practice in relation to their organisation; a case study of the organisation that will include program outlines, staff induction, action research evaluation and critical incident policies and debriefing processes 100%.

Other, A critical exploration of key issues in this unit, as negotiated with lecturer, 100%. Total assessment for this unit will be 8000 words or equivalent, details to be negotiated with lecturer.

AEDS016 FACILITATING LEARNING ORGANISATIONS

Locations: Footscray Nicholson, St Albans, Footscray Park.

Description: This unit of study will include: adult learning theory and individual learning styles, preferences and processes; action learning theory, practice and evaluation; theories of learning organisations, structures, processes and outcomes; managing and facilitating organisational learning processes; managing and facilitating change management processes; reviewing organisational learning policies and practices; communities of practice theories and implementation strategies; evaluating organisational learning processes.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to Analyse and evaluate current issues related to facilitating learning organisations; Articulate and defend an evidence-based stance on an aspect of facilitating learning organisations; Collaborate experiences of facilitating learning organisations in a range of context; Relate social, economic and political contexts to various approaches to facilitating learning organisations; Analyse and compare models of facilitating learning organisations; Identify personal and professional needs and strengths in terms of knowledge of facilitating learning organisations.

Class Contact: Thirty-six hours via flexible delivery.


Assessment: Other, A critical exploration of key issues in this unit, as negotiated with lecturer, 100%. Total assessment for this unit will be 8000 words or equivalent, details to be negotiated with lecturer.

AEDS017 MENTORING AND COACHING IN THE WORKPLACE

Locations: Footscray Nicholson, St Albans, Footscray Park.

Description: This unit of study will include: adult learning theory and individual learning styles, preferences and processes; workplace learning theory and practice; human resource management structures, processes and outcomes; theories and practice of mentoring and coaching in workplaces; managing and facilitating mentoring and coaching programs in workplaces; locating funding sources for workplace learning programs and projects; evaluating workplace learning processes utilising action research and case study methodologies.
Learning Outcomes: On successful completion of this unit, students are expected to be able to Analyse and evaluate current issues related to professional practice in educational consultancy; Articulate and defend an evidence-based stance on an aspect of professional practice in educational consultancy; Collaborate experiences of professional practice in educational consultancy; Relate social, economic and political contexts to various approaches to professional practice in educational consultancy; Analyse and compare models of professional practice in educational consultancy; Identify personal and professional needs and strengths in terms of knowledge of professional practice in the workplace.

Class Contact: Thirty-six hours via flexible delivery.


Assessment: It is expected that students will independently or collaboratively complete the assessment assignments for this unit of study. These may include: an operational plan for a professional consulting practice in education; a proposal to a client for educational services, or other tasks as negotiated with the lecturer.

Other, A critical exploration of key issues in this unit, as negotiated with lecturer, 100%. Total assessment for this unit will be 8000 words or equivalent, details to be negotiated with lecturer.

AEDS018 ASSESSMENT

Locations: Footscray Nicholson, St Albans, Footscray Park.

Description: This unit of study aims to build on the current and prior experiences of students to extend their knowledge and enhance their ability to use assessment and reporting effectively. In particular the unit of study aims to provide an opportunity for students to: investigate the assessment and reporting policies and practices of various learning settings and programs; consider the design and use of assessment and reporting for a range of purposes and needs; and critique and analyse assessment strategies and practices.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to Describe and critique a range of different purposes, evidence gathering procedures, interpretation frameworks, decision-making strategies, as well as recording and reporting formats that can be used in range of learning settings; Debate the policies and uses of assessment in learning and teaching; Design assessment processes for specific settings; Evaluate assessment practices and policies used in various settings.

Class Contact: To be advised.

Required Reading: A reading pack containing contemporary readings will be prepared and made available for purchasing from the University Bookshop.

Assessment: Report, A report of an inquiry into assessment practices and issues, 100%. A report of an inquiry into assessment practices and issues in an education and/or training setting (8000 words)

AEDS019 PROFESSIONAL PRACTICE IN EDUCATIONAL CONSULTANCY

Locations: Footscray Park.

Description: The content of this unit of study will focus on students exploring the issues and practices of operating a professional consultancy practice servicing the education and training sectors. It includes: policies and practices that maximise a successful professional consultancy practice; identifying the needs of the education and/or training client/provider; the elements, design and writing of operational plans; the economic and technological impact on consultancy operations; promotional strategies for professional consultancy operations; the processes of event administration; professional practice networking processes; client services maintenance; and professional practice consultancy teams.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to Analyse and evaluate current issues related to professional practice in educational consultancy; Articulate and defend an evidence-based stance on an aspect of professional practice in educational consultancy; Collaborate experiences of professional practice in educational consultancy; Relate social, economic and political contexts to various approaches to professional practice in educational consultancy; Analyse and compare models of professional practice in educational consultancy; Identify personal and professional needs and strengths in terms of knowledge of professional practice in the workplace.

Class Contact: Thirty-six hours via flexible delivery.


Assessment: Presentation, Individual or group presentations as negotiated, 30%. Report, Inquiry report for professional audience, 70%. Total assessment for this unit will be 8000 words or equivalent, details to be negotiated with lecturer.

AEDS021 PROMOTING MATHEMATICS UNDERSTANDING

Locations: Footscray Park.

Description: This unit of study is inquiry-based and students will explore effective teaching and the principles and practices of generative teaching through a focus on issues and content in mathematics learning and teaching relevant to their professional setting (from pre-school to adult and workplace settings). Content will be negotiated
with students and may include the following inquiries: promoting mathematical understanding; making connections and constructing relationships in mathematics and for mathematics learning; generating mathematical thinking; explaining, justifying and evaluating mathematical thinking; developing numeracy or mathematical literacy; improving student engagement; new developments in mathematics curriculum and teaching practice; intervention; workplace learning of mathematics; mathematics for social action; mathematics as social activity; equity and social justice in mathematics learning; and curriculum and professional leadership of mathematics.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to Explain contemporary theories and practices of learning and teaching mathematics; Use higher order thinking and reasoning to inquire into, reflect upon and evaluate professional practice; Think creatively and flexibly to solve complex problems concerning the teaching and learning of mathematics; Communicate effectively using academic and professional protocols and standards; Demonstrate leadership in innovation and professional learning in mathematics teaching and learning in their professional context.

Class Contact: Thirty-six hours via flexible delivery.


Assessment: Assessment will be negotiated with the students and will be inquiry-based.

Presentation, Individual and/or group presentations, 30%. Report, Written report for a professional audience, 70%. Total assessment for this unit will be 8000 words or equivalent, details to be negotiated with lecturer.

AED5022 APPROACHES TO CAREER EDUCATION

Locations: St Albans, Footscray Park.

Description: This unit of study will provide an introduction to a series of themes around the notions of society, industry and work, leading to an exploration of pathways to careers and effective citizenship. It will critique current policies and programs for career education. Three key areas of career development will form the basis of this unit of study: personal management, learning and work exploration, and career building. Topics for study will include: work readiness, counselling, self-efficacy, vocational testing, labour market trends, career education programs and evaluation frameworks, theories of career development across the life span and career decision-making.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate an understanding of the place of career education in the broad context of lifelong learning; Explore and discuss the connections between theoretical frameworks, and real life, and school-to-work transition experiences; Design curriculum materials for career education.

Class Contact: Thirty-six hours, three hours per week.

Required Reading: Gendered universities in globalized economies: power, careers and sacrifices, Currie, J, Thiele, B & Harris, P 2002, Lanham, Md: Lexington Books Australian blueprint for career development, DEST 2004, Canberra Career more than just a job: career guidance understandings informing the development of the national career information system, McMahon, M & Tatham, P 2001, Canberra: DETYA and Education.au Ltd.

Assessment: Students will complete two tasks: A literature review and presentation focusing on an issue related to career education (4000 words or equivalent) A report on an inquiry into a career education program/issue in your professional setting (4000 words or equivalent) Review, Review including presentation, 50%. Research Paper, Workplace research, 50%.

AED5023 E-LEARNING

Locations: St Albans, Footscray Park.

Description: Students will extend their skills and knowledge of e-learning and the utilisation of this in training, teaching, learning and research situations. Applications are explored. Skills and strategies are developed.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to Author basic educational web projects; Demonstrate the use of a range of sources of electronic information for teaching and learning; Explore the development and utilisation of e-learning; Critique existing e-learning scenarios and programs; Explore future e-learning possibilities for a specific workplace.

Class Contact: Thirty-six hours per semester.


AED5024 VOCATIONAL EDUCATION AND TRAINING: POLICY AND PRACTICE

Locations: Footscray Park.

Description: This unit of study aims to provide a critical study of vocational education and training - policy and practice with reference to Australian and international developments. Theories, research and practice will be explored.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to Critique key approaches to vocational education and training; Relate learning theories to practice; Demonstrate familiarity with relevant literature; Identify trends and developments in the delivery of vocational education and training; Contextualise vocational education and training in local and global policy contexts; Position trends in vocational education and training in relation to work-based learning.

Class Contact: Thirty-six hours for one semester.


Assessment: Critique of a key vocational education and training initiative (2000 words); Article for a targeted publication on a selected aspect of vocational education and training (6000 words). Students will draw upon their own experiences of vocational education and training, and personal narratives to enrich study of policy and practice. Assignment, Critique initiative, 25%. Essay, Article, 75%.

AED5025 DEVELOPING THE VET PROFESSIONAL

Locations: Footscray Park, Other.

Description: Participants critically analyse recent policies and approaches to the development of vocational education and training professionals. Issues of culture,
identity, status and standards in the context of the industrial and pedagogical practices of the VET professional are examined. The format of the unit is negotiated with the participants to facilitate inclusion of their professional concerns and the issues. Practical responses to current challenges to the development of VET teachers and trainers will be formed. Workplace and work-based learning are integral to this unit.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to Identify the current challenges to the development of VET professionals; Examine the culture, identity, status and standards applicable to the VET sector professionals; Analyse the impact of pedagogic and industrial practices in the VET sector; Develop a personal professional development plan; Critique policy directions for professional development of VET practitioners.

Class Contact: 12 weeks with 3 hour lecture/tutorial per week. Total of 36 contact hours per unit.


Assessment: Assignment, Prepare a personal professional development plan, 25%. Research Paper, Critique VET professional development policy and practice, 75%. Total effective word limit 8000 words.

AED5028 INTERNATIONALISATION IN EDUCATION AND TRAINING

Locations: Footscray Park.

Description: The policies and practices employed internationally in vocational education and training are explored in this unit. National models of delivery are compared, within the context of national, continental and international competency standards. The professional preparation of staff is considered.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to Identify international issues and challenges facing VET; Analyse international developments in vocational education and training; Evaluate policy trends; Consider innovative international approaches to VET.

Class Contact: Total 36 contact hour per semester (12 * 3 hours per week).


Assessment: Presentation, Policy document on international education direction, 30%. Assignment, Analysis and argument an internationalisation of education, 70%. Total assessment will be equivalent to 8000 words.

AED5029 ADVANCED QUANTITATIVE RESEARCH METHODS

Locations: St Albans, Footscray Park, Other.

Description: This unit of study provides a detailed examination of advanced quantitative methodologies, design and analyses as key elements of the research process, with an emphasis on the importance of experimental design and statistical decision-making. The unit covers such topics as: the general linear model; analysis of variance and covariance; statistical power; multivariate designs including: multiple regression analyses, multivariate analysis of variance, and factor analysis. The unit also introduces students to the use of non-parametric data analyses and underlying reasons for choosing non-parametric over parametric statistical tests. Students will also receive practical experience in data analysis using the SPSSx computer package, however, the focus of the course will be on statistical analyses as a part of the total research process.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate skills in the collection, analysis and reporting of quantitative data; Demonstrate an understanding of the major issues in the design and use of instruments for the collection of quantitative data; Use a computer package for statistical analysis to perform a range of data analysis techniques and reporting of quantitative data.

Class Contact: One two-hour seminar and one one-hour tutorial per week for one semester.

**AED5030  POSITIVE EDUCATION**

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

**Description:** This unit of study addresses issues of wellbeing in the context of educational settings. The focus of the unit is to investigate the factors that contribute to the ability of individuals, groups and organisations to flourish. The unit will draw on a range of research findings from the emerging discipline of Positive Psychology (Seligman et al.) and examine their applications in educational settings. The unit will offer participants the opportunity to explore a range of topics contributing to wellbeing including resilience, flow, positive emotions, happiness, self-esteem and self-efficacy, beliefs as self-fulfilling prophecies, the pitfalls of perfectionism, goal setting and the use of character strengths. Students will explore these themes in practical ways related to their own educational contexts.

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to Demonstrate their understanding of and ability to apply ideas on positive education; Contribute to the establishment of curriculum that enhances wellbeing and a meaningful life for learners and teachers; Understand the link between self-consistent goals and character strengths; Inquire into teacher effectiveness and the impact of teacher beliefs on student learning; Develop knowledge of resilience and the impact of resilience on learners in educational contexts; Develop knowledge of resilience and its impact on an individual’s personal and professional life.

**Class Contact:** Thirty-six hours contact (equivalent to 12 weeks at three hours per week of lecture/tutorial).


**Assessment:** In this unit students will complete a series of exercises related to the tutorials, make a presentation on a positive education action research project and submit a written report project on the action research project.

Exercise, Response papers, 40%. Project, Written report on an action research project, 40%. Presentation, Presentation of action research project, 20%. Total effective word limit is 8000 words.

**AED6001  MINOR THESIS (FULL-TIME)**

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

**Prerequisites:** AED5001 - EDUCATION RESEARCH DESIGN AND METHODS

Students who have completed AEM6100 do not have to complete AED5001

**Description:** Students will independently conduct research which demonstrates the ability to define a problem, to undertake a detailed literature search and review the relevant theoretical and practical literature on the topic area. The topic which is chosen should allow the student to develop a methodology and to apply it to an appropriate problem or situation. Good data selection, collection and analysis skills should be demonstrated. The written minor thesis should involve a high standard of written communication skills and conform to the prescribed format detailed in a booklet Notes for candidates undertaking the thesis which is available from the School of Education. The topic which is chosen should allow the student to develop a methodology and to apply it to an appropriate problem or situation. The student will be allocated one supervisor who will normally hold a degree at Master’s level or above.

**Credit Points:** 48

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to identify an academic research question and design a research project to investigate this thesis; Choose a research methodology and methods and use these methods to collect and analyse data; Apply their academic learning to constructing a formal thesis incorporating a review of literature, a methodology and methods, collection and analysis of data, findings and conclusion or equivalent processes, if choosing the creative work option; and Undertake more substantial academic research projects.

**Class Contact:** Independent research in addition to regular meetings with the supervisor.

**Required Reading:** To be advised.

**Assessment:** The minor thesis will be a paper of no less than 15,000 or more than 20,000 words. Examination of the minor thesis will be conducted by one external examiner and one internal examiner. The supervisor will not be the examiner. The examiners will recommend one of four outcomes for the minor thesis: (a) passed; (b) passed unit of study to specified minor amendments being made; (c) deferred for resubmission subsequent to major revision; or (d) failed. Thesis Minor thesis (15-20,000 words).

**AED6002  MINOR THESIS (PART-TIME)**

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

**Prerequisites:** AED5001 - EDUCATION RESEARCH DESIGN AND METHODS

**Description:** Students will independently conduct research which demonstrates the ability to define a problem, to undertake a detailed literature search and review the relevant theoretical and practical literature on the topic area. The topic which is chosen should allow the student to develop a methodology and to apply it to an appropriate problem or situation. Good data selection, collection and analysis skills should be demonstrated. The written minor thesis should involve a high standard of written communication skills and conform to the prescribed format detailed in a booklet Notes for candidates undertaking the thesis which is available from the School of Education. The topic which is chosen should allow the student to develop a methodology and to apply it to an appropriate problem or situation. The student will be allocated one supervisor who will normally hold a degree at Master’s level or above.

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to identify an academic research question and design a research project to investigate this thesis; Choose a research methodology and methods and use these methods to collect and analyse data; Apply their academic learning to constructing a formal thesis incorporating a review of literature, a methodology and methods, collection and analysis of data, findings and conclusion or equivalent processes, if choosing the creative work option; and Undertake more substantial academic research projects.

**Class Contact:** Independent research in addition to regular meetings with the supervisor.

**Required Reading:** To be advised.

**Assessment:** The minor thesis will be a paper of no less than 15,000 or more than 20,000 words. Examination of the minor thesis will be conducted by one external examiner and one internal examiner. The supervisor will not be the examiner. The examiners will recommend one of four outcomes for the minor thesis: (a) passed; (b) passed unit of study to specified minor amendments being made; (c) deferred for resubmission subsequent to major revision; or (d) failed. Thesis Minor thesis (15-20,000 words).

**AEE5101  ACTION RESEARCH 1**

**Locations:** St Albans.

**Description:** This unit of study aims for students to develop an understanding of Action Research and how it connects to issues in their workplace. Students will engage in high level reflective and professional practice.
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to understand the importance of being a reflective practitioner; Develop evaluation tools for a range of programs and community research; Identify and implement a range of research tools; Develop a research proposal; Use literature in identifying good practice; Identify a range of literature useful to professional practice debates.

Class Contact: 3 hours or equivalent per week comprising seminars and tutorials.


Assessment: Assignment, Research plan (2000 words) and presentation (equivalent 1500 words), 75%. Journal, Maintenance of journal, 25%.

AEE5102 ACTION RESEARCH 2

Locations: St Albans.

Description: This unit of study aims for students to engage in action research based on research proposals written in AEE5101 Action Research

1. Students will develop an understanding of data collection, analysis, formulation and professional presentation of their Action Research projects.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate enhanced skills in goal and outcomes setting; Undertake data collection and interpretation in Action Research; Write for professional audiences; Demonstrate skills in journal and case writing; Perform outcomes-based evaluation; Formulate and present findings of an Action Research project; Work together in co-operative groups.

Class Contact: Workshops, tutorials.

Required Reading: Action research as professional development, Grundy, S 1995 Western Australia: Murdoch University.

Assessment: Journal, Maintenance of journal (1000 words), 10%. Report, Report & Presentation to formal professional conference (equivalent 3000 words), 75%. Workshop, Leading a workshop on the applicability of action research to relevant fields of professional practice (equivalent 1000 words), 15%.

AEE5103 CHILD DEVELOPMENT 3

Locations: St Albans.

Description: The aim of this unit is for teachers to have an in-depth understanding of the issues related to the developmental and educational rights of children with additional needs (including children with developmental delay and gifted children) and their families and to understand the impact of exceptional abilities on the child, the family, and the educational service.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to articulate a clear philosophy and rationale for meeting the needs of children with additional needs in early childhood programs; Demonstrate their ability to work effectively as a teacher in partnership with families and allied health professionals; Demonstrate an awareness of the effect a child with an additional need can have on the family and early childhood service; Demonstrate their understanding of government policy related to the education and inclusion of children with additional needs.

Class Contact: Tutorials, workshops.


Assessment: Essay, Children with additional needs, 50%. Presentation, Support organisations for children with additional needs, 25%. Other, Self guided learning tasks, 25%.

AEE5104 LEARNING, TEACHING AND SOCIAL JUSTICE

Locations: St Albans.

Description: This unit of study provides an opportunity for students to develop their practices as activist reflective practitioners. With a focus on the changing nature of education, early childhood services and teaching, they will systematically explore how teachers can express commitment to social justice in education as they take responsibility for children’s learning and development in their early childhood program.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to further develop their personal educational philosophy which will inform their practice as they work in the early childhood profession; Develop a successful relationship, based on a professional discourse about teaching and learning, with student colleagues and university staff; Demonstrate the use of a range of approaches used by the competent professional teacher to reflect on and improve practice, especially in ongoing planning and evaluation; Consider their professional roles in relation to social justice and advocacy in early childhood.

Class Contact: Tutorials and workshops.


Assessment: Report, Research Report, 40%. Presentation, Advocacy Plan, 60%.

AEE5106 CONTEMPORARY ISSUES IN EARLY CHILDHOOD CONTEXTS

Locations: St Albans.

Description: The aim of this unit is for students to interpret and critically analyse current issues and research in early childhood education and development, and to consider how research impacts on current thinking and methodologies with regard to teaching and learning in early childhood programs.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to understand, identify and discuss the major professional, educational, political and philosophical issues that impact on the work of contemporary early childhood professionals working in a range of contexts; Analyse issues related to the provision of appropriate early childhood services in culturally diverse communities.

Class Contact: Tutorials and workshops.


Assessment: Assignment, Research review, 50%. Report, Research report, 50%.

AEE5107 INDIGENOUS STUDIES

Locations: St Albans.

Description: This unit of study will critically explore the history and sources of Aboriginal culture and knowledge in developing an understanding of Aboriginal culture and the role of community, family and young people in that culture. A social history approach will be used to explore how we interpret colonial and indigenous versions of history in Australia.

Credit Points: 12

Learning Outcomes: At the completion of this unit of study, students are expected to be able to: Understand the history and sources of Aboriginal culture and knowledge;
Identify key aspects of Aboriginal culture including the role of young people; Understand Aboriginal cultural expressions and identities; Understand the social history approach to exploring indigenous and non-indigenous experiences in Australia.

Class Contact: Tutorials and workshops.


Assessment: Report, Reports of reading (1500 words), 33%. Presentation, Tutorial presentation (equivalent 1500 words), 33%. Report, Written project report (2000 words), 34%.

AEG5107 NEW LEARNING

Locations: St Albans, Footscray Park.

Description: This unit of study will adapt an inquiry approach whereby students will explore the development and implementation of new learning in Victorian and interstate. Preservice teachers will identify and document evidence of innovative pedagogical practices being utilised within schools and other settings. In particular students will examine and critique new curriculum developments such as the Essential Learning Standards as well as notions of productive pedagogy, deep learning, multi-literacies, lifelong learning, new technologies (paddock, blogosphere, smart mobs, network learning and virtual learning environments) and emergent sociocultural practices.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Explain contemporary theories and practices of new learning; Critically discuss new learning and its impact on the curriculum and pedagogical practices in Australian schools; Introduce elements of new learning, where appropriate, into their practice; Communicate effectively using academic and professional protocols and standards.

Class Contact: Three hours per week.


Assessment: Assignment, Group task - poster/webiste, 40%. Essay, As negotiated, 30%. Report, Project report, 30%. Total effective word limit 3000 words.

AEG5108 SOCIAL CONTEXT OF TEACHING AND LEARNING

Locations: St Albans, Footscray Park.

Description: This unit of study is designed to reflect the objectives of the overall course which is ‘designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession.’ This unit will analyse the premise that schools do not exist in isolation from the society which surrounds them and that they are part of a complex ecological system. During the semester we will examine the social, cultural, economic and political trends which impact upon schooling and which contribute to its complexity.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Explain the impact of a range of sociological, political and economic issues on student outcomes in schools; Examine different approaches to curriculum design and pedagogy available to schools in order to deal with the previously mentioned issues; Communicate effectively using academic and professional protocols and standards.

Class Contact: Three hours per week.


Total effective word limit 3000 words.

AEG5109 APPROACHES TO TEACHING AND LEARNING 1

Locations: St Albans, Footscray Park.

Description: This unit of study is designed to blend with and supplement the knowledge and skills provided in other core and discipline studies in order to help beginning teachers effectively plan curriculum and manage its implementation. The unit will focus on aspects of learning theory related to lesson planning and implementation; curriculum planning and the assessment of student learning; Demonstrate the use of a range of approaches to reflect on and improve practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Document their understanding of a wide range of teaching (pedagogy) and learning (cognition) theories and practices; Generate working explanations for the diversity of student learning encountered during Project Partnerships; Present a record of satisfactory practice in Project Partnerships showing they have taken account of the diversity of student learning; Demonstrate their capacity to document lesson/curriculum planning and the assessment of student learning; Demonstrate the use of a range of approaches to reflect on and improve practice.

Class Contact: Three hours per week (Plus 20 days of supervised teaching practice and 10 days Project Partnership).


Assessment: Assignment, Group task - lesson plan/learning theory exposition (1000 words), 40%. Other, Classroom management plan (500 words), 20%. Report, Partnership report (500 words), 20%. Portfolio, Draft professional portfolio (1000 words), 20%. Plus hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG5110 APPROACHES TO TEACHING AND LEARNING 2

Locations: St Albans, Footscray Park.

Description: This unit of study is designed to extend and supplement the knowledge and skills developed in Approaches to Teaching and Learning 1. In this unit of study preservice teachers will continue to examine: aspects of different learning theories as they relate to lesson planning and implementation; classroom management strategies including a variety of discipline and pedagogical skills; issues related to assessment methods; legal and safety aspects of teaching; and student welfare issues. As in Approaches to Teaching and Learning 1 the central focus in this unit is on learning - what is it that creates an effective learning environment that is inclusive of all students? How do we evaluate whether this has been achieved? In this context the Praxis Inquiry protocol will be used over the semester.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Document their understanding of a wide range of teaching (pedagogy) and learning (cognition) theories and practices; Generate working explanations for the diversity of student learning encountered during Project Partnerships; Present a record of satisfactory practice in Project Partnerships showing they have taken account of the diversity of student learning; Demonstrate their capacity to document lesson/curriculum planning and the assessment of student learning; Demonstrate the use of a range of approaches to reflect on and improve practice.

Class Contact: Three hours per week (Plus 20 days of supervised teaching practice and 10 days Project Partnership).


Assessment: Assignment, Group task - lesson plan/learning theory exposition (1000 words), 40%. Other, Classroom management plan (500 words), 20%. Report, Partnership report (500 words), 20%. Portfolio, Draft professional portfolio (1000 words), 20%. Plus hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG5110 APPROACHES TO TEACHING AND LEARNING 2

Locations: St Albans, Footscray Park.

Description: This unit of study is designed to extend and supplement the knowledge and skills developed in Approaches to Teaching and Learning 1. In this unit of study preservice teachers will continue to examine: aspects of different learning theories as they relate to lesson planning and implementation; classroom management strategies including a variety of discipline and pedagogical skills; issues related to assessment methods; legal and safety aspects of teaching; and student welfare issues. As in Approaches to Teaching and Learning 1 the central focus in this unit is on learning - what is it that creates an effective learning environment that is inclusive of all students? How do we evaluate whether this has been achieved? In this context the Praxis Inquiry protocol will be used over the semester.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Document their understanding of a wide range of teaching (pedagogy) and learning (cognition) theories and practices; Generate working explanations for the diversity of student learning encountered during Project Partnerships; Present a record of satisfactory practice in Project Partnerships showing they have taken account of the diversity of student learning; Demonstrate their capacity to document lesson/curriculum planning and the assessment of student learning; Demonstrate the use of a range of approaches to reflect on and improve practice.

Class Contact: Three hours per week (Plus 20 days of supervised teaching practice and 10 days Project Partnership).


Assessment: Assignment, Group task - lesson plan/learning theory exposition (1000 words), 40%. Other, Classroom management plan (500 words), 20%. Report, Partnership report (500 words), 20%. Portfolio, Draft professional portfolio (1000 words), 20%. Plus hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG5110 APPROACHES TO TEACHING AND LEARNING 2

Locations: St Albans, Footscray Park.

Description: This unit of study is designed to extend and supplement the knowledge and skills developed in Approaches to Teaching and Learning 1. In this unit of study preservice teachers will continue to examine: aspects of different learning theories as they relate to lesson planning and implementation; classroom management strategies including a variety of discipline and pedagogical skills; issues related to assessment methods; legal and safety aspects of teaching; and student welfare issues. As in Approaches to Teaching and Learning 1 the central focus in this unit is on learning - what is it that creates an effective learning environment that is inclusive of all students? How do we evaluate whether this has been achieved? In this context the Praxis Inquiry protocol will be used over the semester.
Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Document their understanding of a range of teaching and learning (pedagogy) theories and practices; Generate working explanations for the diversity of student learning encountered during Project Partnerships; Present a record of satisfactory practice in Project Partnerships showing they have taken account of the diversity of student learning; Demonstrate their capacity to document lesson/curriculum planning and the assessment of student learning; Demonstrate the use of a range of approaches to reflect on and improve practice; Develop and present a professional portfolio.

Class Contact: Three hours per week (Plus 20 days of supervised teaching practice and 10 days Project Partnership).


AEG5111 LITERACY IN EDUCATION

Locations: St Albans, Footscray Park.

Description: In this unit of study preservice teachers will seek: a deeper understanding of the sociocultural basis of language and literacy by exploring the literacy learning of Indigenous Australians and people from non-English speaking backgrounds; examine the developing nature of multi-literacies; and investigate literacy/language learning in the early and middle years of schooling. They will also undertake a reflective evaluation of their experiences in Project Partnerships focusing on: planning and implementing lessons; classroom management; inclusive education; working with literacy support colleagues as well as formative and summative assessment strategies. They will then review and evaluate current education system policies on literacy education, including consideration of state and national studies and inquiries and become familiar with diverse electronic resources which might be used in literacy programs.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Understand the literacy curriculum; Demonstrate familiarity with current practices for teaching and assessing literacy; Connect literacy to different dimensions of communication and social action; Take a critical approach to the exploration of diverse issues and contrasting beliefs relating to literacy education.

Class Contact: Three hours per week.

Required Reading: Developing early literacy assessment and teaching, Hill, S 2006, Australia: Eleanor Curtin.

Assessment: Report, Inquiry research report, 100%. Total effective word limit 3000 words.

AEG5112 NUMERACY IN EDUCATION

Locations: St Albans, Footscray Park.

Description: This unit of study will introduce preservice teachers to the curriculum and pedagogy required for effective teaching of physical education, health and science with a focus on students in the primary years of schooling. Preservice teachers will explore their developing understanding of teaching practices and student learning through an inquiry-based curriculum. Topics will include: planning for teaching, lesson structures, teaching strategies, questioning strategies and lesson plans; children’s learning of mathematics; social constructivism; learning cycle; children thinking mathematically and solving problems, doing practical work and conducting investigations; children’s understanding of number; developing number sense; number in the early years; Indigenous Australians’ understanding of number; children’s understanding of measurement; developing measurement sense; language learning in measurement; Indigenous Australians’ understanding of space and measurement, children’s understanding of space, chance and data; learning operations with whole number, fractions and decimals, assessing children’s mathematics; learning cycles; clinical interviews; using good questions; rich assessment tasks; annotated work samples; recording student learning, using technology for mathematics learning; calculators; generic and specific software and the internet; organising student learning with technology.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Develop their understanding of current approaches in teaching and learning of mathematics; Apply their understanding of how children learn in diverse ways to the mathematics and numeracy fields; Understand mathematics curriculum, teaching and learning in primary schools and the guidelines and resources available to support the implementation of the mathematics curriculum; Plan and teach purposeful lessons that motivate students, foster mathematical thinking and generate specific student learning outcomes through their engagement in Project Partnerships; Use a range of teaching approaches to promote student learning, including investigation, practical work, problem-solving and posing, exposition, discussion and practice; Use or design lessons that use technology as an aid for learning specific mathematics concepts and skills; Demonstrate familiarity with recent trends in teaching, learning and assessment in mathematics (for example, early years literacy programs, middle years numeracy); Demonstrate familiarity with statewide testing programs and outcomes-based curriculum; Use skills to evaluate their own planning and teaching of mathematics.

Class Contact: Three hours per week.


Assessment: Portfolio, Workshop and report on teaching and learning mathematics, 40%. Report, Mathematical investigations and discussions, 30%. Other, Presentation and analysis of teaching resources, 30%. Total effective word limit 3000 words.

AEG5113 INTEGRATED STUDIES 1

Locations: St Albans, Footscray Park.

Description: This unit of study will introduce preservice teachers to the curriculum and pedagogy required for effective teaching of physical education, health and science with a focus on students in the primary years of schooling. Preservice teachers will explore their developing understanding of teaching practices and student learning through an inquiry-based curriculum. Topics will include: planning for teaching, lesson structures, teaching strategies, questioning strategies and lesson plans; children’s learning of mathematics; social constructivism; learning cycle; children thinking mathematically and solving problems, doing practical work and conducting investigations; children’s understanding of number; developing number sense; number in the early years; Indigenous Australians’ understanding of number; children’s understanding of measurement; developing measurement sense; language learning in measurement; Indigenous Australians’ understanding of space and measurement, children’s understanding of space, chance and data; learning operations with whole number, fractions and decimals, assessing children’s mathematics; learning cycles; clinical interviews; using good questions; rich assessment tasks; annotated work samples; recording student learning, using technology for mathematics learning; calculators; generic and specific software and the internet; organising student learning with technology.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Apply their understanding of how children learn in diverse ways to the fields of physical education, health, science, environmental science and geography in their Project Partnership setting; Develop an understanding of the inquiry in physical education, health and science in social contexts and its application in curriculum, teaching and learning in primary schools; Design, trial and evaluate curriculum and learning activities (eg curriculum units) which integrate the subjects; Become aware of and be sensitive to Indigenous ways of knowing and how participation in physical
education, health and science, environmental and geographical inquiry can engage Indigenous Australian students in learning.

Class Contact: Three hours per week.


Assessment: Portfolio, Resource portfolio including annotations and commentary, 40%. Report, Report on planning, teaching & evaluation of health, physical and/or science education, 30%. Review, Inquiry of an issue related to the enhancement of young people's health & wellbeing through the teaching of health, physical & science education, 30%. Total effective word limit 3000 words.

AEG5114 INTEGRATED STUDIES 2

Locations: St Albans, Footscray Park.

Description: This unit of study will introduce preservice teachers to the curriculum and pedagogy required for effective teaching of humanities and the arts with a focus on students in the primary years of schooling. Preservice teachers will apply their developing understanding and practices of humanities and the arts as well as support the enhancement of students' creativity and imagination. Topics will include: planning for teaching; lesson structures, teaching strategies, questioning strategies and lesson plans; children's imagination and creativity; how children's awareness of history can be stimulated by examining developments in art, music, performance and technology; Indigenous ways of artistic expression; how to engage Indigenous Australian students in learning through the arts. This unit includes designing a curriculum unit which integrates a number of curriculum areas, for example, the arts, technology, history and English, through an application of the practice of 'multi-literacies'; setting up the classroom for successful learning through individual, small group and whole class activities; resourcing the humanities and arts class programs; assessing children's inquiry and understanding in the arts and humanities; using information technology to stimulate young people's imagination and creativity.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Better understand the humanities and the arts curriculum, teaching and learning in primary schools, and the guidelines, procedures and resources available to support the implementation of the curriculums; Apply their understanding of how children learn in diverse ways to the arts (visual arts, computer-mediated art, music and performances) and to the design and use of technology; Plan, teach and evaluate purposeful lessons that engage and challenge students, foster their creativity and imagination and generate specific student learning outcomes across curriculum fields; Evaluate learning activities (curriculum units) which integrate humanities and the arts and apply communication and information technologies; Demonstrate awareness of, and sensitivity to, Indigenous ways of artistic expression and how participation in the arts can engage Indigenous Australian students in learning.

Class Contact: Three hours per week.

Required Reading: As advised by lecturer.

Assessment: Portfolio, Construction and presentation of a portfolio documenting practice with annotations and commentary, 40%. Report, Curriculum report on the planning, teaching & evaluation of the arts and/or humanities studies, 30%. Review, Inquiry into an issue related the enhancement of creativity and imagination using the arts, technology and related humanities studies, 30%. Total effective word limit 3000 words.

AEG5115 EARLY CHILDHOOD DEVELOPMENT, LEARNING AND TEACHING 1

Locations: St Albans, Footscray Park.

Prerequisites: Nil

Description: This unit aims to present to students an in-depth study of the development of children 0-3 years across all areas of development (social, physical, emotional, cognitive, perceptual), opportunities to explore current research and the primary theories in relation to infant and toddler development.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate their knowledge and understanding of the development of 0-3 year old children across all developmental domains, and be able to plan, implement and evaluate effective learning programs for children under 3 years of age; Understand the fundamental role of play in children's learning and development; Apply their observation and program planning skills to implement play-based educational experiences for individual children and groups of children; Analyse how valuable free-play experiences and free play time can be 'squeezed' through inappropriate routines and transitions in a range of early childhood programs; Explore the notion of play in a variety of socio-cultural contexts; Describe their knowledge of the major theorists/theories, current research and contemporary issues in relation to infant and toddler development; Reflect on their own abilities, attitudes, values and beliefs with respect to young children's learning and development; Explain their understanding of the diversity of human growth and development; and the likely impact of culture, family, genetic inheritance and life experiences on development; Focus on the range of pedagogies which are employed to support learning and develop an understanding of educational contexts; Make connections between Project Partnership experiences and a range of theories of learning.

Class Contact: Three hours or equivalent per week comprising one hour of lectures and two hours of workshops/tutorials/centre visits online.


Assessment: Portfolio, Exposition: Learners, Development and Learning, 70%. Exercise, Develop inquiry outline, 15%. Report, Compile student profile, 15%. Other, Project Partnership report (Hurdle), 0%. Total effective word limit 3000 words.

AEG5116 EARLY CHILDHOOD DEVELOPMENT, LEARNING AND TEACHING 2

Locations: St Albans, Footscray Park.

Prerequisites: AEG5115 - EARLY CHILDHOOD DEVELOPMENT, LEARNING AND TEACHING 1

Description: The aim of this unit of study is to enable students to gain a thorough understanding of major theorists and current research across a range of developmental areas including cognition, physical, emotional, social development; diversity issues, individual learning styles; the contribution of play to children's development. Students will be expected to explore a range of philosophical and psychological theories and curriculum models from which to develop their own understanding of developing a teaching philosophy using a Praxis Inquiry approach.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate their knowledge and understanding of the development of 3-8 year old children across all developmental domains and apply understandings of individual children's learning styles, learning theories and curriculum approaches to program planning in preschool and early years programs; Describe their knowledge and understanding of the major theorists/theories, current research and contemporary issues of child development in relation to 3-8 year old children; Identify and illustrate the contribution of play to children's development and learning in early years programs; Reflect on their own abilities, attitudes, values and beliefs with respect to young children's learning and development.
Class Contact: 3 hours per week in lectures/workshops/tutorials and on line activities.


Assessment: Portfolio, Professional Exposition: Learners, Development and Learning, 70%. Report, Curriculum inquiry and report, 30%. Other, Project Partnership report (ungraded), 0%. Total effective word limit 3000 words.

AEG5117 EARLY CHILDHOOD CURRICULUM AND PEDAGOGY 1: THE SCIENCES

Locations: St Albans, Footscray Park.

Description: This Curriculum and Pedagogy unit of study aims that preservice teachers investigate the ways children learn mathematics and science and learn how to apply it in solving authentic problems; problems of interest to children and connected with the world as they experience it. The unit of study has an emphasis on pedagogical practices consistent with social-constructivist theories of learning. Use of the Praxis Inquiry Protocol will encourage preservice teachers to relate their developing curriculum knowledge to specific practical challenges in developing mathematics, science and environment programs in their Project Partnerships.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Apply their understanding of how children learn in diverse ways to the mathematics, numeracy and science field; Deepen their understanding of the integration of mathematics, numeracy, science and environment learning across all development domains, cognitive, social, emotional, physical and language; Develop an understanding of mathematics curriculum, teaching and learning in early childhood services and the guidelines and resources available to support the implementation of mathematics curriculum; Through Project Partnerships, plan and implement learning experiences that engage children, foster mathematical and scientific thinking and generate specific child learning outcomes; Use a range of teaching approaches to promote student learning including experimentation, trial and error, repetition, investigation, practical work, problem-solving and posing, exposition, discussion and practise.

Class Contact: Three hours or equivalent per week comprising one hour of lectures and two hours of workshops/tutorials/centre visits.

Required Reading: Early mathematical explorations, Yelland, N, Butler, D & Diezmann, C 1999, Needham Heights, MA : Pearson Just investigate: science and environment programs in their Project Partnerships

Assessment: Portfolio, Common assessment task, 50%. Report, Curriculum report, 50%. Total effective word limit 3000 words.

AEG5118 EARLY CHILDHOOD CURRICULUM AND PEDAGOGY 2: THE ARTS

Locations: St Albans, Footscray Park.

Description: The aims of this unit are for preservice teachers to examine their own attitudes towards visual and creative arts; to develop their theoretical knowledge, understanding of, and skills in, a range of early childhood visual, expressive, dramatic, musical arts and creative arts experiences; and to employ these understandings, attitudes and skills to suit the developmental, socio-cultural and aesthetic needs of the young child.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate understanding, skills and teaching experience in a range of appropriate early childhood expressive arts approaches; experienced the practical aspects of the performing arts Extend their understandings and skills in the areas of early childhood music, dance, drama and the visual arts; Thoroughly understand the visual and creative art needs of young children, and the practical skills to implement effective visual and creative arts teaching programs; Use a range of strategies for learning which reflect the needs and preferred learning styles of young people and which presents and investigates a range of genre in visual and creative arts; Demonstrate an understanding of their own artistic influences and attitudes and the impact this can have on their ability to assist young children's arts development; Demonstrate an ability to inquire about, understand the role of the arts and culture in education and act critically; Use specific strategies such as the use of concrete materials, philosophical inquiry, cooperative groups, integrated and negotiated curriculum which addresses the socio-cultural perspective of learners.

Class Contact: Three hours per week of lectures, workshops, online activities, tutorial groups and/or special interest groups.


Assessment: There are two assessment tasks: Common Assessment Task (60%) The Common Assessment Task for the Praxis Inquiry unit of study being undertaken in the same semester. The Common Assessment Task is a Professional Exposition: Teaching and Learners. The portfolio will focus on teaching and learners and document practice in Project Partnerships with accompanying reflective annotations and commentary with particular emphasis on children’s development and learning in the areas of music, movement and the dramatic arts. (2000 words equivalent) Curriculum Report (40%) Resource folder of experiences and resources for music, movement, drama, creative and visual arts experiences for children (1000 words). Portfolio, Professional Exposition: Teaching and Learners, 60%. Report, Curriculum resources for The Arts, 40%.

AEG5119 CONTEMPORARY ISSUES, SOCIAL CONTEXTS OF LEARNING AND SOCIAL JUSTICE

Locations: Footscray Nicholson, St Albans.

Description: This unit of study provides an opportunity for students to develop their practices as activist reflective practitioners. With a focus on the changing nature of education, early childhood services and teaching, they will systematically explore how teachers can express commitment to social justice in education as they take responsibility for children’s learning and development in their early childhood programs. Preservice teachers will interpret and critically analyse current research and issues in early childhood education and development, consider how research impacts on current thinking and methodologies with regard to teaching and learning in early childhood programs and consider a range of social influences on children’s learning and development.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Understand, identify and discuss the major professional, educational, political and philosophical issues that impact on the work of contemporary early childhood professionals working in a range of contexts; Analyse issues related to the provision of appropriate early childhood services in socially and culturally diverse communities; Further develop their personal educational philosophy with respect to social, cultural, family and political influences on development and learning which will inform their practice as they work in the early childhood profession; Develop a successful relationship, based on a professional discourse about teaching and learning, with student colleagues and university staff; Demonstrate the use of a range of approaches used by the competent professional teacher to reflect on and improve practice, especially in ongoing planning and evaluation; Consider their professional roles in relation to social justice and advocacy in early childhood.

Class Contact: Three hours per week of lectures, workshops, online activities, tutorial groups and/or special interest groups.

Assessment: Literature Review, Review of research, 50%. Report, Research report, 50%. Total effective word limit 3000 words.

AEG5120 PROFESSIONAL ISSUES

Locations: St Albans, Footscray Park.

Description: This unit will include current understandings and implementation of all management practices and policies and how social and economic policies determine the direction of early childhood services. Preservice teachers will be expected to develop an understanding of how policies are developed to support service delivery in relation to: gender, ethnicity, disability and social inclusion. Current and future trends in early childhood services will be explored. The nature and development of leadership, mentoring and advocacy for children and families will be explored together with a focus on preparing graduates to join the early childhood teaching profession.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Exhibit a thorough understanding of how social and economic policies determine the direction of early childhood services; Demonstrate knowledge of, and ability to undertake professional responsibilities in early childhood programs; Understand the policy framework for early childhood services in Australia; Advocate for children, families and effective early childhood service delivery; Demonstrate knowledge, understanding and skills of leadership and advocacy in early childhood services; Participate in mentoring programs.

Class Contact: Three hours per week participation in lectures, workshops, management meetings, leadership and mentoring programs.


Assessment: Assignment, Management, advocacy, policy and leadership, 50%. Portfolio, Professional portfolio, 50%. Total effective word limit 3000 words.

AEG5121 LANGUAGES AND LITERACY IN EARLY CHILDHOOD

Locations: St Albans, Melton.

Description: This unit of study provides an opportunity for preservice teachers to extend their knowledge and understanding of learners and learning through an investigation into the ways in which children acquire language and literacy and how people apply these skills to communicate and act purposefully in society. Through this focused exploration into curriculum, pedagogy and assessment, preservice teachers will be encouraged to consider local practices in the context of national and international research and development.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Understand the receptive and expressive language development of children; Understand the English curriculum; Demonstrate familiarity with current practices for teaching and assessing receptive and expressive language and literacy; Connect literacy to different dimensions of communication and social action; Take a critical approach to the exploration of diverse issues and contrasting beliefs relating to language and literacy education.

Class Contact: Three hours or equivalent per week comprising a one-hour lecture and two hours of workshops/tutorials/centre visits.


Assessment: Assignment, Early language and literacy (2500 words), 50%. Case Study, Family literacy (2500 words), 30%. Assessment 1: Early Language and Literacy Discuss two critical experiences and their associated processes in the home and in the preschool that have the potential to support young children’s emergent language and literacy. Use references from the readings to justify your response (2500 words)

Assessment 2: Family Literacy

Interview a parent or guardian about their child’s literacy using the ORIM model as a guide to your conversation. Use this information to design an early childhood environment that nurtures this child’s literacy development. Explain and justify the activities you have chosen and the strategies you have adopted by reference to the related literature (2500 words).

AEG5122 INCLUSIVE PRACTICE IN EDUCATION

Locations: Melton.

Description: This unit of study aims to provide preservice teachers with the ability to investigate the principles and practices of curriculum and pedagogy which address issues of diversity, equality and disability through inclusive and integrated approaches to teaching, learning and assessment. Use of the Praxis Inquiry Protocol will encourage preservice teachers to relate their developing child development and curriculum knowledge to specific practical challenges in teaching in their Project Partnerships. A particular emphasis of this curriculum and pedagogy unit of study will be to extend preservice teachers’ focus on early childhood teaching and learning to the broader organisational question of the way in which early childhood services can take account of the personal, cultural and social conditions of education to include all students in learning.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Understand and apply inclusive curriculum planning and teaching which take account of the diversity of children’s/students’ abilities and of their social and cultural backgrounds; Understand the developmental, curriculum and teaching and learning requirements of 0-12 year old children, together with the guidelines, procedures and resources available to support the implementation of the curriculum; Generate consistent and sustainable early childhood service and classroom management practices whose goal is to engage students in learning; Demonstrate familiarity with the form of, and processes for, negotiating individual learning management plans.

Class Contact: Three hours or equivalent per week comprising one hour lecture and two hours of workshops/tutorials/centre visits.


Assessment: Essay, Engaging students in learning, 40%. Report, Curriculum project in which preservice teachers report the development of child development & learning, curriculum understanding & practice, 30%. Presentation, Application of inclusive curriculum planning and teaching, 30%. Assessment 1: 2000 words

Assessment 2: 1500 words

Assessment 3: 1500 words equivalent

AEG5123 TESOL METHODOLOGY

Locations: Footscray Park.

Description: This unit of study provides an introduction to second language teaching methodology and the concept of language proficiency. An historical overview of the development of methods and approaches, together with a study of the nature of language is followed by an examination of current research and its implications for the teaching of speaking, listening, reading and writing in the second language classroom. Learner variables and cultural factors which impinge on communication and language learning are analysed, while integration of the four macro-skills with syntax, lexis,
pragmatics and non-verbal communication is discussed. Other topics to be treated include language needs analyses, the assessment of communicative competence and language proficiency, language testing, second language acquisition theory and research, language teachers as researchers, continuous evaluation practices, action research for classroom-based language teachers, the politics of language teaching and curriculum renewal.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate in written form how the nature of the English language influences the learning of English as a second (or additional) language; Demonstrate orally and in written form knowledge of the processes involved in learning English as a second (or additional) language, including the factors affecting the development of language proficiency; Demonstrate in a class presentation awareness of the socio-cultural context of TESOL particularly in the western region of Melbourne but also in Australia and internationally; Use knowledge of the institutional contexts of TESOL to demonstrate in writing and orally understanding of the roles of the TESOL teacher; Use a range of needs analyses techniques in class and in the community to ascertain ESL learners’ language needs; Use a range of language testing mechanisms in class to determine language proficiency; Develop appropriate language learning tasks in class both individually and in groups; Demonstrate the use of research skills to evaluate TESOL teaching practices through successful completion of the main assessment requirements.

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


Assessment: Total Assessment: 8,000 words or equivalent. There will be a minimum of three separate tasks as advised by the lecturer.

Assignment, As advised by the lecturer, 20%. Assignment, As advised by the lecturer, 30%. Assignment, As advised by the lecturer, 50%. Students are encouraged to apply what they have learnt and done in the other TESOL course units to complete their assessment tasks.

AEGS125 LITERACY METHODOLOGY

Locations: Footscray Park.

Description: This unit of study provides an introduction to the theoretical debate surrounding the concept of literacy in Australia and in other societies, and its implication for appropriate curriculum design. Profiles of typical youth and adult literacy students in education and workplace training sites will be developed and consequent learner variables analysed, including the needs of groups with both English speaking and non-English speaking background students. Appropriate teaching practices will then be discussed with due attention paid to a variety of influences over choice and effectiveness of particular strategies that can be used, including reconciliation of: centralised curriculum and accountability priorities, and local specialisation; traditional classroom delivery modes and more recent innovations linked to flexible delivery systems which respond to variation in student purpose and availability; and literacy defined initially as reading and writing then extended to include areas such as numeracy, techno-scientific and visual literacy, or defined more broadly to investigate changes in learning styles brought by new learning technologies. Opportunities will be available for practical experience in online participation within the unit. This experience in turn contributes to understanding ways to develop literacy programs and teaching materials that utilise computer-mediated communication systems.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate knowledge and understanding of the key theoretical frameworks related to the teaching of literacy skills in the 21st century; Demonstrate knowledge and understanding of the variety of literacy settings and learner groups; Demonstrate knowledge and understanding of the relationship between current literacy theories and literacy practices; Demonstrate knowledge and understanding of the Australian literacy policy environment; Demonstrate understanding of the changing demands for social, personal and vocational literacy skills and repertoires and the impacts of these on lives of individuals and communities.

Class Contact: Three hours per week or equivalent for one semester comprising lectures, workshops or online delivery. Online access to unit materials will be available as an option to students to supplement lectures and interested students can access a unit of study home page, obtain web-based email accounts and maintain email contact with staff and students.


Assessment: Total Assessment: 5000 words or equivalent. There will be a minimum of three separate tasks as advised by the lecturer.

Assignment, As advised by the lecturer, 20%. Assignment, As advised by the lecturer, 30%. Assignment, As advised by the lecturer, 50%. Students are encouraged to apply what they have learnt and done in the other TESOL course units to complete the...
assessment tasks. Students are also encouraged to use their current work experiences to complete the assessment tasks.

**AEGS126 TECHNIQUES IN TESOL**

**Locations:** Footscray Park.

**Prerequisites:** AEGS123 - TESOL METHODOLOGY

**Description:** This unit of study provides an extension of the skills and knowledge acquired in TESOL Methodology. Particular emphasis will be placed on language learning classroom processes and strategies, as well as reflective professional practices. Topics will include: the integration of skills, group dynamics, the influence of gender, class and ethnicity, the influence of indigenous identities on learning English as an additional language, language curriculum development and the use of technology for language teaching. The interface of ESL and literacy will be explored along with the principles underpinning the learning of English as a second language in the workplace.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to: Demonstrate understanding of the socio-cultural context of TESOL in Australia; Use knowledge of the institutional contexts of TESOL, in particular the role of TESOL teachers, to function as a TESOL professional in a range of language learning environments; Analyse and meet ESL learners' needs; Read, understand and relate current research of ESL to the teaching of ESL; Demonstrate awareness of the theories of first, second and additional language acquisition; Use and develop ESL curriculum frameworks and documents; Demonstrate how to integrate the teaching of language skills; Use knowledge of group dynamics to teach language; Demonstrate knowledge of the use of technology for language teaching.

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


**Assessment:** Total Assessment: 5000 words or equivalent. There will be a minimum of two separate tasks as advised by the lecturer.

Assignment, As advised by the lecturer, 30%. Assignment, As advised by the lecturer, 70%. Students are encouraged to apply what they have learnt and done in the other TESOL course units to complete their assessment tasks.

**AEGS201 TEACHING BUSINESS 1**

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

**Description:** This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit of curriculum will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance; the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to: Understand the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Victorian Essential Learning Standards, VCAL and the VCE.

**Class Contact:** Three hours per week.

**Required Reading:** VCE Business Management study design, VCAA 2007, Melbourne.

**Assessment:** Report, Teaching plan (500 words), 20%. Report, Unit plan (1000 words), 30%. Assignment, Individual reflection (1000 words), 30%. Project, Partnership inquiry (500 words), 20%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

**AEGS202 TEACHING BUSINESS 2**

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

**Description:** This unit will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit of curriculum will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance; the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to: Understand the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Victorian Essential Learning Standards, VCAL and the VCE.

**Class Contact:** Three hours per week.

**Required Reading:** VCE Business Management study design, VCAA 2007, Melbourne.

**Assessment:** Report, Teaching plan (500 words), 20%. Report, Unit plan (1000 words), 30%. Assignment, Individual reflection (1000 words), 30%. Project, Partnership inquiry (500 words), 20%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded).
including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFIL, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content; Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment; Reflect, evaluate and improve their knowledge and practice in the discipline.

Class Contact: Three hours per week.

Required Reading: VCAA 2005 Victorian Essential Learning Standards, Victorian Curriculum and Assessment Authority, Melbourne. Three hours per week.

AEGS204 TEACHING COMPUTING 2

Locations: St Albans, Footscray Park.

Description: This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a 'tool box' of teaching strategies, the broad set of values and beliefs that inform the teaching and design of this unit of curriculum will also be reflected upon, and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation, techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFIL, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content; Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment; Reflect, evaluate and improve their knowledge and practice in the discipline.

Class Contact: Three hours per week.

Required Reading: VCAA 2005 Victorian Essential Learning Standards, Victorian Curriculum and Assessment Authority, Melbourne. Three hours per week.
Assessment: Assignment, Teaching plan (500 words), 20%. Assignment, Unit plan (1000 words), 30%. Assignment, Individual reflection (1000 words), 30%. Assignment, Partnership inquiry (500 words), 20%. Plus hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG5206 TEACHING CREATIVITY AND THE ARTS 2

Locations: St Albans, Footscray Park.

Description: This is a method designed for students who have met VIT requirements for teaching Visual Arts, Drama, Dance and/or Media Studies. This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a "tool box" of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit of curriculum will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping; the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Understand the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Class Contact: Three hours per week for one semester.


Assessment: Report, Teaching plan (500 words), 20%. Report, Unit plan (1000 words), 30%. Assignment, Individual reflection (1000 words), 30%. Project, Partnership inquiry (500 words), 20%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG5207 TEACHING ENGLISH 1

Locations: St Albans, Footscray Park.

Description: This unit of study will cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content; Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment; Reflect, evaluate and improve their knowledge and practice in the discipline.

Class Contact: Three hours per week.


Assessment: Report, Teaching plan (500 words), 20%. Report, Unit plan (1000 words), 30%. Assignment, Individual reflection (1000 words), 30%. Project, Partnership inquiry (500 words), 20%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG5208 TEACHING ENGLISH 2

Locations: St Albans, Footscray Park.

Description: This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a "tool box" of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content; Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment; Reflect, evaluate and improve their knowledge and practice in the discipline.
Class Contact: Three hours per week.


Assessment: Report, Teaching plan (500 words), 20%. Report, Unit plan (1000 words), 30%. Assignment, Individual reflection (1000 words), 30%. Project, Partnership inquiry (500 words), 20%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG5209 TEACHING ENGLISH AS A SECOND LANGUAGE 1

Locations: St Albans, Footscray Park.

Description: This unit provides an introduction to English as a Second Language teaching methodology to pre-service teachers. An historical overview of the development of methods and approaches to Teaching English as a Second Language (TESL), together with a study of the nature of language is followed by an examination of current research and its implications for the teaching of speaking, listening, reading and writing in the second language classroom. Learner variables and cultural factors which impinge on learning and communication are analysed, while integration of the four macro-skills with grammar, vocabulary and non-verbal communication is discussed.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Use their knowledge of the main features of the English language (syntax, pragmatics, morphology, phonology, lexis, semantics) to teach ESL; Describe the processes and variables involved in learning English as a second (or additional) language; Analyse ESL learners’ language and socio-cultural needs; Design teaching programs to meet ESL learners’ language and socio-cultural needs; Read, understand and relate current research of ESL to the teaching of ESL.

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


Assessment: Other, Option A or Option B or Option C (see assessment below), 80%. Exercise, Class-based tasks and home-based activities, 20%. Option A: Mentoring an ESL learner or learners plus a 10-15 minute presentation of the evaluation of this mentoring with a 1000-word report of the mentoring 80%; OR Option B: One written research-based assignment of 2000 words 80%; OR Option C: One negotiated language related and research-based task equivalent to 2000 words 80%.

AEG5210 TEACHING ENGLISH AS A SECOND LANGUAGE 2

Locations: St Albans, Footscray Park.

Description: This unit is a continuation of the TESL Methodology (AEG1674) unit which provides an introduction to second language teaching methodology to pre-service teachers. This second unit of TESL Methodology focuses on language needs analyses, the assessment of communicative competence and language proficiency, language testing, second language acquisition theory and research, language teachers as researchers, continuous evaluation practices, action research for classroom-based language teachers, the politics of language teaching and language teaching curriculum renewal.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content; Demonstrate an ability to plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment; Demonstrate a capacity to reflect, evaluate and improve their knowledge and practice in the discipline. Pre-service teachers will also be provided with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a “tool box” of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12


AEG5211 TEACHING HUMANITIES 1

Locations: St Albans, Footscray Park.

Description: This unit of study will provide pre-service teachers with: knowledge of how students learn; effective teaching strategies and discipline specific content; ability to plan and assess for effective learning; knowledge to employ a range of resources to engage students; ability to maintain a safe and challenging learning environment; ability to demonstrate a capacity to reflect, evaluate and improve their knowledge and practice in the discipline. Pre-service teachers will also be provided with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a “tool box” of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Assessment: Report, Teaching plan (500 words), 20%. Report, Unit plan (1000 words), 30%. Assignment, Individual reflection (1000 words), 30%. Project, Partnership inquiry (500 words), 20%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG5212 TEACHING HUMANITIES 2

Locations: St Albans, Footscray Park.

Description: This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit of curriculum will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFI, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content; Plan and assess for effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment; Reflect, evaluate and improve their knowledge and practice in the discipline.

Class Contact: Three hours per week.


Assessment: Report, Teaching plan (500 words), 20%. Report, Unit plan (1000 words), 30%. Assignment, Individual reflection (1000 words), 30%. Project, Partnership inquiry (500 words), 20%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG5214 TEACHING LANGUAGES OTHER THAN ENGLISH 2

Locations: St Albans, Footscray Park.

Description: Teaching LOTE 2 will help pre-service teachers to develop an understanding of the following: the rationale for LOTE teaching and learning; theories of language acquisition; methods and approaches in language teaching; developing and integrating language macro-skills in the LOTE classroom; pronunciation, speaking and listening; reading, writing and teaching vocabulary and grammar. This unit will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit of curriculum will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, expositions, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFI, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content; Plan and assess for effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment; Reflect, evaluate and improve their knowledge and practice in the discipline.

Class Contact: Three hours per week.


Assessment: Report, Teaching plan (500 words), 20%. Report, Unit plan (1000 words), 30%. Assignment, Individual reflection (1000 words), 30%. Project, Partnership inquiry (500 words), 20%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded).
Partnership inquiry (500 words), 20%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG5217 TEACHING MUSIC 1

Locations: St Albans.

Description: This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course, which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a 'tool box' of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content; Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment; Reflect, evaluate and improve their knowledge and practice in the discipline.

Class Contact: Three hours per week.


Assessment: Report, Teaching plan (500 words), 20%. Report, Unit plan (1000 words), 30%, Assignment, Individual reflection (1000 words), 30%. Project, Partnership inquiry (500 words), 20%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG5219 TEACHING OUTDOOR EDUCATION 1

Locations: St Albans, Footscray Park.

Description: This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a 'tool box' of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to understand the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Victorian Essential Learning Standards, VCAL and the VCE.

Class Contact: Three hours per week for one semester.


Assessment: Report, Teaching plan (500 words), 20%. Report, Unit plan (1000 words), 30%. Assignment, Individual reflection (1000 words), 30%. Project, Partnership inquiry (500 words), 20%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG5220 TEACHING OUTDOOR EDUCATION 2

Locations: St Albans, Footscray Park.

Description: This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit of curriculum will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to able to Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content; Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment; Reflect, evaluate and improve their knowledge and practice in the discipline.

Class Contact: Three hours per week for one semester.


Assessment: Report, Teaching plan (500 words), 20%. Report, Unit plan (1000 words), 30%. Assignment, Individual reflection (1000 words), 30%. Project, Partnership inquiry (500 words), 20%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG5222 TEACHING PHYSICAL EDUCATION 2

Locations: St Albans, Footscray Park.

Description: This unit will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit of curriculum will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to able to Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content; Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment; Reflect, evaluate and improve their knowledge and practice in the discipline.

Class Contact: Three hours per week for one semester.


Assessment: Report, Teaching plan (500 words), 20%. Report, Unit plan (1000 words), 30%. Assignment, Individual reflection (1000 words), 30%. Project, Partnership inquiry (500 words), 20%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG5221 TEACHING PHYSICAL EDUCATION 1

Locations: St Albans, Footscray Park.

Description: This unit will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to able to Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content; Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment; Reflect, evaluate and improve their knowledge and practice in the discipline.
Class Contact: Three hours per week.


Assessment: Report, Teaching plan (500 words), 20%. Report, Unit plan (1000 words), 30%. Assignment, Individual reflection (1000 words), 30%. Project, Partnership inquiry (500 words), 20%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

**AEGS223 TEACHING PSYCHOLOGY 1**

Locations: St Albans, Footscray Park.

Description: This unit will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit of curriculum will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Understand the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Victorian Essential Learning Standards, VCAL and the VCE.

Class Contact: Three hours per week.


Assessment: Report, Teaching plan (500 words), 20%. Report, Unit plan (1000 words), 30%. Assignment, Individual reflection (1000 words), 30%. Project, Partnership inquiry (500 words), 20%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

**AEGS224 TEACHING PSYCHOLOGY 2**

Locations: St Albans, Footscray Park.

Description: This unit will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit of curriculum will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content; Plan and assess effective learning and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Victorian Essential Learning Standards, VCAL and the VCE.

Class Contact: Three hours per week for one semester.

AEG5226 TEACHING SCIENCE 2

Locations: St Albans, Footscray Park.

Description: This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, expositions, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate knowledge of the context in which students learn; Reflect, evaluate and improve their knowledge of the social, political and economic factors impacting on young people in the junior and post-compulsory secondary years of schooling; Better understand the complexity of delivering student welfare in a school through a series of presentations/projects both individual and group which focus on contextualising the role of schooling in our society.

Class Contact: Three hours per week.


Assessment: Report, Teaching plan (500 words), 20%. Report, Unit plan (1000 words), 30%. Assignment, Individual reflection (1000 words), 30%. Project, Partnership inquiry (500 words), 20%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG5228 TEACHING STUDENT WELFARE 2

Locations: St Albans, Footscray Park.

Description: This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit of curriculum will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, expositions, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content; Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment; Reflect, evaluate and improve their knowledge and practice in the discipline.

Class Contact: Three hours per week.


Assessment: Report, Teaching plan (500 words), 20%. Report, Unit plan (1000 words), 30%. Assignment, Individual reflection (1000 words), 30%. Report, Partnership inquiry (500 words), 20%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded).
employ a range of resources to engage students and maintain a safe and challenging learning environment; Reflect, evaluate and improve their knowledge and practice in the discipline.

Class Contact: Three hours per week.


Assessment: Report, Teaching plan (500 words), 20%. Report, Unit plan (1000 words), 30%. Assignment, Individual reflection (1000 words), 30%. Project, Partnership inquiry (500 words), 20%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG5229 TEACHING TECHNOLOGY 1

Locations: St Albans, Footscray Park.

Description: This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. For example, pre-service teachers will examine the themes of information, materials and systems. Teaching Technology Studies 1 reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content; Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment; Reflect, evaluate and improve their knowledge and practice in the discipline.

Class Contact: Three hours per week.


Assessment: Report, Teaching plan (500 words), 20%. Report, Unit plan (1000 words), 30%. Assignment, Individual reflection (1000 words), 30%. Project, Partnership inquiry (500 words), 20%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG5230 TEACHING TECHNOLOGY 2

Locations: St Albans, Footscray Park.

Description: This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. For example, pre-service teachers will examine the themes of information, materials and systems. Teaching Technology 2 reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content; Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment; Reflect, evaluate and improve their knowledge and practice in the discipline.

Class Contact: Three hours per week for one semester.


Assessment: Report, Teaching plan (500 words), 20%. Report, Unit plan (1000 words), 30%. Assignment, Individual reflection (1000 words), 30%. Project, Partnership inquiry (500 words), 20%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG5231 TEACHING VOCATIONAL EDUCATION AND TRAINING 1

Locations: St Albans, Footscray Park.

Description: This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skill to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit of study will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and
lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content; Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment; Reflect, evaluate and improve their knowledge and practice in the discipline.

Class Contact: Three hours per week for one semester.


Assessment: Report, Teaching plan (500 words), 20%. Report, Unit plan (1000 words), 30%. Assignment, Individual reflection (1000 words), 30%. Project, Partnership inquiry (500 words), 20%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG5232  TEACHING VOCATIONAL EDUCATION AND TRAINING 2

Locations: St Albans.

Description: This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course, which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small group, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content; Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment; Reflect, evaluate and improve their knowledge and practice in the discipline.

Class Contact: Three hours per week.


Assessment: Report, Teaching plan (500 words), 20%. Report, Unit plan (1000 words), 30%. Assignment, Individual reflection (1000 words), 30%. Project, Partnership inquiry (500 words), 20%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG5233  EXTENDED DISCIPLINE STUDY 1

Locations: St Albans, Footscray Park.

Description: Extended Discipline Study 1 offers pre-service teachers in nominated or high demand areas an opportunity to focus on an in-depth study of their discipline. This unit of study is designed as the equivalent of a double teaching method. Extended Discipline Study 1 aims to provide pre-service teachers with an opportunity to build on their discipline study through a program of focused inquiry, problem-based learning, research, curriculum development and practice. This unit will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course, which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content; Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment; Reflect, evaluate and improve their knowledge and practice in the discipline.

Class Contact: Three hours per week.


Assessment: Report, Teaching plan (500 words), 20%. Report, Unit plan (1000 words), 30%. Assignment, Individual reflection (1000 words), 30%. Project, Partnership inquiry (500 words), 20%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded).
AEG5234 EXTENDED DISCIPLINE STUDY 2

Locations: St Albans, Footscray Park.

Description: Extended Discipline Study 2 offers pre-service teachers in nominated or high demand areas an opportunity to focus on an in-depth study of their discipline. This unit of study is designed as the equivalent of a double teaching method. Extended Discipline Study 2 aims to provide pre-service teachers with an opportunity to build on their discipline study through a program of focused inquiry, problem-based learning, research, curriculum development and practice. This unit will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit of curriculum will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VICAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content; Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment; Reflect, evaluate and improve their knowledge and practice in the discipline.

Class Contact: Three hours per week.


Assessment: Report, Teaching plan (500 words), 20%. Report, Unit plan (1000 words), 30%. Assignment, Individual reflection (1000 words), 30%. Project, Partnership inquiry (500 words), 20%. Hurdle tasks (collection of teaching and learning artifacts) (ungraded).

AEK1101 INDIGENOUS AUSTRALIAN ISSUES AND UNDERSTANDINGS

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study gives an introduction to: Indigenous Australian histories including various hypotheses on how, when and where Indigenous Australians arrived in Australia; anthropological interpretations of Indigenous Australian peoples; contemporary lifestyles; artefacts of traditional Indigenous Australian culture. This unit of study will include five days of community partnerships during which students will inquire about Indigenous Australian issues in community organisations, through community organisations’ activities or events.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to provide an historical overview of Indigenous Australia; Critically use culturally acceptable inquiry skills.

Class Contact: Twenty-four hours of workshops or equivalent, Plus five days of community partnerships.


Assessment: Report, Written report on partnerships, 20%. Essay, Essay on issues covered in class, 30%. Presentation, Tutorial presentation, 20%. Assignment, Assessment of community partnership work, 20%. Participation, Participation in tutorial class, 10%. Total EWL 3000 words.

AEK1102 GLOBAL INDIGENOUS CULTURES

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study will attempt to address such questions as: What are, if any, the commonalities between global Indigenous communities? This unit will compare and contrast Indigenous Australian ways of knowing and doing with the Indigenous peoples of other nations. What are the differences between and commonalities shared by these societies?

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to critically articulate where contemporary Indigenous Australia fits within the global context of Indigenous societies, and the unique position this society holds on the global Indigenous scene; Comprehend the Indigenous Australian struggle and community commitment.

Class Contact: Thirty-six contact hours, comprising one one-hour lecture and one two-hour tutorial per week for one semester.


Assessment: Research Paper, Preliminary research paper, 15%. Presentation, Tutorial presentation (1), 20%. Presentation, Tutorial presentation (2), 25%. Participation, Class participation, 10%. Essay, As advised by lecturer, 30%. Total EWL 3000 words.

AEK1103 INDIGENOUS CAREERS DEVELOPMENT

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study will explore careers through leadership and mentoring and its relevance to Indigenous Australian society. The main themes and questions are: Career opportunities; leadership careers; mentors, what are they ; What you know; what you need to know; leadership potential; goals and aims; skill building.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Critically articulate what mentoring is and have the skills to seek out appropriate mentors for their chosen fields of study or career.

Class Contact: Thirty-six hours class contact, comprising, one one-hour lecture and two hours of tutorial per week for one semester.

Required Reading: The Unit Coordinator will supply a Unit Reader including readings drawn from the following texts: What colour is your parachute: A practical manual for job-hunters and career-changers, Bolles, RN 2005, Ten Speed, Berkeley, CA.

Assessment: Exercise, Completion of 10 tutorial exercises, 50%. Exercise, Career goals and current leadership skill exercises, 10%. Exercise, Career goals and current leadership skill exercises, 10%. Portfolio, Career contracts portfolio, 20%. Participation, Class participation, 10%. Total EWL 3000 words.
AK1104  MANAGING LEARNING AND INQUIRY

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study will focus on supporting students to successfully negotiate study at a higher education institute, through the following topics: time management; presentation skills, both written and oral; personal presentation different looks for different audiences; verbal communication; written communication; basic computer literacy; email etiquette; everyday numeracy; everyday literacy; the connectedness of the above topics.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Prepare well organised, properly documented research papers with appropriate and accepted documenting and reporting styles; Edit and proofread, and know the tone and style required for various genres of writing.

Class Contact: Thirty-six contact hours comprising one one-hour lecture per week, and one two-hour tutorial per week for one semester.

Required Reading: The Unit Coordinator will supply a Unit Reader with readings drawn from the following texts: Guidelines for ethical research in Indigenous studies, Australian Institute for Aboriginal and Torres Strait Islander Studies 2000, AIATSIS, Canberra.

Assessment: Exercise, Completion of 10 tutorial exercises, 50%. Project, Library project, 20%. Project, Journal project, 10%. Report, Written report on group class presentation, 20%. Total EWL 3000 words.

AK1201  INDEPENDENT AUSTRALIAN COMMUNITIES

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study will include five days of community partnership during which students will inquire into the role of Indigenous Australian ways of knowing and doing within community organisations, activities and/or events. There will be an introduction to the history of the Indigenous struggle and the continual impact of colonisation upon Indigenous Australian peoples.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Understand and critically articulate the ideas of the Indigenous Australian worldview; Understand and critically articulate the relationships between Laws and Laws in the Indigenous Australian notion of “living in two worlds” and its costs; Inquire into Indigenous Australian issues affecting community organisations through completion of a five-day community partnership.

Class Contact: Twenty-four hours of workshops or equivalent, Plus five days Community Partnerships.

Required Reading: The Unit Coordinator will supply a Unit Reader with readings drawn from selected texts.

Assessment: Report, Written report on partnerships, 20%. Essay, Essay on issues covered in class, 30%. Presentation, Tutorial presentation, 20%. Assignment, Assessment of Community partnership work, 20%. Participation, Participation in class tutorials, 10%. Total EWL 3000 words.

AK1202  GLOBAL INDIGENOUS COMMUNITIES

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study will attempt to address such questions as: What are, if any, the commonalities between global Indigenous communities? Are all Indigenous communities politically oppressed? Are there any differences in the relationships between the Indigenous and non-Indigenous people/communities/governments of these countries? What are the differences, if any, in the political status of these Indigenous communities.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Critically articulate where contemporary Indigenous Australia fits within the global context of Indigenous societies, and the unique position this society holds on the global Indigenous scene.

Class Contact: Thirty-six contact hours comprising one one-hour lecture and two hours of tutorials per week for one semester.

Required Reading: The Unit Coordinator will supply a Unit Reader with readings drawn from the following texts: A global history of Indigenous peoples, Coates, K 2004, Houndsmills, Basingstoke, Hampshire; Palgrave Macmillan, NY.

Assessment: Research Paper, Preliminary research paper, 15%. Presentation, Tutorial presentation 1, 20%. Presentation, Tutorial presentation 2, 25%. Participation, Class participation, 10%. Essay, As advised by lecturer, 30%. Total EWL 3000 words.

AK2101  WORKING IN INDIGENOUS AUSTRALIAN COMMUNITIES

Locations: St Albans.

Prerequisites: Nil.

Description: The main themes explored in this unit of study are: the function and structure of Indigenous communities; the development of formal Indigenous Australian community organisations; non-Indigenous Australian society and its relationship to community leaders and organisations; policy versus reality in community experience; community perceptions of the differences between appointed and elected committees; the processes and consultation in policy development; the expectations stakeholders; the differences in community development and organisational management processes in Indigenous Australian and non-Indigenous Australian managed communities and their organisations. This unit of study will also have a ten-day Community Partnership component. Where it is not possible to place students, they will undertake an equivalent research project.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Articulate how and why communities are established, especially about the development of community organisations; Identify the differences between policies, the contexts in which they are enacted, and the limitations on their implementation; Comprehend how various stakeholders can influence a community and the direction and ability to function to meet community aspirations; Comprehend how Indigenous people in mainstream contexts maintain community connections.

Class Contact: Twenty-four hours of workshops or equivalent, Plus ten days Community Partnerships.

Required Reading: The Unit Coordinator will supply a Unit Reader with readings drawn from the following texts: Telling the truth about Aboriginal history, Attwood, B 2005, Allen and Unwin, Crows Nest, NSW.

Assessment: Report, Written report on partnerships, 20%. Essay, Essay on issues covered in class, 30%. Presentation, Tutorial presentation, 20%. Assignment, Assessment of community partnership work, 20%. Participation, Participation in tutorial classes, 10%. Total EWL 3000 words.

AK2102  ORAL TRADITIONS IN INDIGENOUS COMMUNITIES

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study will explore the concept of oral tradition and its cultural relevance and importance to Indigenous Australians. The importance of preserving the cultural integrity of this tradition and the knowledge passed down through it will also be examined.
AEK2201 LEARNING IN INDIGENOUS AUSTRALIAN COMMUNITIES

Locations: St Albans.
Prerequisites: Nil.

Description: This unit of study will investigate traditional Indigenous Australian community structure with emphasis on the following themes: the Elder system and traditional Elder customs; what is a reciprocal system; connections to 'country' and reciprocal rights; multi-connectedness/obligations to many 'countries'; traditional versus historical connections; the contemporary Indigenous Australian reality. This unit will also have a 10-day Community Partnership component or research project.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to critically articulate the Elder system and its relevance in contemporary Indigenous Australia; critically articulate the reciprocal/obligatory nature of Indigenous Australian society and what this means both in contemporary Indigenous Australia and for community organisations; critically articulate the concept of 'country' and the obligations that are part of it.

Class Contact: Twenty-four hours of workshops or equivalent, Plus 10 days of Community Partnerships.

Required Reading: The Unit Coordinator will supply students with a Unit Reader.

Assessment: Written Report on Partnerships (1000 words) 20%; Essay on issues covered in class (2000 words) 30%; Tutorial presentation (750-1000 words) 20%; Assessment of Community Partnership work 20%; Participation in tutorial classes 10%.

AEK2202 GLOBAL INDIGENOUS ISSUES

Locations: St Albans.
Prerequisites: Nil.

Description: This unit of study will address the broader global issues that are common throughout Indigenous communities all over the world. This will be done through the exploration of themes and questions such as the following: construction of the notion of ‘race’, ethnicity and multiple Indigenous ethnicities within one Indigenous society; identity, its construct and label appointment; legal national definition of Indigenousity. The origin of the concept of ‘Whiteness’: what is it

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be expected to be able to: Examine and explore their own concepts of ‘race’, ‘identity’ and ‘ethnicity’, then, through self-exploration, critically communicate in spoken and written words, the impact that these labels have on Indigenous communities throughout the world; critically articulate the concept of ‘Whiteness’ and its impact on Indigenous societies, with emphasis on Indigenous Australian society.

Class Contact: Thirty-six contact hours per semester, comprising one one-hour lecture and one two-hour tutorial.

Required Reading: The Unit Coordinator will supply a Unit Reader with readings drawn from the following texts: The invention of the white race, Allen, T 1994, Verso, London & NY. Reclaiming Indigenous voice and vision, Battiste, MA 2000, UBC Press, Vancouver.

Assessment: Research Paper, Preliminary research paper, 15%; Presentation, Tutorial presentation 1, 20%; Presentation, Tutorial presentation 2, 25%; Participation, Class participation, 10%; Essay, As advised by lecturer, 30%. Total EWL 3000 words.

AEK3101 KNOWING INDIGENOUS AUSTRALIAN COMMUNITIES

Locations: St Albans.
Prerequisites: Nil.

Description: This unit of study will address the unique and significant connection that Indigenous Australians have to ‘country’ and mother earth through exploring the land rights struggles of Indigenous people in Australia from 1788 to the present day. Topics that will be covered in this unit will include: land rights, native title, sovereignty, continuity and ownership. This unit will also have a 10-day Community Partnerships component. Where it is not possible to place students, they will undertake an equivalent research project.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to identify the different Indigenous Australian concepts surrounding land, land ownership, and sovereignty; critically articulate the history of the land rights struggle from the arrival of the First Fleet in 1788 until the present; witness the effects these histories and concepts have on Indigenous Australian through their community partnerships.

Class Contact: Twenty-four hours of workshops or equivalent, Plus 10 days of Community Partnerships.

Required Reading: The Unit Coordinator will supply students with a Unit Reader.

Assessment: Written report on Partnerships (1200 words) 20%; Essay on issues covered in class (2500 words) 30%; Tutorial presentation (1250 words) 20%; Assessment of Community Partnership work 20%; Participation in tutorial classes 10%.

AEK3102 INDIGENOUS LITERACIES

Locations: St Albans.
Prerequisites: Nil.

Description: Indigenous Australian writing will be explored through the following themes and questions: historical beginning of Indigenous Australian writing; purpose of the early writings; petitions; political era; non-political writing; teaching era; songs, plays, comedy; are the above themes valid? First acknowledgement of Indigenous Australian writers in various categories; non-Indigenous Australian writing about Indigenous Australians; comparison and contrast of non-Indigenous Australian writing and Indigenous Australian writing; writing oral traditions.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to critically articulate the phases and nature of Indigenous Australian writing and its various purposes; critically communicate the various issues in Indigenous Australia as highlighted in this society’s writings; critically enunciate the emergence of an Indigenous Australian literary voice and how it has helped preserve and re-establish the oral tradition; provide an overview of Indigenous Australian literary styles, issues and content.

Class Contact: Thirty-six contact hours comprising one one-hour lecture and one two-hour tutorial for one semester.
Required Reading: The Unit Coordinator will supply a Unit Reader with readings drawn from the following: Brewster, A, O’Neill, A & van den Berg, R (eds) 2000, Those who will remain will always remember: an anthology of Aboriginal writing, Fremantle Arts Centre Press, Fremantle.

Assessment: Preliminary research paper (1000 words) 15%; Tutorial presentation 1 (1250 words) 20%; Tutorial presentation 2 (1500 words) 25%; Class participation 10%; Essay (2250-2500 words) 30%.

AEK3201 LEADERSHIP IN INDIGENOUS AUSTRALIAN COMMUNITIES

Locations: St Albans.
Prerequisites: Nil.
Description: This unit of study will explore leadership in Indigenous Australian Communities through posing and discussing the following themes and questions: When did it begin? What forms did it originally take? Who were these leaders? Who are the current leaders? What constitutes ‘real’ representation? Are the current organisations/leaders representative? Does this new form of leadership marginalise the Elder System? Where to now? This unit will have a 10-day Community Partnership component. Where it is not possible to place students, they will undertake an equivalent research project.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to recognise the Elder and Leadership systems and their interconnectedness in Indigenous Australia; Critically articulate the emergence of a Western concept of Indigenous Australian leadership.

Class Contact: Twenty-four hours of workshops or equivalent, Plus 10-days of Community Partnerships.

Required Reading: The Unit Coordinator will supply the students with a Unit Reader.

Assessment: Written report on Partnerships (1250 words) 20%; Essay on issues covered in class (2500 words) 30%; Tutorial presentation (1250 words) 20%; Assessment of Community Partnership work 20%; Participation in tutorial classes 10%.

AEK3202 GLOBAL INDIGENOUS LEADERSHIP

Locations: St Albans.
Prerequisites: Nil.
Description: Students will investigate how Indigenous Australian leadership compares to other world Indigenous leadership. This will be done through exploring the following themes and questions: What form does Indigenous leadership take? Who are the leaders and where are they from? Indigenous world leader case studies both historical and contemporary; Indigenous leadership within second world nations and its impact; Indigenous leadership within third world nations and its impact; What is a fourth world nation and how does Indigenous leadership impact on this group? The place of the United Nations. Where to now?

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Critically articulate the global issues that underpin government policy and global Indigenous issues; Critically communicate the emergence of global indignity; and the interweaving of Indigenous Australian and global issues in forums such as the UN; Apply skills to assist them to become community leaders.

Class Contact: Thirty-six contact hours: one one-hour lecture per week and one two-hour tutorial for one semester.

Required Reading: The Unit Coordinator will supply a Unit Reader with readings drawn from the following texts: Dean, B & Levi, JM 2003, At the risk of being heard: identity, Indigenous rights, and postcolonial states, University of Alitcigan Press, Ann Arbor.

Assessment: Preliminary research paper (1000 words) 15%; Tutorial presentation 1 (1250 words) 20%; Tutorial presentation 2 (1500 words) 25%; Class participation 10%; Essay (2250-2500 words) 30%.

AEM1659 MINOR THESIS (FULL-TIME)

Locations: Footscray Park.
Prerequisites: Nil.
Description: Students will independently conduct research which demonstrates the ability to define a problem, to undertake a detailed literature search and review the relevant theoretical and practical literature on the topic area. The topic which is chosen should allow the student to develop a methodology and to apply it to an appropriate problem or situation. Good data selection, collection and analysis skills should be demonstrated. The written minor thesis should involve a high standard of written communication skills and conform to the prescribed format detailed in a booklet Notes for candidates undertaking the thesis which is available from the School of Education.

Credit Points: 32

Learning Outcomes: To be advised.

Class Contact: Independent research in addition to regular meetings with the supervisor.

Required Reading: To be advised.

Assessment: The minor thesis will be a paper of no less than 15,000 or more than 20,000 words. Examination of the minor thesis will be conducted by one external examiner and one internal examiner. The supervisor will not be the examiner. The examiners will recommend one of four outcomes for the minor thesis: (a) passed; (b) passed unit of study to specified minor amendments being made; (c) deferred for resubmission subsequent to major revision; or (d) failed.

AEM6100 EDUCATION RESEARCH DESIGN AND METHODS

Locations: Footscray Park, Melton, Other.
Prerequisites: Nil.
Description: In this unit of study, students will consider the following questions: How is education research relevant to our work? How does education research inform and improve practice, outcomes and policy in various learning settings, including workplaces? What research paradigms are used in education research and why? How is education research conducted? The key characteristics of a range of qualitative and quantitative methods commonly used in education research will be introduced. These will include case studies, ethnography, critical theory research, action research, historical research, evaluation research, design experiments, descriptive and causal-comparative research, correlational research and experimental research. Students will be required to conduct an in-depth inquiry into one particular research design and its methods and review recently published and innovative research articles/papers that connect to current policy and practice issues. One outcome of this inquiry will be a proposal for research.

Credit Points: 16

Learning Outcomes: To be advised.

Class Contact: Unit is delivered via face-to-face contact over 36 hours. Periodic online delivery will be provided to approved cohorts of students.

Required Reading: Applying educational research: a practical guide, Gall, JP, Gall, MD & Borg, WR 2005, 5th edn, Boston: Pearson Education.

Assessment: Group presentation about a research design commonly used in education 30%; Presentation of a draft research proposal 10%; Written commentary on another students’ draft research proposal (500 words) 10%. Research proposal (3000 words) 50%.
AER8000 RESEARCH THESIS (FULL-TIME)

Locations: Footscray Park.

Prerequisites: Nil.

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

Credit Points: 48

Learning Outcomes: To be advised.

Class Contact: Independent research in addition to regular meetings with the supervisor.

Required Reading: To be advised by supervisor.

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

AER8001 RESEARCH THESIS (PART-TIME)

Locations: Footscray Park.

Prerequisites: Nil.

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

Credit Points: 24

Learning Outcomes: To be advised.

Class Contact: Independent research in addition to regular meetings with the supervisor.

Required Reading: To be advised by supervisor.

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

AER8507 RESEARCH THESIS (FULL-TIME)

Locations: Footscray Park.

Prerequisites: Nil.

Description: A dissertation proposal will be developed and defended in a first review process. An ethics application will be required for research involving humans. The work to be undertaken will involve scholarly study of the relevant theoretical and empirical literature; analysis; study in a practical context involving data collection using an appropriate range of techniques; and a conclusion pointing strategic and practical implications for the enhancement of professional practice.

Credit Points: 48

Learning Outcomes: On successful completion of this unit, students will be able to Develop and defend a research proposal; Make an ethics application, as required; Present a comprehensive literature review; Select and utilise a research methodology; Present a substantial and well ordered dissertation.

Class Contact: Independent research in addition to regular meetings with supervisor and co-supervisor.

Required Reading: As advised by lecturer.

Assessment: Research thesis 100%

AER8509 RESEARCH THESIS (PART-TIME)

Locations: Footscray Park.

Prerequisites: Nil.

Description: A dissertation proposal will be developed and defended in a first review process. An ethics application will be required for research involving humans. The work to be undertaken will involve scholarly study of the relevant theoretical and empirical literature; analysis; study in a practical context involving data collection using an appropriate range of techniques; and a conclusion pointing strategic and practical implications for the enhancement of professional practice.

Credit Points: 24

Learning Outcomes: To be advised.

Class Contact: The equivalent of four hours per week for four semesters. Support for undertaking the dissertation will be provided by a University supervisor and where appropriate by a member of staff in the student’s profession in the role of mentor.

Required Reading: As advised by lecturer.

Assessment: Research thesis 100%.

AER8510 POLICY CONTEXT OF PROFESSIONAL PRACTICE

Locations: Footscray Park, Off-shore, Other.

Prerequisites: Nil.

Description: In this unit of study, traditional and contemporary perspectives on professional practice and the implications of these for the development of professionals are considered. Planning for professional growth includes having an understanding of background, skills and the current work contexts of professionals and practitioners. A range of strategies for exploring professional development needs and the potential of individuals are explored. Adult learning: principles and strategies relevant in contemporary workplaces are considered. The emphasis here will be on the translation of these principles into practice. Concepts such as lifelong learning, open education and curriculum responses based on critically reflective learning strategies are considered.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to Define professional practice and professional development; Debate factors driving policy development for professional practice; Analyse policies implemented in the professional workplace; Evaluate the policy context for professional practice.

Class Contact: Thirty-six hours for one semester.

Required Reading: As advised by lecturer.

Assessment: A 5000-word report of an analysis of a small group of educators in a particular setting (depending on the relevant context the number investigated may be only one person). The aim will be to: (a) identify the significant issues that have impacted on the professional life of those under investigation and indicate how these relate to the literature on professional development and growth; and (b) identify those aspects of the professionals’ context which would be of relevance in planning for professional development of the people. Issues from (a) above as well as expressed needs and needs implied through an analysis of the context are to be considered 100%.
AER8514 THE PRACTICE OF PROFESSIONAL DEVELOPMENT

Locations: Footscray Park, Other.

Prerequisites: Nil.

Description: Professional development in recent times has been reconceptualised within an economic rationalist framework. The terms 'professional development', 'staff development', 'professional education', 'in-service education' are frequently used interchangeably. 'Delivery', 'competencies' and 'outcomes' are terms which are part of the new language of transmission models of development. The literature however, emphasises the importance of critical reflection, collegiality, and action learning in the development of educators. This unit of study will develop an understanding of the contexts in which professional practice occurs, relevant substantive knowledge, theories about learning which transform that knowledge into pedagogical knowledge and appropriate policies which relate it to system priorities and the sociopolitical context in which the practice is set. A range of different models for considering development will be explored including the beginner/expert model, the ages and stages models and Vygotskian models of development. Implications of these for appraising needs as well as designing, implementing and evaluating programs are considered.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to identify contexts of professional practice; Analyse the concept of an economic rationalist framework; Explore models for professional development: the novice/expert model, transmission models and Vygotskian model; Design, develop and evaluate a professional development program.

Class Contact: Thirty-nine hours over one semester.

Required Reading: To be advised by lecturer.

Assessment: Review of the literature related to the practice of professional development (2500 words) 33%; Plan for personal professional development (5000 words) 67%.

AER8517 INVESTIGATING PROFESSIONAL PRACTICE

Locations: Footscray Park, Other.

Prerequisites: Nil.

Description: The focus of this unit is on action research as a method for investigating professional practice and workplace issues that impact on that practice. The history, traditions and philosophy of action research, especially as it applies in educational research and the development of professional practice are introduced. A small action research project will be carried out during the semester. Content includes: action research; history; traditions; philosophy; methodology; research; application of action research to professional practice; applied study.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to Plan and undertake an action research project; Critique relevant literature; Apply action research method to research project.

Class Contact: Thirty-nine hours over one semester.

Required Reading: As advised by the lecturer.

Assessment: Report on the action research project (5000 words) 33%; Plan for personal professional development (5000 words) 67%.

AER8518 RESEARCHING PROFESSIONAL PRACTICE

Locations: Footscray Park, Other.

Prerequisites: Nil.

Description: This unit of study involves a workplace study of professional practice; thesis and research project requirements; preparation to conduct research; research proposals; research questions; hypotheses; ethics; methodologies for researching workplace practice; data collection and analysis.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to Critique a selection of research methodologies; Design a research project; Conduct a research project; Report on a research project; Prepare for the thesis stage of the program; Address the requirements of a research proposal; Meet the requirements of an ethics application.

Class Contact: Thirty-nine hours per semester.

Required Reading: As recommended by the lecturer and sourced by the students.

Assessment: Report on the research study which emphasises possible approaches to professional development (5000 words) 67%; Class presentation on a research proposal for a workplace project/thesis (equivalent to 2500 words) 33%.

AER8519 WORKPLACE PROJECT (MASTERS)

Locations: Footscray Park, Other.

Prerequisites: Nil.

Description: This unit of study provides the opportunity to conduct research on professional practice in the workplace or of policies related to professional practice. It is a study of relevant literature, analysis and study in a practical context. It is preferred that the project focus on policy and documentary analysis. This project provides for exit from the Doctor of Education with a Master of Education (Professional Practice). Content is to be negotiated with the supervisor and should be a project of use and value to the student and to their work.

Credit Points: 48

Learning Outcomes: On successful completion of this unit, students will be able to Produce a project on professional practice. The writing needs to be scholarly in the technical sense and in the formal sense when academics constitute the audience for the writing. It does not need to be ‘scholarly’ in the sense that one needs to impress with the breadth of literature read or in the complexities of styles that can be found so readily. The professional educator needs to be able to show mastery of the different genres.

Class Contact: Research seminars, scheduled meetings with project mentor, time allocation as per negotiated workload.

Required Reading: As recommended by the project mentor.

Assessment: Production and presentation for examination of a workplace project (15,000-20,000 words) 100%. Examination by two examiners, one internal, one external, in the field of the project.

AER8520 WORKPLACE PROJECT A (DOCTORAL)

Locations: Footscray Park, Other.

Prerequisites: Nil.

Description: This unit of study will include issues in professional practice; workplace/ work-based learning; research theories; project design to improve professional practice; made 2 knowledge in trans-disciplinary social and economic contexts; utilisation of academic and ‘industrial’ resources and values.

Credit Points: 48

Learning Outcomes: On successful completion of this unit, students will be able to Research an aspect of professional practice in the workplace; Present a project for examination.

Class Contact: Regular meetings with learning set members and with supervisor. Attendance at seminars and workshops.

Required Reading: As negotiated and identified by the supervisor and student.
Assessment: The workplace project is to be a workplace-based and workplace-relevant project undertaken with a learning contract between the organisation, the student and the University. At a length of 25,000 words each, the two workplace projects offer an alternative to the thesis. Examination by two external examiners, with professional expertise in the area of the thesis topic and professional field. Examiners may be international.

AER8521 WORKPLACE PROJECT B (DOCTORAL)

Locations: Footscray Park, Other.
Prerequisites: Nil.
Description: This unit of study will include: issues in professional practice; workplace/work-based learning; research theories; project design to improve professional practice; mode 2 knowledge in trans-disciplinary social and economic contexts; utilisation of academic and ‘industrial’ resources and values.
Credit Points: 48
Learning Outcomes: To be advised.
Class Contact: Regular meetings with learning set members and with supervisor. Attendance at seminars and workshops.
Required Reading: As negotiated and identified by the supervisor and student.
Assessment: The workplace project is to be a workplace-based and workplace-relevant project undertaken with a learning contract between the organisation, the student and the University. At a length of 25,000 words each, the two workplace projects offer an alternative to the thesis. Examination by two external examiners, with professional expertise in the area of the thesis topic and professional field. Examiners may be international.

AER8531 WORKPLACE PROJECT (MASTERS) PART-TIME

Locations: Footscray Park, Other.
Description: This unit of study provides an opportunity to conduct research on professional practice in the workplace or on policies related to professional practice, on a topic of use and value to the student and their work. Students will negotiate the thesis topic with the University and their employer, with a formal learning contract and disclaimer for the project. The project provides for an exit from the Doctor of Education with a Master of Education Professional Practice.
Credit Points: 24
Learning Outcomes: On successful completion of this unit, students are expected to be able to Develop a proposal for workplace research project; Meet requirements for the ethical conduct of the research; Present a case for the methodology selected; Conduct research for the workplace research project; Present a project written in a scholarly style, drawing upon relevant literature.
Class Contact: Research seminars, scheduled meetings with project mentor, time allocation as per negotiated workload.
Assessment: Dissertation

AER8532 WORKPLACE PROJECT A (DOCTORAL) PART-TIME

Locations: Footscray Park, Other.
Description: The Workplace Project Doctoral is a research-based project addressing an important issue or question concerning policy and/or practice in a profession or industry culminating in the presentation of a substantial and intellectually coherent product for external examination.
Credit Points: 24
Learning Outcomes: On successful completion of this unit, students are expected to be able to Develop a proposal for the workplace research project; Select relevant literature and methodology for the project; Meet requirements for ethical conduct of the research; Research an aspect of professional practice in the workplace; Present a project for examination.
Class Contact: Regular meetings with learning set members and with supervisor. Attendance at seminars and workshops.
Assessment: Dissertation

AER8533 WORKPLACE PROJECT B (DOCTORAL) PART-TIME

Locations: Footscray Park, Other.
Description: The Workplace Project Doctoral is a research-based project addressing an issue or question concerning policy and/or practice in a profession or industry. The project will make a substantial contribution to knowledge and professional practice.
Credit Points: 24
Learning Outcomes: On successful completion of this unit, students are expected to be able to Develop a proposal for the workplace research project; Select relevant literature and methodology for the project; Meet requirements for ethical conduct of the research; Research an aspect of professional practice in the workplace; Present a project for examination.
Class Contact: Regular meetings with learning set members and with supervisor. Attendance at seminars and workshops.
Assessment: Dissertation

AET4100 LEARNING MATTERS AT VICTORIA UNIVERSITY

Locations: Footscray Park, City Flinders, Newport.
Prerequisites: Nil.
Description: This unit of study will examine Victoria University policies with regard to: teaching and learning; credit and recognition of prior learning; legal and ethical issues; reporting and assessment; research and graduate studies; and student progress and pathways. It will also examine issues associated with post-compulsory education in Australia: secondary, TAFE and higher education and cross-sectoral approaches: principles, policies and practices. It will include: Victoria University’s policies and procedures, systems and structures that support teaching and learning; Victoria University’s students: the challenges and opportunities of diversity; and learner-centred teaching: principles and practices.
Credit Points: 6
Learning Outcomes: On successful completion of this unit, students are expected to be able to Describe the multi-sectoral nature of VU and identify their place within it; Illustrate knowledge of learning and teaching policies of VU through examples of the implications for their teaching; and Explain the concept of reflective practice and demonstrate their understanding in identifying their own teaching philosophy to produce a statement for their teaching portfolio.
Class Contact: Twelve hours or equivalent.
AET4101 NEGOTIATING LEARNING

Locations: Footscray Park, City Flinders, Newport.

Prerequisites: Nil.

Description: This unit of study will include the following topics: an exploration of the concept of student-centred learning and the differences that can manifest itself in learning and teaching in different disciplines and at various levels of teaching.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate a knowledge of student-centred learning and the implications for their teaching.

Class Contact: Twelve hours or equivalent.


Assessment: Essay, Student-centred learning, 100%. Describe your student cohort and consider the implications for your teaching.

(Minimum effective 2000 words)

AET4102 LEARNING AND DIVERSITY

Locations: Footscray Park, City Flinders, Newport.

Prerequisites: Nil.

Description: The content of this unit of study will be negotiated with students depending on their prior learning and professional experience. It will be based on the following topics: the diverse background of students: sociocultural, age, locational, educational, language etc; teaching strategies and approaches which respond to and engage students from diverse backgrounds; learning approaches and preferences of students from diverse backgrounds; and the cultural identities of teachers and learners and their effects on teaching and learning.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to Explain the data available on the VU student cohort, and on students in their own courses and demonstrate understanding of the transition issues for these students; Demonstrate how to access resources to assist students from diverse backgrounds, and students with disabilities; and Review a teaching session in the context of your own discipline in reference to the learning needs of students from diverse backgrounds.

Class Contact: Twelve hours or equivalent.

Required Reading: ‘Towards an inclusive and international higher education,’ in R King, D Hill & B Hemmings (eds), University and diversity, Kalantzis, M, Cope, B 2000, Wagga Wagga: Keon.

Assessment: Review, Learning and Diversity review, 100%. Review your curriculum using the internationalisation of the curriculum (IoC) toolkit and write a brief report on possible opportunities for IoC in your curriculum.

(Minimum effective 2000 words)

AET4103 STUDENT ASSESSMENT

Locations: Footscray Park, City Flinders, Newport.

Prerequisites: Nil.

Description: The content of this unit of study will be negotiated with students depending on their prior learning and professional experience. It will be based on the following topics: design of assessment systems that respond to the learning needs of students as well as reflecting the requirements of the discipline or field of practice; development of assessment strategies and practices that are ‘authentic’ in that they reflect the work of practitioners in the field; development of formative assessment strategies and practices that provide prompt, informed and constructive feedback to students; moderation of assessment tools and practices with the aim of improving understanding of student learning and assuring quality of assessment; institutional processes and practices supporting student assessment, monitoring student progress and supporting students at risk.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to Describe and critique a range of different assessment purposes, evidence gathering procedures, interpretation frameworks, decision-making strategies, as well as recording and reporting formats that can be used in a range of tertiary education settings; Design assessment and reporting procedures for specific settings; and Establish procedures for ensuring the validity, reliability, fairness, flexibility and cost-effectiveness of the assessment strategy.

Class Contact: Twelve hours or equivalent.


Assessment: Report, Assessment inquiry, 100%. Prepare a report of an inquiry into assessment practices and issues in a tertiary education setting (Minimum effective 2000 words).

AET4104 DESIGNING FOR LEARNING

Locations: Footscray Park, City Flinders, Newport.

Prerequisites: Nil.

Description: The content of this unit of study will be negotiated with students depending on their prior learning and professional experience. It will be based on the following topics: design of aligned learning outcomes and assessment systems that respond to the learning needs of students as well as reflecting the requirements of the discipline or field of practice.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate the constructive alignment of their curriculum in terms of learning objectives, teaching strategies and assessment practices, that make learning outcomes achievable for their students; Write clear, assessable learning outcomes; and Describe basic principles of e-learning and recognise opportunities in their own courses/units where e-approaches would enhance the student learning experience.

Class Contact: Twelve hours or equivalent.

Assessment: Assignment, Teaching and learning plan, 100%. Develop a plan for a session, unit or course showing constructive alignment of the learning outcomes, teaching processes and assessment strategies, with a critical commentary on the rationale for the plan, including identifying possible opportunities for blended learning. (Minimum effective 2000 words)

AET4105 MANAGING LEARNING

Locations: Footscray Park, City Flinders, Newport.
Prerequisites: Nil.
Description: The content of this unit of study will be negotiated with students depending on their prior learning and professional experience. It will be based on the following topics: managing learning in different environments, including classrooms, workplaces and online environments; learning theory and the development of a positive learning environment that supports active learning; negotiating learning arrangements, expectations, roles and responsibilities, relationships to supervisors, colleagues and peers for both students and teachers; establishing appropriate teaching and learning practices and environments with consideration of specific disciplines and fields of practice, eg. laboratories etc; understanding Victoria University’s policies and procedures for safe and equitable learning for all students.
Credit Points: 6
Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate the successful active engagement of students in at least two different learning contexts.
Class Contact: Twelve hours or equivalent.
Assessment: Case Study, Student engagement, 100%. Write a case study highlighting an attempt to actively engage students in a learning activity with a critical reflection on the activity.
(Minimum equivalent 2000 words).

AET4106 IMPROVING PRACTICE

Locations: Footscray Park, City Flinders, Newport.
Prerequisites: Nil.
Description: The content of this unit of study will be negotiated with students depending on their prior learning and professional experience. It will be based on the following topics: exploration of effective teaching and learning environment, including classrooms, workplaces and online environment, including relevant theories of flexible learning and learning in the workplace; developing a professional learning plan to refresh substantive recent knowledge in relevant professional discipline or field of practice; participation in a professional community of practice for the improvement of teaching, including supervised teaching practice where required; initiating teaching as building student learning communities of practice for reflection and knowledge development in specific discipline or field of practice; practitioner research as inquiry about practice and the basis for scholarly improvement of practice.
Credit Points: 6
Learning Outcomes: On successful completion of this unit, students are expected to be able to Evaluate their own teaching and curriculum through critical reflection, student feedback, student learning outcomes, peer review and research literature.
Class Contact: Twelve hours or equivalent.
Required Reading: Improving teaching through action research, Kember, D & Kelly, M 1993, Campbelltown: HERDSA.
Assessment: Assignment, Improvement plan and/or report, 100%. Identify an aspect of your own teaching that you wish to improve and develop an improvement plan and/or report with reference to critical reflection, student feedback, student learning outcomes, peer review and research literature.
(Minimum equivalent 2000 words)

AET4107 TEACHING PORTFOLIO

Locations: Footscray Park, City Flinders, Newport.
Prerequisites: Nil.
Description: This unit of study will include the following topics: how to construct a teaching portfolio that identifies the needs and strengths of the practice of professional educators in terms of teaching, learning, pedagogy and research; identifying what counts as artefacts of practice; differentiating between artefacts of practice and artefacts as evidence of capability; organising a portfolio for effective demonstration of knowledge and practice in response to the capabilities of Victoria University teaching staff.
Credit Points: 6
Learning Outcomes: On successful completion of this unit, students are expected to be able to Construct a teaching portfolio that identifies their progress towards achieving the Capabilities of VU Teaching Staff.
Class Contact: Twelve hours or equivalent.
Assessment: Portfolio, Teaching Portfolio, 100%. Construct a teaching portfolio that demonstrates your progress towards achieving the Capabilities of Victoria University Teaching Staff.
(Minimum equivalent 2000 words)

AET4109 LEARNING MATTERS

Locations: Footscray Park, City Flinders, Newport.
Prerequisites: Nil.
Description: This unit of study will include the following topics: Victoria University’s policies with regard to teaching and learning; credit and recognition of prior learning, legal and ethical issues, reporting and assessment, research and graduate studies, student progress and pathways; post-compulsory education in Australia: secondary, TAFE and higher education; cross-sectoral approaches: principles, policies and practices; Victoria University policies and procedures, systems and structures that support teaching and learning; Victoria University’s students: the challenges and opportunities of diversity; learner-centred teaching: principles and practices.
Credit Points: 12
Learning Outcomes: To be advised.
Class Contact: Twelve hours or equivalent.
Assessment: Report on an inquiry into learning by students (2000 words or equivalent) 100%.

AXE1099 STUDENT LEADERSHIP AND MENTORING

Locations: St Albans, Footscray Park.
Prerequisites: Nil.
Description: This unit of study provides an opportunity for students to learn to develop their skills, knowledge and understanding by working with peers and community members as mentors and leaders in a range of settings both within Victoria University and in the community. Students will plan for and facilitate responsive learner-centred environments in schools, community settings and in a range of Victoria University settings. The unit will focus on inquiry, development and reporting of personal learning, development and engagement with issues and experiences of mentoring, ambassadorship, and community and educational
leadership. Using a constructivist approach, and developing knowledge and skills in
supporting constructive inquiry and engagement with peers and community members,
this unit will provide a preparation for mentoring and leadership for university
students. This unit of study will connect with and complement student leadership and
mentoring practice in a range of educational settings. Using a practice-theory approach
students will: ask questions about student leadership and mentoring: What are the
conditions that support individuals in becoming active and engaged They will observe
and reflect on the processes by which leaders and mentors promote safe and secure
environments and relationships with community members. They will also: document their
developing student leadership and mentoring practices and their effects on
community members; use their descriptive records to generate personal theoretical
and sociocultural explanations and make connections with key literature explanations
to identify characteristics of student leadership and mentoring and the conditions
which seem most effective in engaging others; develop confidence in working with
groups and individuals, using an expanding repertoire of student leadership and
mentoring skills; apply their understanding of student leadership and mentoring to
supporting the development of the engagement, inquiry and social action of others.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to
Identify, interpret and evaluate specific strategies for effective student leadership and
mentoring by relating them to specific theories of student leadership and mentoring;
Explore and demonstrate effective use of mentoring and/or leadership strategies
which focus on service and responsiveness; Demonstrate the use of a range of
approaches to reflect on and improve personal mentoring and/or leadership practice;
Identify, interpret and evaluate specific strategies for effective student leadership and
mentoring by relating them to specific theories of student leadership and mentoring;
Explore and demonstrate effective use of mentoring and/or leadership strategies
which focus on service and responsiveness; Demonstrate the use of a range of
approaches to reflect on and improve personal mentoring and/or leadership practice.

Class Contact: Thirty-six hours of meetings, workshops and reflection on practice
across one semester or equivalent.

Required Reading: Shulman, J 2006, Mentoring teachers towards excellence: supporting
and developing highly qualified teachers, Jossey-Bass, San Francisco.

Assessment: Common Assessment Task 50%. The Common Assessment Task is a
student leadership and mentoring exposition. This task involves construction of
inquiry, research and documentation of practice in student leadership and/or
mentoring with accompanying reflective annotations and commentary. The
exposition/portfolio will require students to demonstrate understanding of their
experiences in student leadership and mentoring, as both a mentor and mentee
(2000 words equivalent). Evaluation of pedagogies 50%. An inquiry into a range of
student leadership and mentoring strategies developed in preparation for and trialled
during their practice (1000 words or equivalent). Student leadership and mentoring
report (Ungraded). Report of satisfactory engagement in at least 50 hours of student
leadership and/or mentoring endorsed by a member of the staff of the University and
if conducted externally, by a member of the relevant professional group or community
organisation.

AYE5001 YOUNG PEOPLE AND SOCIAL POLICY

Locations: Footscray Park.

Description: The unit aims to analyse social policy that impacts on young people and
the process of its formation and implementation. It will focus on policy as a context
and limitation to professional practice. A detailed analysis of a specific area of youth
policy will be undertaken. Topics to be covered include the following: A framework
for the critical analysis of social policy; Driving concepts: citizenship, control, economic
rationalism, rights, problem solving and development; Youth as marginalised: the
underclass; International influences: UN conventions, the Commonwealth Youth
Programme; Structures and agencies of policy development and implementation,
government, industry and non-government; Contexts of policy: employment and
training, housing, health, corrections, income support, care and protection, refugees
and indigenous Australians and community and recreation; and International
comparisons.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to
be able to: Employ a framework for the critical analysis of social policy; Demonstrate
knowledge and understanding of youth policy in Australia, and/or their own country;
Critically analyse international trends and issues related to youth policy; and
Understand the implications of policy for professional youth work practice.

Class Contact: Lecture Workshops and syndicate study groups Project work

Required Reading: Work Rich, Work poor, Inequality and economic change in
Australia. Boreland, J, Gregory B and Schepen P (eds), 2001 Centre for Strategic
Economic Studies, Victoria University Youth Studies; an Australian perspective
and Policy in Youth Studies Australia Journal Bessant J, Sercombe H and Watts
MacMillan, Melbourne. 11 Indicators of good youth policy Lauritzen P (2001) The
European Youth Forum, Council of Europe Global Citizens: Social Movements and
of youth Mizen P (2004) Palgrave Academic Success and social power Teese R,
of young people to evaluate national youth policy. United Nations (2005) UN, New
Commission for Asia and the Pacific, UN New York The Challenge - To engage in Youth
Youth and Society’ in Youth Policy. White R and Wvn J (2008) Yikes Volume 5, Ed 4,
Oxford University Press.

Assessment: Presentation, A review of a specific area of youth policy, 40%. Research
Paper, A critical and contextual analysis of a specific area of youth policy., 60%. Total
effective word limit 5000 words.

AYE5002 PROFESSIONAL PRACTICE FOR YOUTH DEVELOPMENT

Locations: Footscray Park.

Description: This unit will enable students to develop and review a framework
for professional practice in youth development work. It will provide an analysis of
practice tools such as group work and case management and develop the principles
of reflective practice. Some of the topics to be covered include: The concept of
professionalism in relation to youth work; Aims, objectives and values of youth work,
enabling, ensuring and empowering; Operational standards: Australian and overseas;
Group dynamics and group work practice; Case management and its application to
young people, Contexts of practice: training, housing, health, corrections and leisure;
Strategies for work in a context of cultural diversity; Practice in relation to gender
and sexual preference; Development of reflective practice skills.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to
be able to: Demonstrate an awareness of the values of professional youth work
including ethics and codes of practice; Understand and critically analyse competencies
or operational standards of professional youth work; Apply tools of practice such
as group work and case management; Understand and implement the process of
reflective practice; and Practice appropriately in relation to gender, culture, ethnicity
and sexual orientation.

Class Contact: Lectures Workshops and peer study groups Work based learning On-
line communication

Required Reading: New Learning: An Education Charter Australian Council of Deans
Education, ACDE (2001) ACDE, Melbourne review of the national youth work training
package Coneney T & Broadbent R (2007) Youth Studies Australia, v 25, n 3 pp 36 -43
Youth work and community development - Kissing cousins or comrades in Arms Coneney
Values Coneney T (2004) Youth Studies Australia journal, pp 11-19, V23, N4 Searches
Barlow Publishing, Australia A curriculum for youth work - the experience of the English
youth service Ord J (2008) Youth studies Australia, Vol 2, No 4 pp16 -23 National
Operational Standards for Youth Work Paul F (2002) Grantham, UK Doing Youth

Assessment: Journal, Develop and maintain a journal of a period of practice., 40%. Review, A reflective paper analysing the student’s practice with young people, 60%. Total effective word limit 5000 words.

AEY5003 EXPERIENTIAL AND APPLIED LEARNING

Locations: Footscray Park.

Prerequisites: Nil

Description: This unit of study locates individual learning and experiences in broader social and cultural frameworks. As such, it focuses on both the individual and the wider benefits of learning through exploration of theoretical perspectives and practical experiences to identify and define personal, academic and professional learning journeys. Students will develop knowledge and understanding of the nature of experiential learning and non-formal education as tools to engage and re-engage specialised communities in life-long learning, whether these be through formal, informal or non-formal methodologies. Topics to be covered include: experiential learning and teaching of children, youth and adults in formal and informal settings; learning in the workplace; learning for innovation and transformation; teaching and learning styles for individual, professional and community development; lifelong learning and capability; attitudinal and motivational factors in learning; evaluation of personal learning and consideration of diversity in learners and their learning. Throughout the unit, students will review and critique a range of theoretical learning models which are underpinned by experiential learning theory and practice in order to gain skills and competencies for working effectively with specialised communities, especially with young people.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to develop a knowledge discipline in experiential learning appropriate for specialised communities which incorporates the values and ethics of experiential education; develop an understanding of how children, youth and adults learn in experiential learning settings, both formal and informal develop skills for engaging and re-engaging young people from specialist communities gain an understanding of the social and cultural contexts in which specialised intervention programs operate; make sociological connections, family, friends, local community, global community to the needs of specific populations develop an insight into alternative areas of specialised intervention programs, philosophies and perspectives. develop understanding of the best practice models that encourage lifelong learning understand the learning styles of individuals in professional and community development settings recognise attitudinal and motivational factors in learning evaluate personal learning.

Class Contact: Class hours will consist of a combination of lectures, workshops and group discussions.


Assessment: Assignment, One written assignment on a specific issue of experiential and applied learning, 60%. Presentation, Oral presentation to peers on a chosen area or issue of experiential learning, 40%. Total effective word limit 8000 words.
SCHOOL OF SPORT AND EXERCISE SCIENCE
Below are details of courses offered by the School of Sport and Exercise Science in 2012.
This information is also available online on the University’s searchable courses database at www.vu.edu.au/courses
NOTE: Courses available to international students are marked with the (I) symbol.

BACHELOR OF EXERCISE SCIENCE AND HUMAN MOVEMENT/
BACHELOR OF PSYCHOLOGICAL STUDIES (I)
Course Code: ABHP
Campus: Footscray Park.

About this course: This course provides the foundation knowledge and skills for entry into professional careers in exercise and sport, health and rehabilitation, and biomedical sciences.

Course Objectives: The objectives of the course are to: develop the biological and social scientific knowledge and professional skills that underpin practice in exercise and sport science, health and rehabilitation, and biomedical sciences; foster independent and collaborative learners who can communicate well in professional settings; develop cultural competence, that is, the ability to work effectively in socially and culturally diverse communities and settings; prepare graduates for entry into studies which satisfy the academic requirements for professional accreditation with the Victorian Psychologists’ Registration Board.

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

Course Duration: 4 years.

Admission Requirements Year 12: To qualify for admission to the course, applicants must have successfully completed the Victorian Certificate of Education (VCE), or equivalent, with a pass in Units 3 and 4 and a study score of 20 in English. Applicants who do not meet the normal entry requirements, but who possess appropriate educational qualifications, work or life experience, which would enable them to successfully undertake the course, will be considered for admission.

COURSE STRUCTURE
Students must complete 32 units as per the course structure.

UNITS OF STUDY - EXERCISE SCIENCE AND HUMAN MOVEMENT
AHE1101  STRUCTURAL KINESIOLOGY  12
AHE1102  CAREER AND PROFESSIONAL DEVELOPMENT 1  12
AHE1202  BIOMECHANICS  12
AHE2112  HISTORY OF SPORT  12
RBM1174  HUMAN PHYSIOLOGY  12
AHE2127  MOTOR LEARNING  12
AHE1206  SPORT PSYCHOLOGY  12
AHE2104  EXERCISE PHYSIOLOGY  12

BACHELOR OF EXERCISE SCIENCE AND HUMAN MOVEMENT /
BACHELOR OF SPORT & RECREATION MANAGEMENT (I)
Course Code: ABHR
Campus: Footscray Park.

About this course: The double degree in Exercise and Human Movement, and Sport and Recreation Management provides students with a sound knowledge and critical appreciation of the structure and practices of the Australian sport industry and the skills and understandings of human movement. The degree educates sport managers with particular strengths in exercise.

Course Objectives: The objectives of the course are to produce graduates with: a sound knowledge of the structure and practices of the Australian sports industry; an understanding and appreciation of human movement as it is influenced by a variety of political, social, economic, cultural, biological and technological factors; a range of vocational skills that can be used to manage a variety of sport organisations and meet the needs of members, players, staff sponsors and other significant stakeholders; specific skills that will lead to employment in the fields of exercise science and

UNITS OF STUDY - EXERCISE SCIENCE AND HUMAN MOVEMENT
AHE1203  SOCIAL DIMENSIONS OF SPORT AND EXERCISE  12
AHE2100  EXERCISE PSYCHOLOGY  12
AHE2213  CAREER AND PROFESSIONAL DEVELOPMENT 2  12
AHE3112  CAREER AND PROFESSIONAL DEVELOPMENT 3  12
AHE2214  SPORT AND FITNESS DELIVERY SYSTEMS  12
AHE3200  PROFESSIONAL ETHICS  12
Plus two Sport and Exercise Science Electives

UNITS OF STUDY FOR BACHELOR OF PSYCHOLOGY
APP1012  PSYCHOLOGY 1A  12
APP1013  PSYCHOLOGY 1B  12
APP2013  PSYCHOLOGY 2A  12
APP2014  PSYCHOLOGY 2B  12
APP2101  INTERCULTURAL AND DEVELOPMENTAL ISSUES IN PSYCHOLOGY  12
APP3035  RESEARCH METHODS IN PSYCHOLOGY  12
APP3036  HISTORY AND THEORIES IN PSYCHOLOGY  12
APP3037  CLINICAL ASPECTS OF PSYCHOLOGY  12
Plus two Psychology Electives
Plus six electives from the general Bachelor of Arts

PSYCHOLOGY ELECTIVE UNIT OPTIONS
APP3015  COUNSELLING THEORY AND PRACTICE  12
APP3016  GROUP BEHAVIOUR  12
APP3018  ORGANISATIONS AND WORK  12
APP3019  PSYCHOBIOLOGY  12
APP3020  PSYCHOANALYSIS  12
APP3021  PSYCHOLOGY OF ADJUSTMENT  12
APP3025  PSYCHOLOGICAL ASSESSMENT  12
APP3026  COGNITIVE PSYCHOLOGY  12
APP3028  FIELDWORK  12

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human movement, such as sport science, sport psychology, sport coaching and the fitness industry; an ability to work independently, ethically and professionally in sporting clubs, state and national sporting bodies, leisure centres, sport stadium and major events facilities, community service organisations and sport management consultancies; and, an ability to adapt to the changing needs of industry, commerce and community, as well as the ability to take a leadership roles in promoting institutional and social change with social justice initiatives.

**Careers:** Graduates from the double degree in exercise and human movement/sport and recreation management course will be prepared to undertake professional responsibilities in a variety of sport and recreation settings. Graduates will find work in a manager, administrator or sport scientist in professional sport and recreation clubs, state and national sport and recreation agencies, leisure centres, stadiums and facilities, community service organisations, all levels of government sport and recreation services, commercial sport and recreation services, and sports management consultancies.

**Course Duration:** 4 years.

**Admission Requirements Year 12:** Prerequisites: Units 3 and 4 - a study score of at least 20 in English (any). Selection made: CY12: ENTER and two stage process with a middle-band of approximately 20%. NONY12: Academic record, possible interview if required.

**COURSE STRUCTURE**

Students will be expected to complete all the core units of the course as listed in the course structure. Students will also be able to choose a number of elective units from any course of study.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
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<tbody>
<tr>
<td>AHS1000</td>
<td>INTRODUCTION TO SPORT AND RECREATION</td>
<td>12</td>
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<tr>
<td>AHS1111</td>
<td>SPORT HISTORY AND CULTURE</td>
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<tr>
<td>AHS1200</td>
<td>SPORT AND RECREATION MANAGEMENT</td>
<td>12</td>
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<td>Plus Elective 1</td>
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<td>Year 2, Semester 1</td>
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<td>AHS1107</td>
<td>SPORT, LEISURE AND SOCIETY</td>
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<td>AHS3500</td>
<td>SPORT AND RECREATION FINANCIAL MANAGEMENT</td>
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<td>AHS7045</td>
<td>SPORT AND THE MEDIA</td>
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<td>AHS1207</td>
<td>SPORT AND RECREATION CAREER DEVELOPMENT 1</td>
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<td>AHS3114</td>
<td>SPORT AND RECREATION FACILITY MANAGEMENT</td>
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<td>AHS3505</td>
<td>SPORT RECREATION AND SUSTAINABILITY</td>
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<td>AHS2111</td>
<td>SPORT SPONSORSHIP</td>
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<td>AHS7058</td>
<td>SPORT INDUSTRY DEVELOPMENT PROGRAM</td>
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<td>AHS3503</td>
<td>LEGAL ISSUES IN SPORT AND RECREATION</td>
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<td>AHE1101</td>
<td>STRUCTURAL KINESIOLOGY</td>
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<td>AHE2127</td>
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<td>HUMAN PHYSIOLOGY</td>
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<td>AHE1202</td>
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<td>AHE2104</td>
<td>EXERCISE PHYSIOLOGY</td>
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<td>AHE2100</td>
<td>EXERCISE PSYCHOLOGY</td>
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<tr>
<td>AHE3112</td>
<td>CAREER AND PROFESSIONAL DEVELOPMENT 3</td>
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<td>Plus Elective 7</td>
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<td>Year 4, Semester 2</td>
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<td>AHE3111</td>
<td>SPORT AND SOCIAL ANALYSIS</td>
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<tr>
<td>AHE3200</td>
<td>PROFESSIONAL ETHICS</td>
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**BACHELOR OF SPORT COACHING**

**Course Code:** ABHS

**Campus:** Footscray Park.

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

**Course Objectives:** Underlying course philosophy: To equip students with the required sport coaching skills, to positively influence children and adults participating in community sport from recreational to elite level. Students will be educated to value the importance of knowledgeable, ethical, creative, adaptable and personable sport coaching. Students will develop the necessary skills and knowledge to coach in multi-skill, multi-sport and sport specific environments. Broadly, graduates should also understand their potential role in developing healthy and active people. Specific objectives for graduates: Coach independently in children’s sport/young people’s sport and/or performer development sport in multi-skill and/or single sport environments as appropriate; Develop a systematic knowledge and understanding of contemporary sport coaching theories and policies that guide coaching within the broader Australian sporting context; To be familiar with ‘safe coaching’ principles, including the importance of statutory regulation legislation and non-statutory guidelines (eg. occupational health and safety, codes of conduct and ethical, moral and equitable coaching practices); To have engaged in a sustained period of observation, planning and delivery of sport coaching in a systematic manner with appropriate feedback and assessment; To conduct needs analyses for individual athletes and/or teams and tailor coaching programs, taking into account participant needs and wider programs, curricula and targets; To understand the key concepts of the sport science disciplines as they apply to sport coaching and develop the capacity to integrate sport science knowledge when coaching; Develop fundamental research skills to enable students to critically reflect on published sport coaching literature; Develop reflective skills especially in relation to career development, self-management, action and reflection, life balance and professional development and the coach as a performer; Develop coach related communication, leadership and teaching skills; To be conversant with...
the relevant governing bodies and policies (local, state and national) that shape sport
and sport coaching in Australia; Demonstrate an understanding and critical awareness
of the moral, ethical, environmental and legal issues which underpin best practice in
coaching; Reflect on coaching practice, demonstrating the ability for informed analysis
and a willingness to apply the principle of continuous improvement to their coaching;
Develop vocational competencies and subject-specific skills necessary for effective
employment and/or further study including being aware of boundaries of knowledge
and competence, career planning and professional development opportunities.

CAREERS: Graduates of this course can expect to find employment in the following
areas: Physical Education Teacher with Sport Coaching Specialisation (after completion
of additional study); Sport Coaches with State and National Sporting Organisations;
Sport Development and Community Coaching Officer; Private Sport Coaching
Consultant/Entrepreneur; Specialist Sport Coaches - Private Schools; Coaching
Director; Personal Trainer; Coaching Special Groups (athletes with disability, inclusion
of girls and women; ethnic minorities); Coaching Children in Primary and Community
contexts; Professional or Semi Professional Sports Coach; High Performance Manager;
Coaching within Governing Body Programs; Strength and Conditioning Coach.

COURSE DURATION: 3 years.

Admission Requirements Year 12: Prerequisites: Units 3 and 4 - a study score of at
least 20 in English (any). Selection mode: CY12: ATAR and two-stage process with a
middle-band of approximately 20% and VTAC PI form.

Admission Requirements International: Academic record form, interview (some
applicants only) and PI form.

Admission Requirements Mature Age: Academic record form, interview (some
applicants only) and PI form.

Admission Requirements VET: Academic record form and a Grade Point Average (to
be advised).

COURSE STRUCTURE
The Bachelor of Sport Coaching degree comprises 96 credit points per year over three
years full-time (24 units). Students may elect to study the course part-time.

Year 1, Semester 1
AHE1101  STRUCTURAL KINESIOLOGY  12
AHE1250  SPORT COACHING: APPLIED CONDITIONING  12
AHE1251  COACHING ACTIVE COMMUNITIES  12
AHE2250  SPORT COACHING PRINCIPLES  12

Year 1, Semester 2
AHE0029  RESISTANCE TRAINING  12
AHE1202  BIOMECHANICS  12
AHE2251  SPORT COACHING ENVIRONMENT, PLANNING AND DELIVERY  12
AHE2252  COACH DEVELOPMENT AND APPLIED PRACTICE  12

Year 2, Semester 1
AHE2253  ADVANCED SPORT COACHING: RESEARCH, KNOWLEDGE AND
EXPERTISE  12
AHE2254  PSYCHOLOGY OF SPORT COACHING  12
AHE2255  APPLIED PHYSIOLOGY: SPORT COACHING  12
Plus elective 1

Year 2, Semester 2
AHE0065  ADVANCED RESISTANCE TRAINING  12
AHE2256  SPORT COACHING: TALENT IDENTIFICATION AND DEVELOPMENT  12
AHE2257  SPORT COACHING: SKILL ACQUISITION, EXPERTISE AND LEARNING  12
Plus elective 2

Year 3, Semester 1
AHE1102  CAREER AND PROFESSIONAL DEVELOPMENT  1  12
AHE2005  NUTRITION AND DIET FOR EXERCISE AND PHYSICAL EDUCATION  12
AHE3250  SOCIO-HISTORICAL SPORT COACHING  12
Plus elective 3

Year 3, Semester 2
AHE2015  ADAPTED COACHING  12
AHE3251  PREVENTION, MANAGEMENT AND RECOVERY FROM INJURY  12
AHE3252  ETHICAL BEHAVIOUR IN SPORT COACHING  12
Plus elective 4

BACHELOR OF SPORT & RECREATION MANAGEMENT/
BACHELOR OF BUSINESS - EVENT MANAGEMENT
Course Code: ABRE

Campus: Footscray Park.
This course is for Continuing students only.

About this course: The double degree in Sport and Recreation Management and
Business Event Management provides students with a sound knowledge and critical
appreciation of the structure and practices of the Australian sport and recreation
industry and the skills and understandings of business principles and events
management. The degree educates sport and recreation managers with a particular
emphasis on events management.

Course Objectives: The objectives of the course are to produce graduates with:
- a range of skills that can be used to manage a variety of sport and recreation
organisations and meet the needs of members, players, staff, sponsors and other
significant stakeholders with a developed understanding of how to apply these skills
for event management; skills in event management that can be applied in a diversity
of service delivery settings, especially the sport and recreation industry; an ability to
work independently, ethically and professionally in sporting clubs, state and national
sporting and recreation agencies, leisure centres, sport stadium and major events
facilities, community service organisations and sport management consultancies;
an ability to adapt to the changing needs of the sport and recreation industry,
commerce and community, as well as the ability to take a leadership role in promoting
institutional and social change with social justice initiatives; an understanding and
appreciation of the nature, role and significance of sport and recreation for individuals
and social groups in its differing social, political and economic contexts; a practical
understanding of the ongoing and project tasks and problems associated with leading
and facilitating sport and recreation opportunities and managing events; and an
understanding of, and commitment to, the benefits of quality sport and recreation
and to the professional standards required in the provision of sport and recreational
services.

CAREERS: Students who have graduated from this course are qualified to work in a
variety of sport and recreation organisations and to deliver sport and recreation services
for players, spectators and the community, as well as general business operations. Potential employment areas include: Sport and recreation
organisations: sport and recreation clubs and associations, sport and recreation
events, sport and recreation facilities; Sport associations (state and national):
management, marketing and media, program development and delivery, and project
coordination; Sport facilities: major and minor venue managers, marketers and
program coordinators Sport events: event manager, marketers and media manager;
Commercial: player agent, commercial sport businesses, customer service, marketing,
service management, sport consultancy; Local and state governments: community sport programs, community events, sport and recreation facilities, sport and community centres, community development projects.

**Course Duration:** 4 years.

**Admission Requirements Year 12:** Prerequisites: Units 3 and 4 - a study score of at least 20 in English (any). Selection mode: CY12: ENTER and two stage process with a middle-band of approximately 20%. NONY12: Academic record, possible interview if required.

**Course Structure**

Students will be expected to complete all the core units of the course as listed in the course structure. Students will also be able to choose a number of elective units from any course of study.

**Year 1, Semester 1**
- AHS1100 INTRODUCTION TO SPORT AND RECREATION 12
- AHS1111 SPORT HISTORY AND CULTURE 12
- BFP1100 PROFESSIONAL DEVELOPMENT 1 - CRITICAL THINKING AND PROBLEM SOLVING 12
- BHO2432 INTRODUCTION TO EVENTS 12

**Year 1, Semester 2**
- AHS1200 SPORT AND RECREATION MANAGEMENT 12
- AHS1201 SPORT AND RECREATION CAREER DEVELOPMENT 12
- BHO1171 INTRODUCTION TO MARKETING 12
- BLO1105 BUSINESS LAW 12

**Year 2, Semester 1**
- AHS1107 SPORT, LEISURE AND SOCIETY 12
- AHS2111 SPORT SPONSORSHIP 12
- AHS2300 EVENT MANAGEMENT IN SPORT AND RECREATION 12
- BHO3420 EVENT OPERATIONS 12

**Year 2, Semester 2**
- AHS3114 SPORT AND RECREATION FACILITY MANAGEMENT 12
- BEO1106 BUSINESS STATISTICS 12
- BHO3421 BUSINESS EVENTS 12

**Plus Sport Elective 1**

**Year 3, Semester 2**
- AHS3113 ETHICS AND SOCIAL POLICY IN SPORT 12
- BHO3423 EVENT EVALUATION AND LEGACY 12
- BHO2301 SUSTAINABLE OPERATIONS 12
- BM03405 LIVE PERFORMANCE MANAGEMENT 12

**Year 4, Semester 1**
- AHS3505 SPORT RECREATION AND SUSTAINABILITY 12
- BEO1105 ECONOMIC PRINCIPLES 12
- BFP1200 PROFESSIONAL DEVELOPMENT 2 - ANALYSIS AND STRATEGY 12

**Plus Sport Elective 2**

**Year 4, Semester 2**
- AHS3600 SPORT AND RECREATION CAREER DEVELOPMENT 12
- AHS7058 SPORT INDUSTRY DEVELOPMENT PROGRAM 12
- BHO2505 INNOVATION AND CREATIVITY IN HOSPITALITY AND TOURISM 12

**BACHELOR OF SPORT AND RECREATION MANAGEMENT/BACHELOR OF BUSINESS MARKETING**

Course Code: ABK

**Campus:** Footscray Park.

This course is for Continuing students only.

**About this course:** The double degree in Sport and Recreation Management and Business Marketing provides students with a sound knowledge and critical appreciation of the structure and practices of the Australian sport and recreation industry and the skills and understandings of business principles and marketing skills. The degree educates sport and recreation managers with a particular emphasis on marketing skills.

**Course Objectives:** The objectives of the course are to produce graduates with: a sound knowledge of the structure and practices of the Australian sport and recreation industry; a range of vocational skills that can be used to manage and market a variety of sport and recreation organisations and meet the needs of members, players, staff, sponsors and other significant stakeholders; skills in marketing that can be applied in a diversity of service delivery settings, especially the sport and recreation industry; an ability to work independently, ethically and professionally in sporting clubs, state and national sporting and recreation agencies, leisure centres, sport stadium and major events facilities, community service organisations and sport management consultancies; and an ability to adapt to the changing needs of the sport and recreation industry, commerce and community, as well as the ability to take a leadership role in promoting institutional and social change with social justice initiatives.

**Careers:** Graduated students are qualified to work in a variety of sport and recreation organisations that administer, coordinate or deliver sport and recreation services for players, spectators and the community, as well as general business operations. Potential employment areas include: Sport and recreation organisations: sport and recreation clubs and associations, sport and recreation events, sport and recreation facilities; Sport associations (state and national): management, marketing and media, program development and delivery, and project coordination; Sport facilities: major and minor venue managers, marketers and program coordinators; Commercial: player agent, commercial sport businesses, customer service, marketing, service management, sport consultancy; Local and state governments: community sport programs, community events, sport and recreation facilities, sport and community centres, community development projects.

**Course Duration:** 4 years.

**Admission Requirements Year 12:** VCE with minimum study score of 20 in English units 3 and 4 (any) or equivalent.

**Admission Requirements International:** Completion of a secondary school qualification equivalent to Australia’s year 12 or VCE qualification. IELTS minimum 6.5.

**Admission Requirements Mature Age:** Direct entry is available.
FaCulty of arts, education and human development

Course Structure

Students will be expected to complete all the core units of the course as listed in the course structure. Students will also be able to choose a number of elective units from any course of study.

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<tr>
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<tbody>
<tr>
<td>AHS1100</td>
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<td>INTRODUCTION TO SPORT AND RECREATION</td>
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<tr>
<td>AHS1111</td>
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<td>AHS7058</td>
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<td>MARKETING PLANNING AND STRATEGY</td>
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Plus Sport Elective 1 (12 credit points)

BACHELOR OF SPORT AND RECREATION MANAGEMENT / BACHELOR OF BUSINESS (MANAGEMENT)

Course Code: ABRM

Campus: Footscray Park.

This course is for Continuing students only.

About this course: The double degree in Sport and Recreation Management and Business Management provides students with a sound knowledge and critical appreciation of the structure and practices of the Australian sport and recreation industry and the skills and understandings of business principles and management skills. The degree educates sport and recreation managers with a particular emphasis on core management skills.

Course Objectives: The objectives of the course are to produce graduates with: a sound knowledge of the structure and practices of the Australian sport and recreation industry; a range of vocational skills that can be used to manage a variety of sport and recreation organisations and meet the needs of members, players, staff, sponsors and other significant stakeholders; skills in generic business management that can be applied in a diversity of service delivery settings; an ability to work independently, ethically and professionally in sporting clubs, state and national sporting and recreation agencies, leisure centres, sport stadium and major events facilities, community service organisations and sport management consultancies; and an ability to adapt to the changing needs of the sport and recreation industry, commerce and community, as well as the ability to take a leadership role in promoting institutional and social change with social justice initiatives.

Careers: Graduates from the double degree in sport and recreation management / business management course will be prepared to undertake professional responsibilities for both sport and recreation agencies as well as general business operations. Graduates will find work as a manager, administrator in professional sport and recreation clubs, state and national sport and recreation agencies, leisure centres, stadiums and facilities, community service organisations, all levels of government sport and recreation services, commercial sport and recreation services, and sports management consultancies.

Course Duration: 4 years.

Admission Requirements Year 12: Prerequisites: Units 3 and 4 - a study score of at least 20 in English (any). Selection mode: CY12: ENTER and two stage process with a middle-band of approximately 20%. NONY12: Academic record, possible interview if required.

Course Structure

Students will be expected to complete all the core units of the course as listed in the course structure. Students will also be able to choose a number of elective units from any course of study.

Additional Electives:

- BAO1101  ACCOUNTING FOR DECISION MAKING
- BHO3435  MARKETING PLANNING AND STRATEGY
- Plus Sport Elective 2 (12 credit points)
BEO1105  ECONOMIC PRINCIPLES
BLO1105  BUSINESS LAW
AHS1107  SPORT, LEISURE AND SOCIETY
AHS2111  SPORT SPONSORSHIP
AHS2300  EVENT MANAGEMENT IN SPORT AND RECREATION
Plus one of the following two units:
BMO3220  HUMAN RESOURCE MANAGEMENT
BMO2181  OPERATIONS MANAGEMENT
AHS3114  SPORT AND RECREATION FACILITY MANAGEMENT
BFP2001  PROFESSIONAL DEVELOPMENT 2
Plus one of the following two units:
BMO3476  TRAINING AND DEVELOPMENT
BMO3320  INTERPERSONAL AND ORGANISATIONAL NEGOATIATION
Plus Sport Elective 1
AHS3113  ETHICS AND SOCIAL POLICY IN SPORT
Plus one of the following two units:
BMO3420  HUMAN RESOURCE INFORMATION SYSTEMS
BMO2354  CONFERENCES AND MEETINGS MANAGEMENT
Plus one of the following two units:
BMO3324  CONSULTING AND COUNSELLING
BMO3422  STRATEGIC MANAGEMENT
Plus Sport Elective 2
AHS3505  SPORT RECREATION AND SUSTAINABILITY
BE01106  BUSINESS STATISTICS
Plus one of the following two units:
BL02207  EMPLOYMENT LAW
BMO3421  MANAGING THE SERVICE ORGANISATION
Plus one of the following two units:
BMO3323  EMPLOYEE RELATIONS MANAGEMENT
BMO1110  MANAGING KNOWLEDGE
AHS3600  SPORT AND RECREATION CAREER DEVELOPMENT
AHS7058  SPORT INDUSTRY DEVELOPMENT PROGRAM
Plus one of the following two units:
BMO3325  HUMAN RESOURCES MANAGEMENT EVALUATION
BMO3327  ORGANISATIONAL CHANGE AND DEVELOPMENT
Plus Sport Elective 3
## Faculty of Arts, Education and Human Development

### Year 1 Semester 2
- **AHS1107**  Sport, Leisure and Society  12
- **AHS2301**  Sport and Recreation Services Marketing  12
- **AHS3500**  Sport and Recreation Financial Management  12
- **AHS7045**  Sport and the Media  12

### Year 2 Semester 1
- **AHS1207**  Sport and Recreation Career Development  1
- **AHS2400**  Human Resources in Sport and Recreation  12
- **AHS2405**  Research and Evaluation in Sport and Recreation  12

### Plus Sport elective 2

### Year 2 Semester 2
- **AHS2300**  Event Management in Sport and Recreation  12
- **AHS3503**  Legal Issues in Sport and Recreation  12
- **AHS2111**  Sport Sponsorship  12

### Plus Sport elective 3

### Year 3 Semester 1
- **AHS3114**  Sport and Recreation Facility Management  12
- **AHS3505**  Sport Recreation and Sustainability  12

### Plus Sport elective 4

### Plus Sport elective 5

### Year 3 Semester 2
- **AHS3113**  Ethics and Social Policy in Sport  12
- **AHS3600**  Sport and Recreation Career Development  12
- **AHS7058**  Sport Industry Development Program  12

### Plus Sport elective 6

### Elective options for Sport Management students

Sport Management major students need to choose one elective unit as part of their enrolment in the first semester of their course. Students need to add one elective to their enrolment for semester 1. Although electives can be any unit that a student wants to choose, the following electives have been designed to fit in your timetable.

**Suggested electives:**
- **AHS1106**  Recreation Activity Leadership  12
- **AHSX0010**  Olympic Studies  12
- **AHS1202**  Recreation Programming  12

**Sunbury Campus option:**
- **AHS0114**  Football Studies  12

### Outdoor Recreation Stream

#### Year 1 Semester 1
- **AHS0141**  Bushwalking Leadership  12
- **AHS1012**  Theories of Outdoor Education  12
- **AHS1100**  Introduction to Sport and Recreation  12
- **AHS1200**  Sport and Recreation Management  12

#### Year 2 Semester 2
- **AHS2300**  Event Management in Sport and Recreation  12

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### Year 1 Semester 2
- **AHS0249**  Theory and Practice of Adventure Programming  12
- **AHS1013**  Outdoor Safety Skills  12
- **AHS1107**  Sport, Leisure and Society  12
- **AHS3500**  Sport and Recreation Financial Management  12

### Year 2 Semester 1
- **AHS1015**  Environmental Inquiry  12
- **AHS1207**  Sport and Recreation Career Development  12

### Plus Sport elective 1

### Plus Sport elective 2

### Year 2 Semester 2
- **AHS1016**  Leadership in the Outdoors  12
- **AHS2300**  Event Management in Sport and Recreation  12
- **AHS3503**  Legal Issues in Sport and Recreation  12

### Plus Sport elective 3

### Year 3 Semester 1
- **AHS1017**  Contemporary Outdoor Recreation Issues and Trends  12
- **AHS1018**  Expedition Leadership  12
- **AHS3505**  Sport Recreation and Sustainability  12

### Plus Sport elective 4

### Plus Sport elective 5

### Year 3 Semester 2
- **AHS1019**  Outdoor and Environmental Philosophy  12
- **AHS3600**  Sport and Recreation Career Development  12

### Plus Sport elective 6

### Recreation Management Stream

#### Year 1 Semester 1
- **AHS1100**  Introduction to Sport and Recreation  12
- **AHS1106**  Recreation Activity Leadership  12
- **AHS1200**  Sport and Recreation Management  12
- **AHS1202**  Recreation Programming  12

#### Year 2 Semester 1
- **AHS1107**  Sport, Leisure and Society  12
- **AHS2301**  Sport and Recreation Services Marketing  12
- **AHS0134**  Inclusive Recreation Strategies  12
- **AHS3500**  Sport and Recreation Financial Management  12

#### Year 2 Semester 2
- **AHS1207**  Sport and Recreation Career Development  12
- **AHS2400**  Human Resources in Sport and Recreation  12
- **AHS2405**  Research and Evaluation in Sport and Recreation  12

### Plus Sport elective 1

### Plus Sport elective 2
BACHELOR OF SPORT AND RECREATION MANAGEMENT/BACHELOR OF BUSINESS

Course Code: ABSS

Campus: Footscray Park.

About this course: The double degree in Sport and Recreation Management and Business provides students with a sound knowledge and critical appreciation of the structure and practices of the Australian sport and recreation industry and the skills and understandings of business principles. The course offers students the opportunity to personalise their learning and gain valuable experience in the workplace and community.

Course Objectives: The Bachelor of Sport and Recreation Management/Bachelor of Business aims to produce graduates with: a sound knowledge of the structure and practices of the Australian sport and recreation industry; a range of vocational skills that can be used to manage and market a variety of sport and recreation organisations and meet the needs of members, players, staff, sponsors and other significant stakeholders; an ability to work independently, ethically and professionally in sporting clubs, state and national sporting and recreation agencies, leisure centres, sport stadium and major events facilities, community service organisations and sport management consultancies; an ability to adapt to the changing needs of the sport and recreation industry, commerce and community; the ability to take a leadership role in promoting institutional and social change with social justice initiatives; skills in business that can be applied in a diversity of service delivery settings, especially the sport and recreation industry; a sound education in the principles and practice of a business specialisation by providing a comprehensive overview of relevant issues, methodologies, and techniques within the context of the Australian and/or international business environments; the professional and academic skills required to work in a variety of sport and recreation and/or commercial or business settings.

Careers: Graduates from the double degree in Sport and Recreation Management/Business will be prepared to undertake professional responsibilities for both sport and recreation agencies as well as general business operations. Graduates will find work as managers, administrators in professional sport and recreation clubs, state and national sport and recreation agencies, leisure centres, stadiums and facilities, community service organisations, all levels of government sport and recreation services, commercial sport and recreation services, sports management consultancies, as well as a wide range of occupations in professional settings including private corporations, professional service firms, the public service and community sector.

Course Duration: 4 years.

Admission Requirements Year 12: VCE with minimum study score of 20 in English units 3 and 4 (any).

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).

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

Admission Requirements VET: Applicants with relevant VET study may be considered.

COURSE STRUCTURE

To graduate, students must successfully complete:

- 14 core sport and recreation units
- 2 sport electives
- 9 core business units
- 7 units selected from one of the 13 business specialisations listed below Business specialisations:
  - Accounting
  - Banking and Finance
  - Event Management **
  - Financial Risk Management
  - Global Logistics and Transport
  - Human Resource Management
  - International Business
  - International Trade
  - Management
  - Marketing
  - Music Industry
  - Retail Commerce
  - Small Business and Entrepreneurship.

Year 1, Semester 1
AHS3100 INTRODUCTION TO SPORT AND RECREATION 12
AHS1111 SPORT HISTORY AND CULTURE 12
BH01171 INTRODUCTION TO MARKETING 12
BLO1105 BUSINESS LAW 12

Year 1, Semester 2
AHS7045 SPORT AND THE MEDIA 12
BCO1102 INFORMATION SYSTEMS FOR BUSINESS 12
BE01106 BUSINESS STATISTICS 12
BFP1100 PROFESSIONAL DEVELOPMENT 1 - CRITICAL THINKING AND PROBLEM SOLVING 12

Year 2, Semester 1
AHS1200 SPORT AND RECREATION MANAGEMENT 12

...
AHS1207  SPORT AND RECREATION CAREER DEVELOPMENT 1
BAO1101  ACCOUNTING FOR DECISION MAKING
BMO1102  MANAGEMENT AND ORGANISATION BEHAVIOUR

Year 2, Semester 2
AHS1107  SPORT, LEISURE AND SOCIETY
AHS2111  SPORT SPONSORSHIP
AHS3503  LEGAL ISSUES IN SPORT AND RECREATION
BE01105  ECONOMIC PRINCIPLES

Year 3, Semester 1
AHS3114  SPORT AND RECREATION FACILITY MANAGEMENT
BFP2100  PROFESSIONAL DEVELOPMENT 2 - ANALYSIS AND STRATEGY

Sport Elective 1
Business Specialisation Unit 1

Year 3, Semester 2
AHS3113  ETHICS AND SOCIAL POLICY IN SPORT
AHS2300  EVENT MANAGEMENT IN SPORT AND RECREATION

Business Specialisation Unit 2
Business Specialisation Unit 3

Year 4, Semester 1
AHS3505  SPORT RECREATION AND SUSTAINABILITY

Sport Elective 2
Business Specialisation Unit 4
Business Specialisation Unit 5

Year 4, Semester 2
AHS3600  SPORT AND RECREATION CAREER DEVELOPMENT
AHS7058  SPORT INDUSTRY DEVELOPMENT PROGRAM

Business Specialisation Unit 6
Business Specialisation Unit 7

** Event Management students Students who choose to study the Event Management specialisation must undertake a semester of compulsory industry experience (this will extend the degree by one semester). Students enrol in the unit BB3100 Business Integrated Learning in the industry experience semester. They do not enrol in BFP2100 Professional Development 2 - Analysis and Strategy.

GRADUATE DIPLOMA IN CLINICAL EXERCISE PRACTICE
Course Code: AGCE

Campus: Footscray Park.

About this course: The course is for the students of the Bachelor of Exercise Science and Human Movement - clinical exercise science stream only. The Graduate Diploma in Clinical Exercise Practice will provide ALL of the technical and professional knowledge, skills and competencies necessary for Clinical Exercise Physiologists (ESSA)-Accredited Exercise Physiologists. Accreditation as an AEP is the only pathway to the compensable schemes available to Clinical Exercise Physiologists, comprising Medicare, WorkCover, Comcare, Veterans Affairs and TAC (pending, as well as schemes supported by health insurers such as NIB and Medibank. This course has been designed to address all of the necessary accreditation criteria for AEPs, without compromising academic standards or diluting academic freedom. It contains the most up-to-date curricula in the field, and features multi- and inter-disciplinary approaches to learning, flexible and online learning, carefully constructed and validated assessment tasks, and extensive and carefully designed learning in the workplace content using a number of approaches that have worked well in other courses within the Graduate Program in Exercise Rehabilitation.

Course Objectives: This course aims to: build on the skills, attributes, and knowledge developed in the new Undergraduate Clinical Exercise Practice course; to provide the final year of a new 3 + 1 Program that will lead to the most direct pathway to accreditation as an ESSA Accredited Exercise Physiologist and a career as a clinical exercise practitioner; to prepare those students who do not wish to practise clinical exercise to either practise exercise science with apparently healthy clientele or continue with further study in the exercise sciences; to prepare students for further postgraduate studies in the clinical exercise sciences, if desired.

Careers: Graduates of the Graduate Diploma in Clinical Exercise Practice may gain accreditation as an AAESS-Accredited Exercise Physiologist and/or a Clinical Exercise Practitioner.

Course Duration: 1 year.

Admission Requirements Other: The course is only available to students who have graduated from the Bachelor of Exercise Science and Human Movement - Clinical Exercise Science stream.

COURSE STRUCTURE
Year 1, Semester 1
AHS5040  CASE MANAGEMENT FOR CLINICAL EXERCISE 1
AHS5044  EXERCISE INTERVENTIONS FOR CARDIORESPIRATORY AND METABOLIC CONDITIONS
AHS5046  EXERCISE ASSESSMENTS FOR MUSCULOSKELETAL AND NEUROLOGICAL CONDITIONS
AHS5047  CLINICAL EXERCISE PRACTICE 2

Year 1, Semester 2
AHS5045  CASE MANAGEMENT FOR CLINICAL EXERCISE 2
AHS5049  EXERCISE INTERVENTIONS FOR MUSCULOSKELETAL AND NEUROLOGICAL CONDITIONS
AHS5180  PSYCHOLOGY FOR REHABILITATION
AHS5048  CLINICAL EXERCISE PRACTICE 3
2 years.

Course Objectives: The objective of the course is to produce graduates who will be eligible via the accrediting authority, the Australian Association for Exercise and Sports Science (AAESS), to practise clinical exercise physiology as AAESS-Accredited Exercise Physiologists.

Careers: 

Course Duration: 2 years.

Admission Requirements Mature Age: To qualify for admission to the course, applicants must hold an undergraduate degree in a related physical education or human science area such as physiotherapy, occupational therapy, or biomedical science. Selection of students will also take into account current involvement in areas related to the coaching, promotion or direction of exercise. Some applicants may be required to undertake bridging studies.

COURSE STRUCTURE

The course is delivered over three or four evenings per week.

Year 1, Semester 1

AHX5017 EXERCISE AND SPORT SCIENCES FIELDWORK 12
AHX5018 EXERCISE PRESCRIPTION FOR MUSCULO-SKELETAL AND NEUROLOGICAL CONDITIONS 8
AHX5019 EXERCISE PHYSIOLOGY IN THE WORKPLACE 8
AHX5020 PHYSIOLOGICAL TESTING FOR REHABILITATION 8
AHX5069 INTRODUCTION TO REHABILITATION FIELDWORK 8

The unit of study AHX5069 consists of four hours classwork and 35 hours work Integrated Learning.

Year 2, Semester 2

AHX5017 CARDIORESPIRATORY AND METABOLIC PHYSIOLOGY FOR REHABILITATION 8
AHX5018 EXERCISE PRESCRIPTION FOR MUSCULO-SKELETAL AND NEUROLOGICAL CONDITIONS 8
AHX5034 EXERCISE PHYSIOLOGY IN THE WORKPLACE 8
AHX5031 PHYSIOLOGICAL TESTING FOR REHABILITATION 12
AHX5070 EXERCISE FOR REHABILITATION FIELDWORK (FULL-TIME) 12

The unit of study AHX5070 consists of eight hours classwork and 140 hours of work Integrated Learning.

DOCTOR OF PHILOSOPHY (I)

Course Code: APAY

Campus: Footscray Park, City Flinders.

About this course: The School of Sport and Exercise Science offers PhD research programs in many areas of specialisation such as: Leisure studies; Social gerontology; Recreation management; Recreation and disability; Philosophy of sport; and Embodiment.

Course Objectives: This course aims to meet the following objectives: develop a thorough understanding of the topic through appropriate research techniques as shown by their application; develop competence in independent investigation and research; develop a high degree of independence of thought and approach; and make a significant original contribution to the existing body of knowledge and (where appropriate) practice.

Careers: Graduates would be positioned to find jobs and careers in a number of areas including academia, private sector business, national sporting organisations, government and not-for-profit organisations.

Course Duration: 4 years.

Admission Requirements Mature Age: To qualify for admission to the Doctor of Philosophy applicants must have a Master degree by research, or Master degree by coursework (with minor dissertation), or four-year undergraduate degree with honours at first class (H1) or upper second class (H2A) level. Applicants who do not meet the normal admission requirements may be admitted upon demonstration of exceptional background and experience. Initial contact should be made with the Faculty Postgraduate Studies Coordinator to clarify their proposed area of research. Applicants will need to discuss availability of suitable supervision for their program and any facilities or support they will require.

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.
Coursework may be required of candidates to further enhance the knowledge of a specific topic relevant to the field of study. Such coursework could run concurrent to the research. In fact, all students undertaking research in the area of exercise physiology will be required to successfully complete the unit Laboratory Skills for Exercise Physiology. As well, all students are required to undertake, and successfully complete, an appropriate research design unit of study normally in the first semester of study. Students are required to conduct independent study, producing a thesis, with supervision from two academic staff members directly linked with the student.

DOCTOR OF PHILOSOPHY (I)
Course Code: APHS
Campus: Footscray Park, City Flinders.

About this course: The School of Sport and Exercise Science offers PhD research programs in many areas of specialisation such as: Exercise neuroscience (motor control); Motor learning and skill acquisition; Exercise biochemistry; Biomechanics; Exercise science; Exercise physiology; Sport psychology; and Exercise psychology.

Course Objectives: This course aims to meet the following objectives: develop a thorough understanding of the topic through appropriate research techniques as shown by their application; develop competence in independent investigation and research; develop a high degree of independence of thought and approach; and make a significant original contribution to the existing body of knowledge and (where appropriate) practice.

Careers: Graduates would be positioned to find jobs and careers in a number of areas including academia, private sector business, national sporting organisations, government and not-for-profit organisations.

Course Duration: 4 years.

Admission Requirements Mature Age: To qualify for admission to the Doctor of Philosophy applicants must have a Master degree by research, or Master degree by coursework (with minor dissertation), or four-year undergraduate degree with honours at first class (H1) or upper second class (H2A) level. Applicants who do not meet the normal admission requirements may be admitted upon demonstration of exceptional background and experience. Initial contact should be made with the Faculty Postgraduate Studies Coordinator to clarify their proposed area of research. Applicants will need to discuss availability of suitable supervision for their program and any facilities or support they will require.

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.

Coursework may be required of candidates to further enhance the knowledge of a specific topic relevant to the field of study. Such coursework could run concurrent to the research. In fact, all students undertaking research in the area of exercise physiology will be required to successfully complete the unit Laboratory Skills for Exercise Physiology. As well, all students are required to undertake, and successfully complete, an appropriate research design unit of study normally in the first semester of study. Students are required to conduct independent study, producing a thesis, with supervision from two academic staff members directly linked with the student.

BACHELOR OF EXERCISE SCIENCE AND HUMAN MOVEMENT (I)
Course Code: HBEM
Campus: Footscray Park.

About this course: This course provides the foundation knowledge and skills for entry into professional careers in exercise and sport.

Course Objectives: The aims of the Bachelor of Exercise Science and Human Movement course are to: develop the biological and social scientific knowledge and professional skills that underpin practice in exercise and sport science; foster independent and collaborative learners who can communicate well in professional settings; develop cultural competence, that is, the ability to work effectively in socially and culturally diverse communities and settings; provide an opportunity through a structured Exercise and Sport Science stream to specialize and gain (Australian Association for Exercise and Sports Science) accreditation as an Exercise Scientist to provide exercise interventions for apparently healthy populations, including high performance and recreational athletes; provide an opportunity through a structured Clinical Exercise Science stream to specialize and gain (Australian Association for Exercise and Sports Science) accreditation as a Clinical Exercise Practitioner to provide exercise interventions with people living with, or at risk of, chronic disease, injuries, or disabilities; provide an opportunity through the more general Human Movement stream to tailor the course to suit professional and personal interests in exercise and sport, but in areas of that do not require professional accreditation.

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

Course Duration: 3 years.

Admission Requirements Year 12: To qualify for admission to the course an applicant must have successfully completed the Victorian Certificate of Education (VCE), or equivalent, with a pass in Units 3 and 4 English. Applicants who do not meet the normal entry requirements, but who possess appropriate educational qualifications, work or life experience, which would enable them to successfully undertake the course, will be considered for admission.

Course Structure
The Bachelor of Exercise Science and Human Movement is a course designed to prepare graduates for careers in fields such as exercise and sport science, community fitness and health, coaching, sport policy, as well as in research. The course offers three streams: a specialist stream in Clinical Exercise Science and in Exercise and Sport Science alongside a more generalist Human Movement stream, with many of the core units shared between the three streams. Students must complete 24 units of study over three years with a credit point total of 288.

Core Units - All Streams

AHE1101 STRUCTURAL KINESIOLOGY 12
AHE1102 CAREER AND PROFESSIONAL DEVELOPMENT 1 12
AHE1202 BIOMECHANICS 12
AHE2100 EXERCISE PSYCHOLOGY 12
AHE2104 EXERCISE PHYSIOLOGY 12
AHE2127 MOTOR LEARNING 12
RBM1174 HUMAN PHYSIOLOGY 12
CLINICAL EXERCISE SCIENCE STREAM

Students undertake the above core units Plus the following:

AHE0029 RESISTANCE TRAINING 12
AHE2000 CLINICAL BIOMECHANICS 12
AHE2001 CLINICAL EXERCISE PRACTICE 1 12
AHE2002 CLINICAL EXERCISE STUDIES 1 12
SCHOOL OF SPORT AND EXERCISE SCIENCE

AHE2003  CLINICAL EXERCISE STUDIES 2  12
AHE2004  CLINICAL EXERCISE STUDIES 3  12
AHE2005  NUTRITION AND DIET FOR EXERCISE AND PHYSICAL EDUCATION  12
AHE2006  EXERCISE INTERVENTIONS FOR HEALTHY POPULATIONS  12
AHE2007  EXERCISE ASSESSMENTS FOR CARDIOPULMONARY AND METABOLIC CONDITIONS  12
AHE2011  QUANTITATIVE AND QUALITATIVE RESEARCH METHODS FOR EXERCISE PROFESSIONALS  12
AHE2103  GROWTH DEVELOPMENT AND AGEING  12
AHE2200  MOTOR CONTROL  12
AHE2202  FUNCTIONAL KINESIOLOGY  12
AHE2213  CAREER AND PROFESSIONAL DEVELOPMENT 2  12
AHE3100  ADVANCED EXERCISE PHYSIOLOGY  12
RBM2530  PATHOPHYSIOLOGY 1  12
RBM2540  PATHOPHYSIOLOGY 2  12
EXERCISE AND SPORT SCIENCE STREAM

Students undertake the above core units Plus the following:

AHE1203  SOCIAL DIMENSIONS OF SPORT AND EXERCISE  12
AHE1206  SPORT PSYCHOLOGY  12
AHE2005  NUTRITION AND DIET FOR EXERCISE AND PHYSICAL EDUCATION  12
AHE2006  EXERCISE INTERVENTIONS FOR HEALTHY POPULATIONS  12
AHE2008  RESEARCH IN EXERCISE SCIENCE  12
AHE2010  EXERCISE SCIENCE CAREER DEVELOPMENT  12
AHE2101  SPORT PHYSIOLOGY  12
AHE2102  SPORTS BIOMECHANICS  12
AHE2103  GROWTH DEVELOPMENT AND AGEING  12
AHE2200  MOTOR CONTROL  12
AHE2202  FUNCTIONAL KINESIOLOGY  12
AHE3100  ADVANCED EXERCISE PHYSIOLOGY  12
AHE3101  ADVANCED BIOMECHANICS  12
AHE3200  PROFESSIONAL ETHICS  12

Plus three electives

HUMAN MOVEMENT STREAM

Students undertake the above core units Plus the following:

AHE1203  SOCIAL DIMENSIONS OF SPORT AND EXERCISE  12
AHE1206  SPORT PSYCHOLOGY  12
AHE2112  HISTORY OF SPORT  12
AHE2213  CAREER AND PROFESSIONAL DEVELOPMENT 2  12
AHE2214  SPORT AND FITNESS DELIVERY SYSTEMS  12
AHE3111  SPORT AND SOCIAL ANALYSIS  12
AHE3112  CAREER AND PROFESSIONAL DEVELOPMENT 3  12
AHE3200  PROFESSIONAL ETHICS  12

Plus nine electives

BACHELOR OF ARTS (SPORT ADMINISTRATION)/BACHELOR OF BUSINESS (MARKETING)

Course Code: HBKS

Campus: Footscray Park.

This course is for Continuing students only.

About this course: The aim of the course is twofold. The first aim is to provide students with both a sound knowledge and critical appreciation of the structure and practices of the Australian sports and events industry. The second aim is to provide students with a broad range of business and sport-related vocational skills which can be used to assist the development of organisations and meet the needs of members, players, staff, sponsors and other significant stakeholders. The course provides a thorough grounding in marketing principles and practice while at the same time giving students a detailed understanding of the commercial and cultural dimensions of sport.

PROFESSIONAL RECOGNITION

All graduates will be eligible for membership of the Australian Society of Sport Administrators (Level 2 accreditation). Graduates who have successfully completed the appropriate units of study may meet the academic requirements for admission to the Australian Marketing Institute, the Market Research Society of Australia and the Australian Economics Society.

Course Objectives: The aim of the course is twofold. The first aim is to provide students with both a sound knowledge and critical appreciation of the structure and practices of the Australian sports and events industry. The second aim is to provide students with a broad range of business and sport-related vocational skills which can be used to assist the development of organisations and meet the needs of members, players, staff, sponsors and other significant stakeholders.

Careers: Students will acquire the necessary skills for employment in sporting clubs, state and national sporting bodies, sport leagues, major venues and facilities, event management organisations, sports marketing consultancies, player agent organisations, and government agencies with a sport focus. Exposure to core generic studies in general management, human resource management, information technology, marketing, and communication will enable students to move into positions in any number of service delivery occupations.

Course duration: 4 years.

Admission Requirements Year 12: To qualify for admission to the course applicants must have completed the Victorian Certificate of Education (VCE), or equivalent, including Units 3 and 4 in English. 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

Year 1

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<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>AHS1111</td>
<td>SPORT HISTORY AND CULTURE</td>
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<td>AHS1116</td>
<td>SPORT ADMINISTRATION FOUNDATIONS 1</td>
<td>12</td>
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<tr>
<td>BLU1105</td>
<td>BUSINESS LAW</td>
<td>12</td>
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<tr>
<td>BH01171</td>
<td>INTRODUCTION TO MARKETING</td>
<td>12</td>
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<td>BEO1106</td>
<td>BUSINESS STATISTICS</td>
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<td>AHS1218</td>
<td>SPORT ADMINISTRATION FOUNDATIONS 2</td>
<td>12</td>
</tr>
<tr>
<td>BCO1102</td>
<td>INFORMATION SYSTEMS FOR BUSINESS</td>
<td>12</td>
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<tr>
<td>AHS1221</td>
<td>SPORT CAREER DEVELOPMENT 1</td>
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Year 2

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<th>Course Name</th>
<th>Units</th>
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<td>AHS7045</td>
<td>SPORT AND THE MEDIA</td>
<td>12</td>
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<tr>
<td>BH02285</td>
<td>MARKETING RESEARCH</td>
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<tr>
<td>BEO1103</td>
<td>MICROECONOMIC PRINCIPLES</td>
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### BACHELOR OF RECREATION MANAGEMENT

**Course Code:** HBML

**Campus:** Footscray Park.

This course is for Continuing students only.

**About this course:** This course aims to produce competent recreation professionals who have practical recreation management and leadership skills and thus can be employed in a variety of positions in various sectors of the recreation industry; develop underlying understandings and commitment that will enhance their contribution to the recreation industry and the community; produce graduates who will promote life long recreation participation for all sections of the community.

**Professional Recognition** Graduates of this course will be eligible for membership of the following bodies: Park and Leisure Australia (PLA); Australian Council for Health Physical Education and Recreation (ACHPER)

**Course Objectives:** This course aims to: produce competent recreation professionals who have practical recreation management and leadership skills and thus can be employed in a variety of positions in various sectors of the recreation industry; develop underlying understandings and commitment that will enhance their contribution to the recreation industry and the community; produce graduates who will promote life long recreation participation for all sections of the community.

**Course Duration:** 3 years.

**Admission Requirements Year 12:** To qualify for admission to the course, applicants must have successfully completed the Victorian Certificate of Education (VCE) with a pass in Units 3 & 4 English. Applicants who do not meet these criteria may be eligible to apply under the Alternative Category Entry Scheme.

### COURSE STRUCTURE

<table>
<thead>
<tr>
<th>Year 1</th>
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<th>Year 2</th>
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<tbody>
<tr>
<td><strong>AHR1101</strong></td>
<td><strong>INTRODUCTION TO RECREATION</strong></td>
<td><strong>AHR2402</strong></td>
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<tr>
<td><strong>AHR1106</strong></td>
<td><strong>RECREATION ACTIVITY LEADERSHIP</strong></td>
<td><strong>AHR2303</strong></td>
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<td><strong>AHR1201</strong></td>
<td><strong>RECREATION MANAGEMENT</strong></td>
<td><strong>AHR2305</strong></td>
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<td><strong>AHR1203</strong></td>
<td><strong>COMPUTERS IN RECREATION</strong></td>
<td><strong>AHR2401</strong></td>
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<td><strong>AHR1105</strong></td>
<td><strong>SOCIETY AND LEISURE</strong></td>
<td><strong>AHR2301</strong></td>
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<td><strong>AHR1202</strong></td>
<td><strong>RECREATION PROGRAMMING</strong></td>
<td><strong>AHR2404</strong></td>
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<td><strong>AHR1204</strong></td>
<td><strong>DISABILITY AWARENESS AND RECREATION</strong></td>
<td><strong>Plus two electives</strong></td>
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<td><strong>AHR1205</strong></td>
<td><strong>RECREATION CAREER DEVELOPMENT</strong></td>
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<td><strong>AHR2404</strong></td>
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<td><strong>Plus elective</strong></td>
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<td><strong>AHR3504</strong></td>
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<td><strong>Year 3, Semester 1</strong></td>
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<td><strong>Plus elective</strong></td>
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<tr>
<td><strong>Recreation and Outdoor Activity Electives</strong></td>
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<tr>
<td><strong>All electives are offered subject to sufficient enrolments</strong></td>
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<td><strong>AHR2303</strong></td>
<td><strong>OUTDOOR RECREATION</strong></td>
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<td><strong>AHR2403</strong></td>
<td><strong>RECREATION FOR CHILDREN AND YOUTH</strong></td>
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<td><strong>AHR3503</strong></td>
<td><strong>LEISURE AND AGEING</strong></td>
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<td><strong>LEISURE EDUCATION AND LEISURE COUNSELLING</strong></td>
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<td><strong>AHR0134</strong></td>
<td><strong>INCLUSIVE RECREATION STRATEGIES</strong></td>
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<td><strong>AHR0232</strong></td>
<td><strong>PARK MANAGEMENT</strong></td>
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<td><strong>AHR0141</strong></td>
<td><strong>BUSHWALKING LEADERSHIP</strong></td>
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<td><strong>AHR0144</strong></td>
<td><strong>THEORY AND APPLICATIONS OF ROCK CLIMBING</strong></td>
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<td><strong>AHS0145</strong></td>
<td><strong>THEORY AND APPLICATION OF SNORKELLING</strong></td>
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<td><strong>AHR0147</strong></td>
<td><strong>THEORY AND APPLICATION OF SAILING</strong></td>
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<td><strong>AHR0242</strong></td>
<td><strong>THEORY AND INSTRUCTION OF RIVER CRAFT</strong></td>
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<td><strong>EXPEDITION LEADERSHIP</strong></td>
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<td><strong>AHR0246</strong></td>
<td><strong>THEORY AND APPLICATION OF SKI TOURING</strong></td>
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BACHELOR OF ARTS (SPORT ADMINISTRATION)/BACHELOR OF BUSINESS (MANAGEMENT)

Course Code: HBMS

Campus: Footscray Park.

This course is for Continuing students only.

About this course: The course provides a thorough grounding in business principles while at the same time giving students a detailed understanding of the commercial and cultural dimensions of sport. The aim of the course is twofold. The first is to provide students with both a sound knowledge and critical appreciation of the structure and practices of the Australian sports and events industry. The second is to provide students with a broad range of business and sport-related vocational skills, which can be used to assist the development of organisations and meet the needs of members, players, staff, sponsors and other significant stakeholders. PROFESSIONAL RECOGNITION All graduates will be eligible for admission to the Chartered Institute of Company Secretaries in Australia Ltd and for membership of the Australian Society of Sport Administrators (Level 2 accreditation status).

Course Objectives: The aim of the course is twofold. The first is to provide students with both a sound knowledge and critical appreciation of the structure and practices of the Australian sports and events industry. The second is to provide students with a broad range of business and sport-related vocational skills, which can be used to assist the development of organisations and meet the needs of members, players, staff, sponsors and other significant stakeholders.

Careers: Graduated students are qualified to work in a variety of sport and recreation organisations that administer, coordinate or deliver sport and recreation services for players, spectators and the community, as well as general business operations. Potential employment areas include: Sport and recreation organisations: sport and recreation clubs and associations, sport and recreation events, sport and recreation facilities; Sport associations (state and national): management, marketing and media, program development and delivery, and project coordination; Sport facilities: major and minor venue managers, marketers and program coordinators; Sport events: event manager, marketers and media manager; Commercial: player agent, commercial sport businesses, customer service, marketing, service management, sport consultancy; Local and state governments: community sport programs, community events, sport and recreation facilities, sport and community centres, community development projects. Students will acquire the necessary skills for employment in sporting clubs, state and national sporting bodies, sport leagues, major venues and facilities, event management organisations, sports marketing consultancies, player agent organisations, and government agencies with a sport focus. Exposure to core generic studies in general management, human resource management, information technology, marketing, and communication will enable students to move into positions in any number of service delivery occupations.

Course Duration: 4 years.

Admission Requirements Year 12: To qualify for admission to the course applicants must have successfully completed the Victorian Certificate of Education (VCE) with a pass in Units 3 and 4 English, or equivalent. 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.
BACHELOR OF APPLIED SCIENCE (PHYSICAL EDUCATION) (SECONDARY) (I)

Course Code: HBPY

Campus: Footscray Park.

About this course: The aims of the course are to provide a balanced exposure to all academic areas of physical education; an opportunity for students to know and appreciate the comprehensive integrated body of knowledge of physical education; provide the opportunity for students to understand and appreciate physical education as it is influenced by a variety of political, social, economic, cultural, biological and technological factors; and produce physical education professionals who take the lead in addressing issues and promoting institutional and social change in accordance with social justice initiatives.

Course Objectives: The objectives of the course are to: develop an understanding of the biological and social scientific knowledge and practical skills that underpin secondary school teaching; provide an opportunity for students to develop additional specialist areas; foster independent and collaborative learners who can communicate well in professional settings; develop cultural competence, that is, the ability to work effectively in socially and culturally diverse communities and settings.

Careers: Careers in exercise and sport sciences, fitness and health, exercise rehabilitation and coaching. Graduates of this course who apply for and complete a fourth year of study (Graduate Diploma in Secondary Education) will be qualified to teach in secondary schools.

Course Duration: 3 years.

Admission Requirements Year 12: VCE with a pass in units 3 and 4 and a study core of at least 20 in English units 3 and 4.

Admission Requirements International: Course is offered to international students with a minimum IELTS of 6.5.

Admission Requirements Mature Age: Direct entry is available.

COURSE STRUCTURE

This course comprises 18 core units and 6 electives

Year 1, Semester 1
- AHE1101 STRUCTURAL KINESIOLOGY 12
- AHE1127 AQUATICS 12
- AHE2112 HISTORY OF SPORT 12
- RBM1174 HUMAN PHYSIOLOGY 12

Year 1, Semester 2
- AHE2016 BIOMECHANICS FOR PHYSICAL EDUCATION 12
- AHE1206 SPORT PSYCHOLOGY 12
- AHE2104 EXERCISE PHYSIOLOGY 12
- AHE2013 GYMNASTICS AND DANCE 12

Year 2, Semester 1
- AHE2014 PHYSICAL EDUCATION CAREER DEVELOPMENT 12
- AHE3280 TEAM SPORTS 12
- AHE2012 ADOLESCENT HUMAN DEVELOPMENT 12

Elective 1

Year 2, Semester 2
- AHE2014 PHYSICAL EDUCATION CAREER DEVELOPMENT 12
- AHE3280 TEAM SPORTS 12
- AHE2012 ADOLESCENT HUMAN DEVELOPMENT 12

Elective 2

Year 3, Semester 1
- AHE1203 SOCIAL DIMENSIONS OF SPORT AND EXERCISE 12
- AHE2005 NUTRITION AND DIET FOR EXERCISE AND PHYSICAL EDUCATION 12

Elective 3

Elective 4

Year 3, Semester 2
- AHE3200 PROFESSIONAL ETHICS 12
- AHE3219 ADAPTED PHYSICAL EDUCATION 12

Elective 5

Elective 6

Possible electives include:

- AHE0111 SPORT EVALUATION STRATEGIES
- AHS0071 ADMINISTRATION OF AQUATIC PROGRAMS
- ACA3001 PROFESSIONAL WRITING IN SPORT
- AHE0052 SPORT TOURS AND TEAM ITINERARY PLANNING
- AHS0028 FIELD EXPERIENCE
- AHX0010 OLYMPIC STUDIES
- AHS0050 SPORT AND GLOBALISATION
- AHS0051 MANAGING SPORT FUTURES
- AHS0055 COMPARATIVE STUDIES IN SPORT AND PUBLIC POLICY
- AHS0114 FOOTBALL STUDIES
- BLO9211 SPORT, LAW AND THE ATHLETE
- AHE2103 GROWTH DEVELOPMENT AND AGEING
- AHE2127 MOTOR LEARNING
- AHE3121 ATHLETICS
- AHE2014 PHYSICAL EDUCATION CAREER DEVELOPMENT
AHE0029  RESISTANCE TRAINING 12
AHE0007  ADAPTED AQUATICS 12
AHE2053  HEALTH PROMOTION 12

Electives are available principally for the development of a second teaching method. Students will be advised of recommended and available units of study to satisfy the requirements of respective teaching methods.

BACHELOR OF ARTS (SPORT ADMINISTRATION)/BACHELOR OF BUSINESS (EVENT MANAGEMENT)
Course Code: HBSE
Campus: Footscray Park.

This course is for Continuing students only.

About this course: This course aims to provide students with both a sound knowledge and critical appreciation of the structure and practice of the Australian sport industry. The course is directed to employment in sporting clubs, state and national sporting bodies, leisure centres, sport stadia and major events facilities, community service organisations, and sport management consultancies. The course aims to provide students with the necessary skills to work in the event sector in addition to developing a sound business education.

Course Objectives:

Careers: Students will attain the skills necessary for employment in sporting clubs, state and national sporting bodies, leisure centres, sport stadium and major event facilities.

Course Duration: 4 years.

Admission Requirements Year 12: To qualify for admission to the course applicants must have successfully completed the Victorian Certificate of Education (VCE) with a pass in Units 3 & 4 English with a study score of 20. Applicants who do not meet these criteria may be eligible to apply under the Alternative Category.

COURSE STRUCTURE

Year 1
AHS1111  SPORT HISTORY AND CULTURE 12
BHO2432  INTRODUCTION TO EVENTS 12
AHS1116  SPORT ADMINISTRATION FOUNDATIONS 1 12
BHO1171  INTRODUCTION TO MARKETING 12
BAO1101  ACCOUNTING FOR DECISION MAKING 12
AHS1218  SPORT ADMINISTRATION FOUNDATIONS 2 12
BCO1102  INFORMATION SYSTEMS FOR BUSINESS 12
AHS1221  SPORT CAREER DEVELOPMENT 1 12

Year 2
BMO1102  MANAGEMENT AND ORGANISATION BEHAVIOUR 12
AHS7045  SPORT AND THE MEDIA 12
BE01103  MACROECONOMIC PRINCIPLES 12
BE01106  BUSINESS STATISTICS 12
AHS2111  SPORT SPONSORSHIP 12

Year 3, Semester 1
AHS3112  SPORT VENUE AND STADIUM ADMINISTRATION 12
BEO1106  BUSINESS STATISTICS 12
BHO3473  HUMAN RELATIONS 12

Year 3, Semester 2
BHO3423  MEETINGS, CONVENTIONS AND EVENTS 12

Year 4, Semester 1
BHO3405  LIVE PERFORMANCE MANAGEMENT 12
BMO2531  EVENT PROJECT MANAGEMENT 12
AHS3111  SPORT EVENT ADMINISTRATION 12

Year 4, Semester 2
AHS3113  ETHICS AND SOCIAL POLICY IN SPORT 12

BACHELOR OF EXERCISE SCIENCE AND HUMAN MOVEMENT/BACHELOR OF ARTS (SPORT ADMINISTRATION)
Course Code: HBSH
Campus: Footscray Park.

This course is for Continuing students only.

About this course: This course aims to produce graduates who have a sound knowledge of the structure and practices of the Australian sports industry; an understanding and appreciation of human movement as it is influenced by a variety of political, social, economic, cultural, biological and technological factors; a broad range of vocational skills that can be used to manage a variety of sport organisations and meet the needs of members, players, staff, sponsors and other significant stakeholders; specific skills that will lead to employment in the fields of exercise science and human movement, such as sport science, sport psychology, sport coaching and the fitness industry; an ability to work independently, ethically and professionally in sporting clubs, state and national sporting bodies, leisure centres, sport stadiums and major events facilities, community service organisations and sport management consultancies; an ability to adapt to the changing needs of industry, commerce and community, as well as the ability to take a leadership role in promoting institutional and social change with social justice initiatives. PROFESSIONAL RECOGNITION All graduates will be eligible for membership of the Australian Society of Sports Administrators (Level 2 accreditation status).

Course Objectives: This course aims to produce graduates who have the following attributes: a sound knowledge of the structure and practices of the Australian sports industry; an understanding and appreciation of human movement as it is influenced by a variety of political, social, economic, cultural, biological and technological factors;
a broad range of vocational skills that can be used to manage a variety of sport organisations and meet the needs of members, players, staff sponsors and other significant stakeholders; specific skills that will lead to employment in the fields of exercise science and human movement, such as sport science, sport psychology, sport coaching and the fitness industry; an ability to work independently, ethically and professionally in sporting clubs, state and national sporting bodies, leisure centres, sport stadiums and major events facilities, community service organisations and sport management consultancies; an ability to adapt to the changing needs of industry, commerce and community, as well as the ability to take a leadership role in promoting institutional and social change with social justice initiatives.

**Careers:** Students will attain the skills necessary for employment in sporting clubs, state and national sporting bodies, sport leagues, major venues and facilities, event management organisations, sports marketing consultancies, player agent organisations, and government agencies with a sport focus. Students will also attain the skills necessary for employment in careers related to the field of Exercise and Sport Science, including rehabilitation, coaching community health and fitness leadership.

**Course Duration:** 4 years.

**Admission Requirements Year 12:** To qualify for admission to the course applicants must have successfully completed the Victorian Certificate of Education (VCE) with a pass in Units 3 & 4 English, or equivalent.

**Course Structure**

**Year 1**

- AHS1111  **SPORT HISTORY AND CULTURE**  12
- AHS1114  **SPORT FUNDING AND FINANCE**  12
- AHS1116  **SPORT ADMINISTRATION FOUNDATIONS 1**  12
- AHS3002  **LEGAL ISSUES IN SPORT**  12
- AHS1117  **SPORT, POLITICS AND SOCIETY**  12
- AHS1218  **SPORT ADMINISTRATION FOUNDATIONS 2**  12
- AHS1221  **SPORT CAREER DEVELOPMENT 1**  12

Plus one Sports elective

**Year 2**

- AHS3111  **SPORT EVENT ADMINISTRATION**  12
- AHS3112  **SPORT VENUE AND STADIUM ADMINISTRATION**  12
- AHS7045  **SPORT AND THE MEDIA**  12
- AHS2111  **SPORT SPONSORSHIP**  12
- AHS7058  **SPORT INDUSTRY DEVELOPMENT PROGRAM**  12

Plus three Sports electives

**Year 3, Semester 1**

- AHE1101  **STRUCTURAL KINESIOLOGY**  12
- AHE1206  **SPORT PSYCHOLOGY**  12
- AHE3111  **SPORT AND SOCIAL ANALYSIS**  12
- RBM1174  **HUMAN PHYSIOLOGY**  12

**Year 3, Semester 2**

- AHE1103  **PHILOSOPHY OF EXERCISE SCIENCE AND HUMAN MOVEMENT**  12
- AHE2202  **FUNCTIONAL KINESIOLOGY**  12

- AHE2104  **EXERCISE PHYSIOLOGY**  12
  Plus one elective
  Year 4, Semester 1
- AHE2100  **EXERCISE PSYCHOLOGY**  12
- AHE3112  **CAREER AND PROFESSIONAL DEVELOPMENT 3**  12
  Plus two electives
  Year 4, Semester 2
- AHE2200  **MOTOR CONTROL**  12
- AHE3200  **PROFESSIONAL ETHICS**  12
  Plus two electives

**GRADUATE DIPLOMA IN EXERCISE FOR REHABILITATION (I)**

**Course Code:** HGEX

**Campus:** Footscray Park.

**About this course:** HGEX is the nested Graduate Diploma in Exercise rehabilitation, nested within the Masters of Applied Science - Exercise Rehabilitation.

**Course Objectives:** The course aims to: produce graduates with considerable knowledge and expertise in the application of exercise in the field of preventive medicine and rehabilitation; equip graduates with specific skills and competencies in the areas of cardiovascular, metabolic, respiratory, musculo-skeletal and neurological rehabilitation, which will assist in gaining accreditation with the Australian Association of Exercise and Sport Science (AAESS); provide graduates with extensive industry experience in the form of a 20 week internship; and facilitate close and extended contact between students and potential employers.

**Careers:** Once accredited as Exercise Physiologists (AEPs) graduates have career options in private practice, hospitals, medical clinics, community health, insurance (case management), Medicare, Centrelink and healthy lifestyle promotion.

**Course Duration:** 1 year.

**Admission Requirements Mature Age:** An undergraduate degree in exercise science or human movement. Allied health graduates need to apply for AMCE.

**Admission Requirements Other:** An undergraduate degree in exercise science or human movement. Allied health graduates need to apply for AMCE

**Course Structure**

Full time load equates to 4 units Plus clinical placements or fieldwork each semester.

**Year 1, Semester 1**

- ARK5041  **FUNCTIONAL ANATOMY**  12
- ARK5042  **MUSCULO-SKELETAL PHYSIOLOGY FOR REHABILITATION**  8
- ARK5043  **QUANTITATIVE AND QUALITATIVE RESEARCH DESIGN AND METHODS FOR PRACTITIONERS**  8
- ARK5033  **BIOMECHANICS THEORY AND PRACTICE FOR REHABILITATION**  12
- ARK5069  **INTRODUCTION TO REHABILITATION FIELDWORK**  8

**Year 1, Semester 2**

- ARK5018  **EXERCISE PRESCRIPTION FOR MUSCULO-SKELETAL AND NEUROLOGICAL CONDITIONS**  8
**Course Code:** HGXS

**Course Duration:** 1 year.

**Admission Requirements Year 12:** To qualify for admission to the course, applicants must hold an undergraduate degree in a related physical education or human science area such as physiotherapy, occupational therapy, or biomedical science. Selection of students will also take into account current involvement in areas related to the coaching, promotion or direction of exercise. Some applicants may be required to undertake bridging studies.

**Course Objectives:** The objective of this course is to provide students from non-traditional backgrounds (i.e. not exercise science) with relevant studies in exercise science as a basis for professional training leading to accreditation and work as exercise physiologists. Completion of this course alone will not satisfy criteria for exercise physiology accreditation with the Australian Association of Exercise and Sports Science (AAESS).

**Careers:**

**Course Structure**

Graduates will be eligible for admission to the Master of Applied Science - Human Movement with advanced standing.

The course is delivered over three evenings per week.

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**APPENDIX A**

**GRADUATE DIPLOMA IN EXERCISE SCIENCES (I)**

**Course Code:** AHX5

**Course Duration:** 1 year.

**Admission Requirements Year 12:** To qualify for admission to the course, applicants must hold an undergraduate degree in a related physical education or human science area such as physiotherapy, occupational therapy, or biomedical science. Selection of students will also take into account current involvement in areas related to the coaching, promotion or direction of exercise. Some applicants may be required to undertake bridging studies.

**Course Objectives:** The objective of this course is to provide students from non-traditional backgrounds (i.e. not exercise science) with relevant studies in exercise science as a basis for professional training leading to accreditation and work as exercise physiologists. Completion of this course alone will not satisfy criteria for exercise physiology accreditation with the Australian Association of Exercise and Sports Science (AAESS).

**Careers:**

**Course Structure**

Graduates will be eligible for admission to the Master of Applied Science - Clinical Exercise Practice (AMCE).
BACHELOR OF ARTS (HONOURS) (RECREATION MANAGEMENT) (I)
Course Code: HHRM

Campus: Footscray Park.

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

Course Objectives: The aims of the course are to: promote the development of recreation related research and professional expertise beyond the pass degree level; prepare students for entry into research oriented graduate courses in recreation; and promote the development of scholarly inquiry across the wide range of disciplines focusing on recreation.

Careers:...

Course Duration: 1 year.

Admission Requirements Mature Age: Applicants must have successfully completed the University's Bachelor of Arts - Recreation Management, or equivalent, with a Credit (C) average and a Distinction (D) in units of study directly related to the intended discipline of honours study. Applicants will be required to submit a supervisor endorsed honours proposal (500 words) prior to being considered for admission. The proposal must contain a brief synopsis of the proposed thesis/project, a statement of methodology, a timeline and a reference list that includes the key primary and secondary sources. Entry into the honours course will normally occur not more than two years after the completion of the first degree.

Semester 1
For a normal full-time load
AHR4431 HONOURS THESIS (FULL-TIME) 48

For a normal part-time load
AHR4432 HONOURS THESIS (PART-TIME) 24

Semester 2
For a normal full-time load
AHR4431 HONOURS THESIS (FULL-TIME) 48

For a normal part-time load
AHR4432 HONOURS THESIS (PART-TIME) 24

BACHELOR OF ARTS (HONOURS) (SPORT ADMINISTRATION) (I)
Course Code: HHSA

Campus: Footscray Park.

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

Course Objectives: The aims of the course are to: promote the development of sport administration and management related research and professional expertise beyond the pass degree level; prepare students for entry into research oriented graduate courses in sport administration and management; and promote the development of scholarly inquiry across the wide range of disciplines focusing on sport administration and management. Upon completion of the course students should be able to demonstrate: an understanding of the depth and breadth of knowledge and skills associated with research in sport administration; and the academic rigour to design, carry out and evaluate a related research project.

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

Course Duration: 1 year.

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

Semester 1
For a normal full-time load
AHS4031 HONOURS THESIS (FULL-TIME) 48

For a normal part-time load
AHS4032 HONOURS THESIS (PART-TIME) 24

Semester 2
For a normal full-time load
AHS4031 HONOURS THESIS (FULL-TIME) 48

For a normal part-time load
AHS4032 HONOURS THESIS (PART-TIME) 24

Year 2 Semester 2
AHS4031 HONOURS THESIS (FULL-TIME) 48
MASTER OF APPLIED SCIENCE (EXERCISE REHABILITATION) (I)

Course Code: HMER

Campus: Footscray Park.

About this course:

Course Objectives: The course aims to: produce graduates with considerable knowledge and expertise in the application of exercise in the field of preventive medicine and rehabilitation; equip graduates with specific skills and competencies in the areas of cardiovascular, metabolic, respiratory, musculo-skeletal and neurological rehabilitation, which will assist in gaining accreditation with the Australian Association of Exercise and Sport Science (AAESS); provide graduates with extensive industry experience in the form of a 20-week internship; facilitate close and extended contact between students and potential employers.

Careers: Graduates are obtaining employment in one, or a combination, of the following: (i) rehabilitation centres or sports medicine clinics alongside medical practitioners, physiotherapists and other health professionals; (ii) working independently, receiving referrals from GPs, physiotherapists and other health professionals; (iii) health and fitness centres or personal training centres, specialising in the prescription of exercise for clients recovering from, or living with, injury or illness; (iv) corporate fitness service providers to provide programs for the prevention or rehabilitation of injury or lifestyle illness; (v) the compensable health industry (eg insurers) as case managers; (vi) companies and corporations as rehabilitation managers in their departments of Human Resources.

Course Duration: 2 years.

Admission Requirements Mature Age: To qualify for admission to the course, an applicant must have successfully completed a Bachelor of Applied Science with a major in Human Movement, or equivalent. Students who have graduated with the Graduate Diploma in Exercise for Rehabilitation, or an equivalent degree, in the years 1993-1999 (inclusive) are eligible for admission to the Master of Applied Science - Exercise Rehabilitation with advanced standing. Admission may also be granted to applicants who are qualified allied health or medical practitioners, but these applicants are usually better served by the Master of Applied Science - Clinical Exercise Practice (AMCE) program available at Victoria University. The program is offered over two years full-time or part-time equivalent. The first year of the course comprises the Graduate Diploma in Exercise for Rehabilitation. The second year of the course completes the articulated sequence of study towards the Master of Applied Science - Exercise Rehabilitation.

COURSE STRUCTURE

Year 1, Graduate Diploma
One year full-time or two years part-time. Students complete ten units of study (total 96 credit points). Year 2, Master One year full-time or two years part-time. Students complete five units of study (total 96 credit points).
DOCTOR OF PHILOSOPHY

Course Code: HPPE

Campus: Footscray Park.

This course is for Continuing students only.

About this course: The School of Human Movement, Recreation and Performance offers PhD research programs in many areas of specialisation such as: Exercise Biochemistry; Leisure Studies; Social Gerontology; Biomechanics; Recreation Management; Recreation and Disability; Exercise Science; Exercise Physiology; Sport Psychology; Exercise Psychology; Philosophy of Sport; Performance Making; Philosophy and Social Theory of Performance; and Embodiment.

Course Duration: 3 years.

Admission Requirements Mature Age: To qualify for admission to the Doctor of Philosophy applicants must have a Master degree or four-year undergraduate degree with honours at first class (H1) or upper second class (H2A) level. Applicants who do not meet the normal admission requirements may be admitted upon demonstration of exceptional background and experience.

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. Coursework may be required of candidates to further enhance the knowledge of a specific topic relevant to the field of study. Such coursework could run concurrent to the research. In fact, all students undertaking research in the area of exercise physiology will be required to successfully complete AHX6040 Laboratory Skills for Exercise Physiology. All students are required to undertake, and successfully complete, an appropriate research design unit of study normally in the first semester of study.

DOCTOR OF PHILOSOPHY

Course Code: HPPL

This course is for Continuing students only.

About this course: The School of Human Movement, Recreation and Performance offers PhD research programs in many areas of specialisation such as: Exercise Biochemistry; Leisure Studies; Social Gerontology; Biomechanics; Recreation Management; Recreation and Disability; Exercise Science; Exercise Physiology; Sport Psychology; Exercise Psychology; Philosophy of Sport; Performance Making; Philosophy and Social Theory of Performance; and Embodiment.

Course Duration: 3 years.

Admission Requirements Mature Age: For International Students only. To qualify for admission to the Doctor of Philosophy applicants must have a Master degree or four-year undergraduate degree with honours at first class (H1) or upper second class (H2A) level. Applicants who do not meet the normal admission requirements may be admitted upon demonstration of exceptional background and experience.

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. Coursework may be required of candidates to further enhance the knowledge of a specific topic relevant to the field of study. Such coursework could run concurrent to the research. In fact, all students undertaking research in the area of exercise physiology will be required to successfully complete AHX6040 Laboratory Skills for Exercise Physiology. All students are required to undertake, and successfully complete, an appropriate research design unit of study normally in the first semester of study.

MASTER OF ARTS (I)

Course Code: HRAT

Campus: Footscray Park.

About this course: The School of Sport and Exercise Science offers the Master of Applied Science and Master of Arts by Research. Staff will supervise graduate research in many areas of specialisation, such as: PHYSICAL EDUCATION Master of Applied Science, Biomechanics, Exercise Biochemistry, Exercise Physiology, Sport Psychology, Exercise Psychology, Master of Arts History, Philosophy of Sport, Sociology of Physical Education and Sport Science Management RECREATION Master of Arts, Leisure Studies, Outdoor Education, Outdoor Recreation, Resources Recreation and the Disabled, Recreation Management, Social Gerontology PERFORMANCE STUDIES Master of Arts Performance, Making Textual Analysis, Embodiment Documentation of Performance Philosophy and Social Theory of Performance.

Course Duration: 2 years.

Admission Requirements Mature Age: To qualify for admission to each course applicants must have attained, at an above average academic level, either a: Bachelor of Applied Science - Human Movement or an equivalent; or Bachelor of Arts - Recreation Management or equivalent; or Bachelor of Arts - Performance Studies or equivalent.

COURSE STRUCTURE

A thesis on an approved unit of study will be required. The research will be conducted under the supervision of the student’s principal supervisor and co-supervisor. It is expected that many Masters by Research candidates will undertake approved concurrent coursework units to enhance their specific knowledge as it applies to their area of research. In fact, all students undertaking research in the area of exercise physiology will be required to successfully complete AHX6040 Laboratory Skills for Exercise Physiology. All students are required to undertake, and successfully complete, an appropriate research design unit normally in the first semester of study.

FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

Footscray Park.
Course Duration The standard duration of a Masters by Research varies according to an enrolling student’s prior qualifications. Where an applicant holds a three-year undergraduate degree, the duration will be two years of full-time study or part-time equivalent. However, where an applicant holds an honours degree in a closely related discipline, or equivalent research experience, the standard duration is eighteen months of full-time study or part-time equivalent.

MASTER OF APPLIED SCIENCE (I)

Course Code: HREH

Campus: Footscray Park.

About this course: A research degree is a unique opportunity to develop new skills, problem-solving abilities, and think logically, creatively and critically. You will be supported by a large community of academic staff with experience conducting research projects, presenting papers to international conferences and publishing academic journal articles and books. You will develop a capacity for solutions through independent research and problem analysis. You will expand and develop specialist knowledge in your chosen field of research and provide evidence of independent thought and the ability to manage a research project. You will improve your career progression with professional skills that will make you competitive in your field and make a valuable contribution to new knowledge. Postgraduate research opportunities are available across a range of disciplines in applied sciences.

Careers: Career opportunities include: management-level positions in industry or government research in government laboratories, research institutions or in industry commissioning editor for a specialist academic journal presenting at conferences employment with a university conducting research visiting key international research institutes.

Course Duration: 2 years.

Admission Requirements Mature Age: To obtain admission into the Master of Applied Science applicants must have attained, above average academic levels.

COURSE STRUCTURE

The standard duration of a Masters by Research varies according to an enrolling student’s qualifications. Where an applicant holds a three year undergraduate degree, the duration will be two years of full-time study or part-time equivalent. However, where an applicant holds an Honours degree in a closely related discipline, or has equivalent research experience, the standard duration is eighteen months of full-time study or part-time equivalent. A thesis on an approved subject will be required. The research will be conducted under the supervision of the student’s principal supervisor and co-supervisor. Further information is available from the Faculty of Arts, Education and Human Development Student Advice Officer, Research and Graduate Studies.
UNITS

Below are unit details for courses offered by the School of Sport and Exercise Science in 2012.

IMPORTANT NOTICE: Not all elective subjects for courses offered by the school are listed below. There are numerous elective possibilities that the school can choose to offer and those selected will vary from year to year. Details of these electives will be advised by the school.

AHB5202 SPORT EVENT MANAGEMENT

Locations: Footscray Park, City Flinders.

Prerequisites: Nil.

Description: This unit of study will explore the unique features of sport event management. It will examine: the structure of sport event administration; the scheduling and planning of sport event activity; staff training; event evaluation; event operations; event facilitation; and the commonalities and uniqueness of various events. Specifically students will develop an understanding of: the mechanics and scope of sport event management; the transferability of skills from event to event; the significance of consumer decision-making processes in event construction; and the skills necessary for the successful conduct of a sport event.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to understand the scope of sport event management; identify the mechanics and processes of sport event management; demonstrate the skills involved in the successful conduct of an event; and transfer the skills used in one sport event to the conduct of another.

Class Contact: Three hours per week for one semester comprising one three-hour lecture/seminar or equivalent.


Assessment: Book review 20%; Project 1 (2500 words) 40%; Project 2 (2500 words) 40%. All components of assessment must be satisfactorily completed.

AHB5205 PROJECT MANAGEMENT AND PEOPLE

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study examines the role of people in the planning, design and implementation of projects.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to distinguish between audiences that are external to the project and audiences that are internal to the project; explain how project teams can be established and roles allocated; identify the different structures that can be created to ensure both intra- and inter-team communication; develop tools and techniques for motivating staff and ensuring high levels of morale in project teams; manage grievances and conflict in a team setting; provide space for team members with special skills and abilities; introduce incentives and rewards to ensure ongoing efficiency.

Class Contact: One two-hour lecture and one one-hour tutorial.


Assessment: Mid-semester test on structures for managing projects 30%; Quiz on allocating tasks and responsibilities 10%; Research paper on staff motivation and morale for effective project management 30%; Case report on team building and managing diversity 30%.

AHE0002 SOCIAL BASES OF HEALTH

Locations: Footscray Park, Melton.

Prerequisites: Nil.

Description: This unit of study aims to introduce students with physical education, recreation and education backgrounds to the historical and emerging theoretical and explanatory models of health. Health and illness are considered from individual and population perspectives and students are encouraged to explore these concepts by recognising the interdisciplinary nature of the determinants of health and wellbeing. The unit of study forms the introduction unit in a stream of units focusing on health or it may be taken as a single unit of study.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to identify in written form historical and emerging theoretical and explanatory models of national and international health issues and practices; identify and analyse individual and population perspectives of health and well being and resources and materials concerned with the determinants of health and well being for individuals and groups; explore and evaluate a contemporary health related agency or program to determine its value in respect to diverse populations and current needs.

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

Required Reading: Youth health and welfare, Wyn, J 2009, Oxford University Press.

Assessment: By contract: To include research paper, seminar presentation and written examination.

AHE0003 EXERCISE SCIENCE FOR ADULTS AND OLDER ADULTS

Locations: Footscray Park, City Flinders.

Prerequisites: AHE2104 - EXERCISE PHYSIOLOGY

Description: This unit of study examines exercise and sport science applied to healthy adults and older adults, and incorporates a multidisciplinary approach, including both physiological and biomechanical perspectives. The specific physiological profiles, exercise capacities of adults and older adults will be studied. These include the specific effects of ageing processes on cardiorespiratory, metabolic, musculoskeletal and thermoregulatory responses. The unit examines in detail the effects of muscle mass loss with ageing on muscle strength and power, and muscular changes with ageing that influence muscle fatigue and physical endurance. The unit also examines appropriate exercise testing and relevant physical activity and training principles for adults and older adults. The unit familiarises students with the biomechanical factors relating to the analysis of human movement in adults and older adults. The unit also exposes students to the biomechanical and physiological factors relating to the analysis of human movement in young and older adults. Topics include: biomechanical changes that commonly occur in the ageing process and their relationship to exercise and sports performance; ageing effects on gait and balance; foot clearance and tripping falls; coefficient of friction and slipping falls. Laboratory experiences will be used to develop an understanding of techniques for exercise and sport science measurement and assessment in adults and older adults, their ethical and practical considerations, as well as to link, where possible, physiological and biomechanical approaches to enhance overall understanding. Students are strongly advised to take AHE2101 Sports Physiology, AHE1202 Biomechanics and AHE2103 Growth, Development and Ageing.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to reiterate the health benefits of exercise for the elderly; consider the underlying pathology, physiology and biomechanics of ageing; assess from the research evidence
whether exercise may assist and improve elderly function such as their gait, balance, posture and functional independence; Consider how ageing may affect the individual’s capacity to exercise.

Class Contact: 1.5 hour lecture and 2 hour tutorial each week.

Required Reading: Specific journal articles to be advised by lecturer.

Assessment: Examination, Final examination, 40%. Assignment, Individual assignment and presentation, 30%. Report, Laboratory reports, 30%.

AHE0004 EXERCISE SCIENCE PROJECT

Locations: Footscray Park, City Flinders.

Prerequisites: Nil.

Description: This unit of study will provide students with an opportunity to undertake a specific project that will enable them to acquire, broaden and deepen knowledge and skills in a specific topic area related to either biomechanics or exercise physiology. This can involve a thorough and critical literature review, or a minor research project. Any research project involving human experimentation requires approval from the Human Research Ethics Committee of Victoria University. For this reason, a research project is generally not preferred, unless the project has already received such ethics approval. Each student will be allocated a supervisor and the student and supervisor will then negotiate a project from the area of biomechanics or exercise physiology. The coursework will normally consist of a mini-dissertation and an oral presentation.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Provide evidence of an extensive literature review of a suitable topic of their choice; Undertake a simple research project design of a suitable topic of their choice.

Class Contact: Independent study. This unit of study has a workload equivalent to 3.5 hours per week, for one semester. Contact to be arranged by supervisor.

Required Reading: To be advised by supervisor.

Assessment: Other, Contracted educational exercise(s) by negotiation with supervisor, 100%.

AHE0005 EXERCISE SCIENCE FOR SPECIFIC POPULATIONS

Locations: Footscray Park, City Flinders.

Prerequisites: AHE2104 - EXERCISE PHYSIOLOGY

Description: This unit of study examines exercise and sport science applied to specific clinical populations, and incorporates a multidisciplinary approach, including both physiological and biomechanical perspectives. Patients studied comprise those patients with chronic cardiovascular, kidney, respiratory, metabolic or musculoskeletal diseases; and those populations with altered gait, balance and motor control characteristics, including elderly fallers, amputees and cerebral palsy children. The unit examines the acute responses with exercise and any limitations of the cardiorespiratory, neuromuscular and endocrine systems, in the specific populations with chronic disease. The unit exposes students to the biomechanical factors relating to the analysis of human movement in specific populations such as elderly fallers, amputees and cerebral palsy children. Topics include: biomechanical changes that commonly occur in these populations and their relationship to exercise; and the associated laboratory techniques for measurements and assessment; Laboratory experiences will be used to develop an understanding of techniques for exercise and sport science measurement and assessment in patients with chronic disease, or altered gait and motor control characteristics, their ethical and practical considerations, as well as to link, where possible, physiological and biomechanical approaches, to enhance overall understanding. Students are strongly advised to take AHE0003 Exercise Science for Adults and Older Adults. This unit of study is recommended for those students wishing to progress to further studies in the field of exercise rehabilitation.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Know and understand the physiology of special populations and how their conditions may affect their capacity to exercise or be affected by exercise; Know and understand the biomechanical aspects of pathological gait; Apply laboratory skills related to the assessment of, and working with, individuals from special populations; Apply laboratory skills related to the assessment of gait analysis and the associate laboratory techniques; Understand the biomechanical factors that commonly occur in special populations such as the elderly, fallers, amputees, cerebral palsy sufferers and their relationship to exercise; Demonstrate key and transferable skills.

Class Contact: 1.5 hour lecture and 2 hour tutorial per week.

Required Reading: Specific journal articles to be advised by lecturer.

Assessment: Examination, Final examination, 40%. Assignment, Individual assignment and presentation, 30%. Report, Laboratory reports, 30%.

AHE0006 APPLIED EXERCISE PHYSIOLOGY

Locations: Footscray Park.

Prerequisites: AHE2104 - EXERCISE PHYSIOLOGY

Description: This elective unit of study explores the strategies employed by exercise physiologists to achieve peak exercise performance. The unit focuses on a range of interventions to enhance performance. It includes special emphasis on legal ergogenic aids such as nutritional interventions including alkalosis, carbohydrate and fluid supplements, antioxidants, and creatine; altitude, simulated altitude and hypoxic training. It examines the abuse of illegal ergogenic aids such as blood doping, EPO, steroids, growth hormones and stimulants. It also includes examination of important training strategies including tapering and intensive training. Practical classes will examine the influence of safe ergogenic strategies, and of intensified training and tapering on physiological performance.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Four hours per week for one semester comprising two one-hour lectures and one two-hour laboratory class/tutorial.

Required Reading: Specific journal articles to be advised by lecturer.

Assessment: Laboratory reports 30%; Short tests and assignments 20%; Final examination 50%.

AHE0007 ADAPTED AQUATICS

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will cover: theories and principles of the use of water as a medium for exercise, therapy and rehabilitation for people with disabilities; theories and principles of effective teaching for (young and old) people with disabilities; practical teaching activities and effective evaluation and revision; effective communication; overcoming barriers to participation.

Credit Points: 12

Learning Outcomes: On completion of this unit, students will be able to: Apply introductory knowledge to the field of adapted aquatics; Plan and prepare appropriate and safe aquatics-based lessons for clients with a disability; Design and modify aquatics-based games and activities for clients with a disability; Apply practical professional experiences in the area of adapted aquatics; Apply the theoretical skills of working with clients with a disability in an aquatic setting; Recognise opportunities and resources available to the physical education specialist working with clients with a disability in an aquatic environment.

Class Contact: 1 hour lecture and 1.5 hour lab each week. This unit of study may be delivered in a standard 12 week semester or in a block mode during a semester or in summer or winter sessions.
Required Reading: Teaching swimming and water safety: the Australian way, AUSTSWIM, 2002 AUSTSWIM, Australia. AUSTSWIM teacher of aquatics for people with disabilities: elective resource folder.

Assessment: Examination, Written examination, 30%. Assignment, Take home assignment, 20%. Presentation, Lesson plan assessment and presentation to peers, 10%. Other, Supervised teaching practice, 40%.

AHEE0008 ADVANCED MOTOR CONTROL

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study continues from AHEE220 Motor Control with greater depth of knowledge of the neuromuscular system and the application of this knowledge to various areas including health and rehabilitation to high performance.

Credit Points: 12

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

- Demonstrate knowledge and application of techniques to analyse the neuromuscular system;
- Apply knowledge gained in lectures and laboratories to ‘real’ world environments in healthy (for example, high performance athletes and the general population) and symptomatic populations (for example, neural rehabilitation patients) in conjunction with other professionals such as physiotherapists and occupational therapists.

Class Contact: 1.5 hour lecture and 2 hour tutorial each week.


Assessment: Project, Supervised laboratory project, 40%. Assignment, Take home assignment, 30%. Examination, Final examination, 30%.

AHEE0029 RESISTANCE TRAINING

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study introduces students to the principles and practices of resistance training. The unit deals with systems of resistance training and exercises for the various body parts. An understanding of muscle actions is fostered throughout the unit. Resistance training for general fitness, strength, hypertrophy and muscular endurance will be covered.

Credit Points: 12

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

- Design, implement, lead, demonstrate and evaluate resistance training programs in normal, healthy populations.
- Demonstrate their understanding of the science behind the various training modes;
- Demonstrate correct execution of advanced resistance training exercises; Demonstrate their ability to assess muscular strength and power; Demonstrate their ability to design resistance training programs for athletic populations.

Class Contact: 1 hour lecture and 1.5 hour lab each week.

Required Reading: To be advised by lecturer.

Assessment: Test, Test, 30%. Assignment, Assignment, 20%. Examination, Practical examination, 30%. Examination, Final examination, 20%.

AHEE0070 PERSONAL TRAINING

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study deals with sports-specific conditioning and aspects of muscular reconditioning. Periodised programs specific to sports will be covered.

Students will be exposed to areas of conditioning such as plyometrics, Olympic weight lifting, power lifting and testing procedures. Students will be encouraged to develop skills to: critically evaluate exercises for specific populations; develop confidence in the more advanced lifts; and become competent at forming long-term training plans.

Credit Points: 12

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

- Apply basic principles and practices of fitness and personal training; Teach business practices relevant to running a personal training business; Design and evaluate a variety of strength, stretching, cardiovascular and mind/body programs applicable to clients;
- Understand how the fitness and personal training industry operates in Australia and worldwide; Understand a variety of personal training options in fitness centres, PT studios, parks and outdoor areas, corporate settings, apartments and body corporate settings.

Class Contact: 1 hour lecture and 1.5 hour lab each week.

Assessment: Test, Tests, 30%. Assignment, Assignment, 20%. Examination, Practical examination, 30%. Examination, Final examination, 20%.

AHE0218 EXERCISE SCIENCE FOR CHILDREN AND ADOLESCENTS

Locations: Footscray Park, City Flinders.
Prerequisites: AHE2104 - EXERCISE PHYSIOLOGY

Description: This unit of study examines exercise and sport science applied to healthy children and adolescents, and incorporates a multidisciplinary approach, including both physiological and biomechanical perspectives. The specific physiological profiles, exercise capacities of children and adolescents will be studied and contrasted to adult responses. Age and gender specific acute responses to exercise will be examined in children and adolescents, including cardiorespiratory, metabolic, musculoskeletal and thermoregulatory responses, as well as muscular strength, endurance and efficiency. The unit also examines appropriate exercise testing and relevant physical activity and training principles for children and adolescents. The unit of study familiarises students with the biomechanical factors relating to the analysis of human movement in children and adolescents. Topics include: biomechanical changes that commonly occur in children and adolescents and their relationship to exercise and sports performance; gait and locomotion changes in children and adolescents. Laboratory experiences will be used to develop an understanding of techniques for exercise and sport science measurement and assessment in children and adolescents, their ethical and practical considerations, as well as to link, where possible, physiological and biomechanical approaches, to enhance overall understanding. Students are strongly advised to take AHE2104 Sports Physiology, Sports AHE1202 Biomechanics and AHE2103 Growth, Development and Ageing.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Understand the physiological, anatomical and biomechanical differences between adults and children; Understand how children respond and adapt to different types of exercise; Understand how differences between adults and children impact on research, coaching and physical education classes.

Class Contact: 2 hour lecture and 1.5 hour tutorial each week.

Required Reading: Specific journal articles to be advised by lecturer.

Assessment: Examination, Final examination, 40%. Presentation, Individual assignment and presentation, 30%. Report, Laboratory reports, 30%.

AHE0300 GOLF

Locations: Footscray Park.
Prerequisites: Nil.

Description: The aims of this unit of study are to: introduce students to the game of golf; expose students to the etiquette and demeanour of the game; develop skills so that the student can go to a course and play a game successfully and competently; further examine factors that influence the golf swing; and acquire a working knowledge of the rules of golf.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Develop and improve their skills to play the game of golf; Demonstrate knowledge of the rules, etiquette, course management and nuances of the game; Show awareness of the historical, sociological and scientific bases of the game; Run golf tournaments and events.

Class Contact: 1 hour lecture and 1.5 hour practical/tutorial, or the equivalent Plus attendance at a residential golf camp.


Assessment: Test, Test, 30%. Other, Practical skill test, 70%.

AHE0340 DIRECTED STUDIES 3 (3 UNITS)

Locations: Footscray Park.
Prerequisites: Nil.

Description: Directed Studies provides the opportunity for students to acquire, broaden or deepen knowledge and skills in a topic area related to the undergraduate Physical Education, Recreation or Performance Studies courses. The directed study will be flexible, permitting a whole range of equivalent exercises to be included. The main criterion for acceptance is that the nature and scale of the activity is considered by the supervisor to be appropriate for the course and the credit hours of the unit. Examples of likely ways in which study may be directed include the following: critical reviews/papers, annotated bibliography, instrumentation design, pilot project, performance piece, performance critique etc.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Independent study. Contact to be arranged by supervisor.

Required Reading: To be advised by supervisor.

Assessment: Independent study. Contact to be arranged by supervisor.

AHE1051 INTRODUCTION TO PHYSICAL EDUCATION (PRIMARY)

Locations: Footscray Park, Melton.
Prerequisites: Nil.

Description: This unit of study introduces students to issues and theories, as well as pedagogies and practices related to physical education at the primary level. The unit will explore the nature and impact of physical education using a multi-disciplinary approach, which includes history, sociology, ethics and social psychology. The practical component of the unit will involve an introduction to swimming and water safety education.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Demonstrate in written form their understanding of physical education issues and theories; Demonstrate in written/verbal form their understanding of physical education pedagogies; Demonstrate in practical form their understanding of swimming and aquatic safety.

Class Contact: 2 hour lecture and 1.5 hour tutorial each week.

Required Reading: To be specified by lecturer.

AHE1052 GROWTH AND MOTOR DEVELOPMENT

Locations: Footscray Park, Melton.
Prerequisites: Nil.

Description: This unit of study will examine the following areas: Definitions and critical periods, prenatal growth and development; genetic and environmental influences on growth and development; development of the sensory, nervous and endocrine systems; Structural growth: skeletal, muscular and tissue growth; body composition, body image, and body typing; reflexes, rudimentary movement, fundamental movement; theories of motor skill acquisition; Relationship of senses to motor development; perceptual-motor development: ability development and movement control; Perceptual motor development: co-ordination, balance, visual and kinaesthetic development; development of physical proficiency - strength, flexibility, endurance and power; procedures associated with the implementation of gymnastics programs within the primary school setting.
Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Describe the terminology associated with physical growth and development;
2. Identify and describe the influences that impact on growth and development;
3. Identify the various life stages and the developmental issues associated with each stage;
4. Describe and apply the various aspects of motor development theories and the relationship with skills and abilities at specific life stages.

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

Required Reading: Literature specified by the lecturer representative of growth and motor development knowledge and issues associated with the teaching of physical education.

Assessment: Exercise, Three class exercises (quiz-based and laboratory assessments), 30%. Assignment, Essay assignment, 30%. Presentation, Practical teaching session 10%, 10%. Other, Overview and analysis of modified sport or motor development program, 30%. Total 3000 words.

AHE1101 STRUCTURAL KINESIOLOGY

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will include: the study of the structure and function of the human body; the interrelationships between the various components and movement examples.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Appreciate the form and function of the human body;
2. Understand kinesiological concepts by using movement examples.

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

Required Reading: To be advised by lecturer.

Assessment: Test, Mid-semester test, 25%. Test, End-of-semester test, 50%. Other, Two quizzes (each worth 12.5%), 25%.

AHE1102 CAREER AND PROFESSIONAL DEVELOPMENT 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: Career and Professional Development 1 is a unit that provides students with the important career development knowledge and skills that are required for students entering the human movement, exercise science, clinical exercise science or sports psychology industry sectors. Students learn to identify their interests, values and attributes as well as investigate professional skills required to work in these industries. These are documented, evaluated and reflected on in a personal career portfolio which will be further developed in future units of study. Students learn the importance of gaining work-related experiences and achievements in their professional area throughout their time as university students. Students will also participate in a work integrated learning experience in a relevant organisation observing leaders in the field.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to:
1. Undertake a range of assessments to confirm personal interests, values, attributes and skills and realise how these influence career development;
2. Understand, engage in and manage the career building process;
3. Understand the concept and attributes and skills and realise how these influence career development;
4. Undertake a range of assessments to confirm personal interests, values, attributes and skills and realise how these influence career development;
5. Understand, engage in and manage the career building process;
6. Understand the concept and attributes and skills and realise how these influence career development;
7. Undertake a range of assessments to confirm personal interests, values, attributes and skills and realise how these influence career development;
8. Understand, engage in and manage the career building process;
9. Understand the concept and attributes and skills and realise how these influence career development;
10. Undertake a range of assessments to confirm personal interests, values, attributes and skills and realise how these influence career development;
11. Understand, engage in and manage the career building process;
12. Understand the concept and attributes and skills and realise how these influence career development.

Class Contact: The subject provides for the equivalent contact of 2.5 hours per week for twelve weeks comprising tutorials, presentations, observations, and online activities.


Assessment: Journal, Reflective Blog, 20%. Other, Workplace Observation/Workplace Observation Report, 50%. Portfolio, Career ePortfolio, 30%. Total effective word limit 3000 words.

AHE1127 AQUATICS

Locations: Footscray Park.

Prerequisites: Nil.

Description: The aim of this unit of study is to provide students with a sound theoretical knowledge of aquatics, water safety and aquatic related activities. In addition, students will be encouraged to obtain a high standard of personal excellence in the practical performance side of swimming activity. Students will be introduced to the skills and research for the four competitive swimming strokes and the two lifesaving strokes. Additional lifesaving skills will be addressed as well as the practical application of research in areas such as elite training programs; recovery and swimming; swimming programs specific populations; and other aquatic based sports. Students will have the opportunity to fulfill the requirements of the AUSTSWIM Teacher of Swimming certificate, the Lifesaving Victoria Bronze Medallion, the Lifesaving Victoria CPR course and be trained as a Resuscitate a Mate trainer with Lifesaving Victoria.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to:
1. Be able to plan and prepare appropriate and safe aquatics-based lessons and games for school students, specific populations and the general community; Participate in practical Learning in the Workplace and Community experiences in the area of aquatics; Improve their own personal aquatic skills to pass the practical requirements of the Bronze Medallion and AUSTSWIM certificates.

Class Contact: 1 hour lecture and 1.5 hour lab.

Required Reading: Teaching swimming and water safety - the Australian way, AUSTSWIM, 2005 Victoria: AUSTSWIM.

Assessment: Examination, Final written examination, 40%. Practicum, Practical laboratory examination, 20%. Project, Learning in the Workplace and Community Project, 40%. Total effective word limit 3000 words.

AHE1202 BIOMECHANICS

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will include: biomechanical concepts and terminology; human motion and ways to measure it; forces applied to humans and equipment during sport and exercise; and basic biomechanical analysis techniques.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Understand biomechanical concepts and terminology; Understand human motion and ways to measure it; Understand what forces are applied to humans and equipment during sport and exercise; Understand the basic concepts underpinning biomechanical analysis techniques.

Class Contact: 1.5 hour lecture and 1 hour lab each week.

Required Reading: To be advised by lecturer.

Assessment: Examination, Mid-semester exam, 40%. Examination, Final exam, 60%.
AHE1203 SOCIAL DIMENSIONS OF SPORT AND EXERCISE

Locations: Footscray Park.

Prerequisites: Nil.

Description: This Sport Psychology unit of study is designed to introduce students to the psychology of sport, and to advance students' awareness of important issues in sport psychology. The unit aims to: help students learn and understand the role of psychological phenomena for behaviour in sport and physical activity settings; help students understand how psychological variables influence participation and performance in sport; and help students understand how participation in sport influences the psychological characteristics of the individual. The lecture and tutorial sessions will introduce students to: the topics of individual differences in sport behaviour; the role of personality in sport participation; the role of motivation in sport participation and performance; the role of arousal and anxiety in sport performance; and the influence of interpersonal and group interactions on sport performance. A survey of the current sport psychology literature is the unit of study content.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
1. Identify and explain the role of psychological phenomena in sport and physical activity settings.
2. Understand how psychological variables influence participation and performance in sport.
3. Understand how participation in sport influences the psychological characteristics of the individual.
4. Understand the psychological aspects of sport psychology (audience effects, aggression and cohesion).
5. Engage in hands-on experience of how sport psychologists carry out research and experiments.


Assessment: Examination, Mid-week exam, 25%, Examination, Final exam, 25%. Assignment, Assignment (1500 words), 25%. Other, Tutorial Assessment, 25%.

AHE1250 SPORT COACHING: APPLIED CONDITIONING

Locations: Footscray Park.

Description: This unit introduces students to the concept, theories and practical implications of physical conditioning for a range of athlete abilities across a broad spectrum of land-based sports. Critical to both lectures and tutorials are both the knowledge and practical application of speed training for athletes from beginner to advanced levels.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to:
1. Demonstrate understanding of current theory and research relating to speed training, including: reaction, acceleration, maximum speed, speed endurance; Appreciate the fundamentals of running mechanics and related drills; Demonstrate understanding of the key features of aerobic endurance systems (eg. continuous, interval, fartlek); Be familiar with a range of flexibility formats (ie. passive, static, dynamic, ballistic, PNF); Demonstrate understanding of the key features of mobility, warm-up/cool-down and recovery; Be conversant with energy system theory; Be familiar with appropriate use of water training as an integral component of speed development.

Class Contact: A 12 week unit comprising one weekly lecture (1 hr) and one weekly tutorial (2hrs), or equivalent.


Assessment: Practicum, Practical application, 40%. Presentation, Tutorial, 30%. Examination, Final, 30%. Total effective word count 3000 words.

AHE1251 COACHING ACTIVE COMMUNITIES

Locations: Footscray Park.

Description: Junior community coaches play a critical role in providing opportunities for players to develop motor skills, physical health and psychosocial skills. In particular, junior sport coaches can have a significant impact on young athletes' development and enjoyment of sport. Furthermore, the contemporary epidemic of inactivity and obesity in Australian children means there is potential for youth sports and coaches to have a significant impact in this area in the future. This unit enables students to gain knowledge and experience working as a community coach. Students gain skills in how to work with volunteers, parents and sports organisations.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to:
1. Demonstrate understanding of the role of community coaches working with diverse groups including children, adolescents and adults as athletes, as well as parents, officials, fellow coaches, sporting bodies, schools and other communities, educational and business associations involved within the sporting community; Complete the required (free) training provided by the Active after Schools Community Coaching Program (ASCCP); Australian Sports Commission; Plan and deliver programs that focus on basic skill development (running, catching, kicking, throwing etc); Plan and deliver programs that can be assessed in relation to activity relative to daily recommended levels; Plan and deliver programs that focus on participants' enjoyment and fun through social contact, games and skill development; Demonstrate understanding of the place of community coaching in the broader context of the Active Kids one Healthy Kids campaign.

Class Contact: A 12 week unit comprising one lecture (1 hr) and one tutorial (2hrs) per week Plus 2 days (12 hrs) of community coach training, or equivalent.


Assessment: Completion of Australian Sport Commission after School Community Coaching Training Examination, Competency exam, 30%. Report, Experiential coaching and reflective report, 40%. Portfolio, Compilation of Class and Community Coaching Resources, 30%. Total effective word count 3000 words.
AHE2000 CLINICAL BIOMECHANICS

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit introduces students to biomechanics for clinical exercise science. The theoretical component of the unit will provide students with general knowledge of the biomechanics of the musculoskeletal system and the biomechanics of movement applied to normal and pathological states. The practical part of the unit will provide students with knowledge of the biomechanical techniques used to assess human movement with an emphasis on injured or disabled individuals, and experiences in developing practical skills that will help to assess musculoskeletal disorders and evaluation of treatment techniques.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to demonstrate an understanding of the theoretical knowledge of the mechanical properties of biological materials, the biomechanical aspects of major joints, and the biomechanics of movement applied to normal and pathological states; demonstrate in written form, their understanding of the biomechanical techniques used to assess human movement with an emphasis on injured or disabled individuals; demonstrate their understanding of the practical skills that will enable students to assess musculoskeletal disorders and evaluation of treatment techniques.

Class Contact: 1 hour lecture and 1.5 hour lab each week.


Assessment: Examination, Final exam (500 words), 50%. Report, Laboratory reports (two reports @ 1000 words each), 30%. Test, Laboratory practical tests, 20%.

AHE2001 CLINICAL EXERCISE PRACTICE 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit introduces students to the professional roles of clinical exercise physiologists and offers perspectives on the roles of other team members in rehabilitation processes. Students will have opportunities to observe clinical exercise professionals in the design, implementation and evaluation of exercise and physical activity programs, and to learn about equipment, facilities and program planning that are used in exercise delivery for clinical populations. Students will have opportunities to practise exercise science in the service of apparently healthy individuals or those with one or more of cardiopulmonary, metabolic, musculoskeletal, neurological, neuromuscular and/or other conditions such as cancer, depression and chronic fatigue syndrome.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to demonstrate their theoretical and/or practical understanding of the scope of professional roles available to clinical exercise practitioners, and how these intersect with the roles of other health professionals in the provision of services to people living with, or at risk of, chronic diseases, injuries or disabilities; Design/select assessment methods and protocols, including history taking of clinical, lifestyle and environmental factors, risk factor stratification and risk/benefit analyses, assessments of functional, physical activity and exercise capacities, monitoring of signs and symptoms before, during and following exercise and capacity to take timely and appropriate action, identification of indicated and contraindicated exercises from all of the above factors; Identify the technical challenges with providing a competent service in clinical exercise.

This includes being able to collect and interpret data with high degrees of accuracy, reliability and validity, and to discriminate between clinical and functional (eg exercise capacity) outcomes; Demonstrate the use of evidence bases, particularly published research and practice models, in the design and provision of clinical exercise services; Design, lead and evaluate exercise and physical activity interventions in concordance with clients, including the knowledge and methods of effecting behavioural change to promote better health through exercise participation, with an emphasis on the graduated transfer from dependence on the clinical exercise practitioner to self-management. This includes listening to, identification of different stages of change in order to match an intervention with the individual’s stage of change (eg. transtheoretical model) and talking with clients to overcome barriers, set goals, and improve their knowledge of their medical conditions, treatments and prevention strategies; Identify the core issues concerning the ethical provision, business management, and legal responsibility issues regarding clinical exercise services.

Class Contact: Occasional classes; 140 hour industry placement, not necessarily in one block or at one institution.


Assessment: Placement CV (500 words) 15%; Placement log book (500 words) 10%; Case reports (500 words) 15%; Placement report (1500 words) 60%.

AHE2002 CLINICAL EXERCISE STUDIES 1

Locations: Footscray Park.

Prerequisites: Nil.

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

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate the scope of professional roles available to clinical exercise practitioners, and how these intersect with the roles of other health professionals in the provision of services to people living with, or at risk of, chronic diseases, injuries or disabilities; Understand and critically evaluate evidence bases concerning the therapeutic and preventive benefits of exercise, covering both physical and psychosocial dimensions; Demonstrate their understanding of the connections between clinical and functional (eg. exercise capacity) outcomes; Demonstrate their understanding of factors that lead to short and long term participation (adherence) in exercise and physical activity programs; Demonstrate their understanding of the core ethical issues concerning clinical exercise practice.

Class Contact: One two-hour lecture/tutorial per week for one semester.


Assessment: Examination, Mid semester, 20%. Case Study, Case study assessments, 40%. Examination, Formal, 40%. Total effective word limit 3000 words.

AHE2003 CLINICAL EXERCISE STUDIES 2
Locations: Footscray Park.
Prerequisites: Nil.

Description: Students further explore fields of clinical exercise therapy in this unit, namely how exercise is applied for its therapeutic and preventive benefits in the workplace. The unit addresses the evidence bases regarding modes of exercise, intensity, duration, frequency, volume and progression for functional conditioning, exercise for work, and interventions for a range of occupational injuries and health conditions that are known to respond positively to exercise. It also addresses the physical demands of work, and of occupational injuries and rehabilitation. This, Plus commonly used medications, surgery, and other interventions for the range of occupational injuries and conditions, and the effects of these interventions on expected acute and chronic exercise responses, will be explored using a case-based learning model.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to Demonstrate understanding of clinical cases of clients with particular occupational demands or work-related health conditions, and plan and apply strategies to fill those knowledge gaps; Understand research and other literature relevant to clinical exercise practice; Demonstrate an understanding of appropriate test and monitoring protocols for the assessment of exercise and functional capacities for people with particular occupational demands or work-related health conditions; Plan and negotiate exercise interventions for clients with particular occupational demands or work-related health conditions, taking account of the full context of clients' lives, including concurrent interventions.

Class Contact: One hour case-based tutorial Plus one hour practical session per week for one semester.

Assessment: Case-based assessment 100% comprising two written case study reports (750 words each) submitted during the semester (2 x 25%); and an end of semester final written examination comprising two case studies (750 words each) 50%.

AHE2004 CLINICAL EXERCISE STUDIES 3
Locations: Footscray Park.
Prerequisites: Nil.

Description: Students further explore fields of clinical exercise therapy in this unit, namely, exercise as applied for its therapeutic and preventive benefits for people living with, or at risk of, chronic diseases, injuries, or disabilities. The unit addresses the evidence bases regarding modes of exercise, intensity, duration, frequency, volume and progression for a range of ongoing (ie. chronic) cardiopulmonary, metabolic, musculoskeletal, neurological and multi-systemic pathologies that are known to respond positively to exercise. The unit also addresses, using a case-based method, chronic and complex health conditions, the effects of commonly used medications, surgery, and other interventions for the range of chronic cardiopulmonary, metabolic, musculoskeletal and neurological pathologies, and the effects of these interventions on expected acute and chronic exercise responses.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to Demonstrate knowledge of clinical cases of clients with chronic and complex health conditions, and plan and apply strategies to fill those knowledge gaps; Demonstrate knowledge of research and other literature relevant to clinical exercise practice; Identify appropriate test and monitoring protocols for the assessment of exercise and functional capacities for people with chronic health conditions; Plan and negotiate exercise interventions, for clients with chronic and complex health conditions, taking account of the full context of clients lives including concurrent interventions.

Class Contact: Two hours per week or equivalent for one semester comprising lectures and tutorials.

Assessment: Case study (600 words) 20%;Written examination (1200 words) 40%; Written assignment (1200 words) 40%. There is an 80% attendance requirement for the practical component of this unit.
credit points: 12

learning outcomes: on successful completion of this unit, students will be able to take clients’ histories of exercise, physical activity and injury; categorise apparently healthy clients according to risk of participation; and refer, when appropriate, to health professionals prior to or after commencement of an exercise intervention; identify clients’ goals, likes and dislikes, barriers and opportunities for exercise and physical activity; select and use appropriate (to the client) test methods and protocols; monitor clients’ signs and symptoms during exercise or physical activity; and take appropriate and timely action in the event that adverse signs or symptoms arise; determine safe (client-centred) exercise limits and effective exercise ranges for exercise and physical activity, based on factors above; exercise and functional capacity for people with cardiopulmonary and/or metabolic conditions; take clinical histories and conduct physical examinations of clients with cardiopulmonary and/or metabolic conditions; use information on the effects of common surgical, medical and allied health treatments on the expected acute and chronic exercise responses; identify risk factors associated with exercise, and contra indications to exercise, for clients with cardiopulmonary and/or metabolic conditions; monitor, interpret and take appropriate and timely action, based on the following observations during rest, exercise and/or recovery: heart rate, rhythm and oxygen saturation (eg palpation, heart rate monitor, ECG, pulse oximetry); blood pressure; breathing (eg visual observations, spirometry); determine safe (client-centred) exercise limits and effective exercise ranges for exercise and physical activity for people with cardiopulmonary and/or metabolic conditions.

class contact: one hour tutorial plus one hour practical session per week for one semester.


assessment: participation in practical classes is a hurdle requirement for this unit. case study, case study (1000 words), 40%. examination, written examination (1000 words), 30%. examination, practical examination, 30%.

ah2008 research in exercise science

locations: footscray park.

prerequisites: nil.

description: this unit of study will examine key components of research in exercise and sport science. topics include: measurement and evaluation techniques employed in exercise and sport science; designing an exercise and sport science research project; descriptive and inferential statistics; and critical evaluation of exercise and sport science research, including issues related to ethics, society and cultural relevance. this unit will provide students with basic skills in research, in preparation for professional practice, as well as honours, postgraduate coursework or research degrees in exercise and sport science.

credit points: 12

learning outcomes: on successful completion of this unit, students will be able to demonstrate their understanding and use of the measurement and evaluation techniques employed in exercise and sport science, including the applicability of descriptive and inferential statistics to use when analysing quantitative research data; design an exercise and sport science research project; critically evaluate exercise and sport science research; demonstrate their understanding of the statistical analysis of quantitative data using the computer package spss; demonstrate their knowledge of a range of ethical issues and issues of social and cultural importance in exercise and sport science research.

class contact: two hour lecture and one hour practical session per week.

required reading: specific journals/ readings assigned by unit coordinator.
AHE2009 GROUP EXERCISE PROGRAMMING

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit introduces students to the theory and practice of group exercise programming. The aim of the unit is to expose students to a variety of group exercise formats and leadership styles, and to develop the knowledge and skills of students to plan and execute effective and safe group exercise programs.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to demonstrate their understanding of the theory and principles of group exercise programming and leadership; plan and execute a safe and effective group exercise session; critically understand the nature and scope of group exercise programs and leadership styles currently operating in the fitness industry.
Class Contact: 1 hour lecture and 1.5 hour lab each week.
Required Reading: The aerobic instructor's handbook, Champion, N & Hurst, G 1999, Kangaroo Press, East Roseville, NSW.
Assessment: Test, Test (600 words), 20%. Other, Practical, 40%. Other, Log book (1400 words), 40%.

AHE2010 EXERCISE SCIENCE CAREER DEVELOPMENT

Locations: Footscray Park.
Prerequisites: AHE1102 - CAREER AND PROFESSIONAL DEVELOPMENT 1
Description: This unit is designed to develop the knowledge and skills to help students obtain positive career outcomes on completion of their course. Students follow a career development model to bring them into career maturity before they graduate. They will be equipped with the knowledge and skills to enable them to be proactive and strategic in career planning, to be aware of the variety of career outcomes in the exercise and sport science and associated industry sectors, and to have self-understanding to enable them to target their career actions. Students also participate in a relevant work integrated learning placement under supervision of appropriate industry and university supervisors. Students complete a formal business report based on their placement.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate their knowledge of career opportunities, the current job market, and how to establish and maintain employment networks in the exercise and sport science and associated industry sectors; demonstrate their knowledge of personal attributes and transferable skills, and the written capacity to prepare an up-to-date personal skill/achievement focused resume; establish a previously unknown personal attributes and transferable skills, and the written capacity to prepare an upmarket, and how to establish and maintain employment networks in the exercise and sport science industry and conduct an information interview in order to better understand a job in which they are particularly interested; use a range of career strategies and job hunting skills to find and establish a 140-hour work integrated career placement in a new and unfamiliar area in the exercise and sport science and associated industry sectors, and to participate in a relevant work integrated learning placement under supervision of appropriate industry and university supervisors.
Class Contact: Equivalent of two hours of tutorial per week for the semester.
Assessment: Other, Resume, 30%. Other, Information interview, 20%. Practicum, 140-hour career placement and report, 50%. Total effective word limit 3000 words.

AHE2011 QUANTITATIVE AND QUALITATIVE RESEARCH METHODS FOR EXERCISE PROFESSIONALS

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit aims to enable students to become proficient in the analysis of professional practice in clinical exercise science. The unit will cover evaluation of research designs of published papers; methods of literature searching and reference management; sampling and analysis methods for quantitative and qualitative research; questionnaire design, evaluation, and use; determination of validity and reliability of research designs; development of ethics applications; and the use of research-based computer software (eg. EndNote, SPSS).
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to design, conduct and evaluate, using both quantitative and qualitative methods, single case reports, case studies, case series, population-wide surveys, observational studies and single cohort designs, clinical trials, including active and placebo controlled, randomised trials; locate, manage, read, and interpret scientific literature relevant to clinical exercise practice, exercise science and sport sciences.
Class Contact: 1.5 hour lecture and 1 hour tutorial each week.
Assessment: Assignment, Four approved assignments of up to 1000 words or equivalent 4 x 25% each, 100%. Each assignment will draw on quantitative and/or qualitative methods to analyse or critique one of the following: single case report or case study; population-wide survey; observational outcome study; and randomised trial.

AHE2012 ADOLESCENT HUMAN DEVELOPMENT

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit introduces students to concepts, issues and programs dealing with the personal and social wellbeing of adolescents. The unit will address the issues facing young adults, such as challenge, risk and safety, as well as global, national and school/community health issues including depression, suicide, stress, bullying, resilience, anxiety, body image, sexual identity, self-esteem and self-concept. The unit will also explore the role of gains in personal well-being in the real world through a focus on adolescent development. The unit will also examine the role of harm minimisation in the development of drug education and sex education strategies. Plus identify appropriate health programs at local, state, national and international levels.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to demonstrate in written form, their understanding of the major concepts of, and the physical, psychological and social factors that contribute to, health and well-being of adolescents; demonstrate in written and verbal form, their understanding of: the causes and the prevention of mental illnesses; the cultural, social, personal and environmental factors affecting drug use and misuse, Plus the current principles in relation to drug education; the notion of sexuality, and the major physical, mental, emotional and social influences on sexual health; Evaluate critically in written form, a local health program.
AHE2013 GYMNASTICS AND DANCE

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit introduces students to the knowledge and skills associated with gymnastics and dance. For each of these movement forms, the unit will cover fundamental skill acquisition, safety, and the basic principles of teaching.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Demonstrate in written form, their understanding of the basic concepts of movement and gymnastics; Perform basic skills with sound gymnastics technique on all apparatus; Demonstrate the knowledge and skills to plan and teach an effective and safe gymnastics program. This includes warm up, stretching, skill acquisition on all apparatus and cool down activities appropriate to gymnastics; Demonstrate basic movement to music skills and identify pedagogy appropriate to the teaching of dance; Demonstrate basic dance steps in the following areas: bush dance, multicultural dance, aerobic dance, hip-hop and social dance; Demonstrate awareness of safe dance techniques, including warm-up, cool down, and stretching.

Class Contact: 2.5 hour workshop each week.


Assessment: Test, Gymnastics test (400 words), 10%. Assignment, Teaching assignment (1000 words), 20%. Other, Practical assessment, 20%. Test, Dance test (600 words), 20%. Presentation, Group practical demonstration, 30%. 80% attendance is required at gymnastics and dance laboratories.

AHE2014 PHYSICAL EDUCATION CAREER DEVELOPMENT

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit is designed to develop the knowledge and skills to help students obtain positive career outcomes on completion of their course. Students follow a career development model to bring them into career maturity before they graduate. They will be equipped with the knowledge and skills to enable them to be proactive and strategic in career planning, to be aware of the variety of career outcomes in the physical education and associated industry sectors, and to have self-understanding to enable them to target their career actions. Students also participate in a relevant work integrated learning placement that allows them to continue to develop practical teaching, coaching and related leadership skills.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate their knowledge of career opportunities, the current job market, and how to establish and maintain employment networks in the physical education and associated industry sectors; Demonstrate their knowledge of personal attributes and transferable skills which will guide the employment search; Establish a previously unknown contact in the physical education industry and conduct an information interview in order to better understand a job in which they are interested; Use a range of career strategies and job hunting skills to find and establish a 70-hour work integrated career placement in a new and unfamiliar area in the physical education or an associated industry sector in which they are interested; Complete a concise business report on the work integrated placement.

Class Contact: Two hours of tutorials per week.


Assessment: Other, Resume, 30%. Other, Information interview, 20%. Report, Career placement/career placement report, 50%. Total effective word limit 3000 words.

AHE2015 ADAPTED COACHING

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit is designed to develop the students’ knowledge and ability to conduct sports coaching sessions for children with a physical or intellectual disability. The unit, conducted in partnership with Tennis Victoria, introduces students to models of coaching and coaching techniques, then provides an opportunity for students to plan, implement and evaluate sports coaching sessions with groups of children with physical or intellectual disabilities. All students gain a Tennis Victoria level 0 Coaching qualification when they successfully complete this unit.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate their understanding, in written form, of models and theories of coaching; Demonstrate their theoretical and practical understanding of lesson planning, implementation and review; Demonstrate their understanding of the theory of using modified games to coach athletes with a disability; Demonstrate the knowledge and skills to gain a level 0 coaching qualification.

Class Contact: 1 hour lecture and 1.5 hour lab each week.

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

Assessment: Review, Lesson plans and reviews (1000 words), 30%. Project, Coaching project (1000 words), 30%. Examination, Exam (1000 words), 40%. There is an 80% attendance requirement for the practical session in this unit.

AHE2016 BIOMECHANICS FOR PHYSICAL EDUCATION

Locations: Footscray Park.

Prerequisites: Nil.

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

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Demonstrate their understanding of, in written form, the theoretical knowledge of biomechanical principles; Demonstrate their understanding of, in written form, the biomechanical techniques used to assess human movement in physical activity and sport; Demonstrate their understanding and ability to assess physical activities and sports movements using video and computer-based tools.
the underlying issues surrounding paediatric exercise science which contribute to its unique focus in areas such as sport science, education, coaching and public health.

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

Required Reading: To be advised by lecturer.

Assessment: Project, Project, 30%. Other, Progressive assessment, 40%. Other, Skill development/reflective writing, 30%. Total 3000 words.

AHE2053 HEALTH PROMOTION

Locations: Footscray Park.

Description: This unit of study will examine theories of health promotion practices within Australia and International schools and communities, and undertake an experience of developing, implementing and evaluating a health promotion event. Content includes: foundations of health promotion; reason for health promotion; social and cultural influence upon health needs; needs assessment; models and theories of health promotion; behaviour change through health promotion; planning, strategies, implementing health promotion, and evaluating health promotion.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Problem solve the complexities of planning a Health Promotion event with collaborative teamwork, research, and resource developments; Demonstrate theoretical and applied knowledge of health promotion foundations, theories, behaviour changes, strategies, and implementation processes for future applications within the health industry; Critically reflect on self and peer process of collaborative planning, implementing and evaluating a health promotion event with professional wording and content.

Class Contact: 1 hour of lecture and 1.5 hour of tutorial.


Assessment: Other, Action Plan - on line submission (pebblepad), 20%. Examination, Examination - week 8, 50%. Other, Peer and Self evaluation, 30%.

AHE2100 EXERCISE PSYCHOLOGY

Locations: Footscray Park.

Prerequisites: Nil.

Description: Considerable attention has been given to understanding how psychological factors influence performance in competitive sports, and into developing psychological strategies to enhance sporting performance. This unit of study considers the psychology of sport and exercise within a broader framework, addressing the more fundamental issues of why it is that people do or do not participate in sporting and exercise activities. It addresses a range of psychosocial factors (e.g. personality, motivation, personal identity and self-efficacy) that influence participation in physical activity across the lifespan, and in the context of the promotion of physical activity for health and wellbeing of the whole community. The unit also examines the relationships between physical activity and psychological wellbeing, with a focus on psychological development and wellbeing as consequences of physical exercise, in the general population, as well as in special populations such as children, the elderly, and people with physical or mental disabilities.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Demonstrate a thorough understanding of the psychological benefits of exercise and physical activity; Demonstrate a thorough understanding of theories of exercise behaviour and motivation for exercise and physical activity; Appreciate the potential psychological risks of exercise; Appreciate the psychological needs with respect to exercise of various special populations.

Class Contact: 1.5 hour lecture and 1 hour tutorial each week.
Required Reading: Foundations of exercise psychology, Berger, BG, Pargman, D & Weinberg, RS 2002, Fitness Information Technology, Morgantown, WV.

Assessment: Other, Tutorial submissions, 25%. Examination, Mid-semester, 30%. Examination, End-semester, 45%.

AHE2101 SPORT PHYSIOLOGY

Locations: Footscray Park.
Prerequisites: AHE2104 - EXERCISE PHYSIOLOGY
Description: This unit of study builds on students' knowledge of exercise physiology, studying the importance of exercise physiology in understanding sport and exercise performance, including elite sports and recreational exercise. The unit emphasises: understanding the physiologic requirements of exercise and sport; evaluating the importance of physiological systems in athlete performance; the essential role of nutrition in exercise and sport and sport-specific adaptations to physical training and comparisons of different forms of training. The unit examines basic principles underlying physiological exercise testing, with emphasis on sport specificity, laboratory-based and field-based testing. Laboratory and field-based classes require students to administer and interpret exercise tests that are fundamental to exercise physiology including measurements of maximal oxygen consumption, muscle strength and fatigability, skin fold measurements and anaerobic power testing. The unit of study will include competency evaluation for these tests. The unit will also examine the important role of exercise physiology in sustaining and enhancing sport performance. The unit is designed to lead to more detailed mechanistic studies in the core unit Advanced Exercise Physiology and applied studies in the elective unit Applied Exercise Physiology, in the Exercise and Sport Science stream.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to
- Clearly understand the process to conduct exercise and performance exercise testing for sport;
- Demonstrate familiarity with tests for sport; Demonstrate familiarity with the principles of sport physiology; Demonstrate proficiency in conducting and interpreting the results from a range of sport specific tests.

Class Contact: 1.5 hour lecture and 2 hour lab each week.

Required Reading: Specific journal articles to be advised by lecturer.

Assessment: Laboratory Work, Laboratory reports, 20%; Assignment, Short tests and assignments, 10%; Examination, Final examination, 30%; Other, Laboratory and field test competency, 40%.

AHE2102 SPORTS BIOMECHANICS

Locations: Footscray Park, City Flinders, Other.
Prerequisites: AHE1202 - BIOMECHANICS
Description: This unit of study will include: development of biomechanical principles through application to sport/exercise specific examples and analysis; working with some of the available technologies/techniques and using them in exercise and sports application; and familiarising students with laboratory practice and data handling in sports biomechanics.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to
- Demonstrate knowledge of the acute physiological responses to exercise;
- Indirect measurement of body fat and anaerobic power testing.
- The unit of study will include both descriptive and mechanistic approaches, to enhance student understanding of exercise physiology principles. The unit also contains a practical component that determines metabolic rate and cardiorespiratory response to exercise during exercise. This unit also forms the basis for advanced core and elective studies in the Exercise and Sport Science Stream.

Class Contact: Lectures: 12 x 1.5 hours; Labs: 12 x 2 hour for one semester.

Required Reading: Lecture notes.

Assessment: Project, Proposal, 10%; Project, Final Presentation and report, 40%.

Examination, Mid-semester exam, 10%. Examination, Final exam, 40%. Total effective word limit 3000 words.

AHE2103 GROWTH DEVELOPMENT AND AGEING

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit of study examines physical growth and the development of motor characteristics of humans from childhood into adulthood, including the genetic and environmental factors that interact to influence these processes. The unit examines the deterioration in physical processes and motor characteristics of humans as they age. The unit focuses on development across the lifespan to give a balanced perspective on age-related changes in human motor function. The unit of study forms a basis for the applications of knowledge in growth development and ageing in the field of Exercise and Sport Science.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to
- Demonstrate knowledge of the physical growth, psychological maturation and motor characteristics of humans throughout the lifespan;
- Demonstrate understanding of the genetic and environmental factors that interact to influence physical growth and motor development;
- Demonstrate an understanding and appreciation of the applications of knowledge of growth and development in the fields of human movement, physical education and sport.

Class Contact: 1.5 hour lecture and 2 hour laboratory class each week.


Assessment: Examination, Mid-term exam, 55%; Presentation, Group presentation, 30%; Assignment, In-class (laboratory) assignments, 15%. Total effective word limit 3000 words.

AHE2104 EXERCISE PHYSIOLOGY

Locations: Footscray Park.
Description: This unit of study applies the students' knowledge of Human Physiology to understanding the acute and chronic responses to exercise, as well as the physiological bases of exercise performance. The unit examines: the acute effects of exercise on the cardiovascular, respiratory and thermoregulatory systems; the metabolic supply of energy to exercising muscles, both nutritional and biochemical; and neural mechanisms controlling movement and associated exercise responses. The second part of the unit examines longer term (chronic) physiological responses of exercise training, with focus on cardiorespiratory and musculoskeletal adaptations. Practical sessions will complement topics covered in lectures and will include topics such as: energy metabolism at rest and during exercise; maximal oxygen consumption; cardiovascular and respiratory responses to exercise; indirect measurement of body fat and anaerobic power testing. The unit of study will include both descriptive and mechanistic approaches, to enhance student understanding of exercise physiology principles. The unit also contains a practical component that determines metabolic rate and cardiorespiratory response to exercise during exercise. This unit also forms the basis for advanced core and elective studies in the Exercise and Sport Science Stream.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to
- Demonstrate knowledge of the acute physiological responses to exercise;
- Demonstrate an understanding of the interaction between muscle metabolism, the endocrine and cardiorespiratory systems;
- Demonstrate an understanding of the impact of different environmental conditions on performance;
- Demonstrate basic practical skills required in an exercise physiology laboratory.

Class Contact: Equivalent to 1.5 hour lecture and 1 hour laboratory class every week.

Required Reading: Specific journal articles to be advised by lecturer.
AHE2111 PRACTITIONER HEALTH 1

Locations: St Albans.
Prerequisites: RBM1208 - BIOSCIENCE FOR PARAMEDICS 2
RBM1211 - BIOSCIENCE 2

Description: This unit of study aims to develop the students’ understanding of health and exercise. The unit introduces students to elements of physical fitness and exercise physiology to allow them to assess their own health and fitness, develop training and rehabilitation programs and evaluate the outcomes.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to identify the linkages between modern sports and physical education and their earlier counterparts. Special emphasis will be given to: the origins of the Olympic Games; the inception of the modern Olympic Games. The unit also aims to assist students in gaining an appreciation of the different theoretical and methodological approaches to the study of sport and physical activity in society.

Class Contact: 1.5 hours of lectures and 1 hour tutorial each week.
Assessment: Essay, Two essays on the history of sport (total 2,000 words), 50%.
Journal, Five reading diaries (total 250 words), 10%. Examination, Final examination (2.5 hours), 40%. Total effective word limit 3000 words.

AHE2127 MOTOR LEARNING

Locations: Footscray Park.
Prerequisites: Nil.

Description: The aims of this unit of study are to develop students’ knowledge and understanding of the wide range of factors affecting the process of motor skill learning and motor performance and to introduce students to theoretical and practical aspects of experimental design and procedures used in motor learning research.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to apply the skills and knowledge they have developed in their university studies by actively and confidently integrating theory and practice to the development of thorough understanding of health and exercise. Use modern technology and multiple resources to locate, retrieve and process a range of information for critical analysis. Communicate information effectively in both written and oral modes for a variety of purposes and audiences, skills developed through tutorial presentations, group projects and submission of complex assessment tasks. Exercise critical and reflective judgement through the completion and evaluation of a training diary, and participation in collective and individual tasks with feedback following these sessions.

Class Contact: Forty-eight hours over one 12-week semester comprising two (2) hours per week delivered as lectures and two hours per week practical class delivered as laboratories or tutorials.
Assessment: This unit has three assessment items. Knowledge skills and values developed will be assessed through group discussion, problems solving exercises and completion of a two thousand (2000) word assignment (20%); and the completion of a Laboratory Workbook (2000 words) (30%). Students are required to complete a written training diary with analysis (2000 words) (50%). To obtain a pass or higher in this graded unit, normally all components of assessment must be passed.

AHE2112 HISTORY OF SPORT

Locations: Footscray Park.
Prerequisites: Nil.

Description: This unit of study aims to trace the history of physical education and sport from ancient to modern times. Its purpose is to assist students in developing an understanding of the historical foundations of physical education and sport so that they will be equipped to undertake further work in the sociocultural study of human movement. Students will be encouraged to seek out the meanings that sport and physical education held for people during different historical periods, and to identify the linkages between modern sports and physical education and their earlier counterparts. Special emphasis will be given to: the origins of the Olympic Games; the modernisation of sport; the diffusion of the games ethic through the British Empire; and the inception of the modern Olympic Games. The unit also aims to assist students in gaining an appreciation of the different theoretical and methodological approaches related to the history of sport and physical activity in society.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate in written form, an appreciation and understanding of the development of sport as a significant social force in western civilisations; Demonstrate in written form, the use and analysis of primary and secondary source documents in the field of sports history; Critically research, interpret, and then verbally discuss historical aspects of sport and physical activity in the western world; Bring historical knowledge to bear upon written understandings of current issues associated with sport; Display in written and verbal form, an appreciation of different theoretical and methodological approaches to the study of sport and physical activity in society.

Class Contact: 1.5 lecture and 1 hour tutorial/seminar per week for one semester.
Required Reading: To be advised by lecturer.

Assessment: Exam 30%; Research project/paper 40%; Teaching and learning resource file 30%. (Total EWL 3000 words). Examination, Exam, 30%. Project, Research project/paper, 40%. Other, Teaching and learning resource file (Total EWL 3000 words), 30%.

AHE2200 MOTOR CONTROL

Locations: Footscray Park, City Flinders.

Prerequisites: Nil.

Description: This unit of study introduces students to the neuro-mechanical basis of the control of human movement as it relates to exercise and sport, at the central, spinal and peripheral levels of the nervous system. Areas to be covered are: brain centres controlling movement; descending and ascending pathways; receptors and reflexes; motor units, muscle mechanics and contraction control; balance; locomotion; proprioception; training; fatigue; disuse.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Understand the basic mechanisms by which human movement is controlled by the central and peripheral nervous system; Apply this knowledge to exercise, sports and clinical contexts; Integrate their knowledge of motor control with their current knowledge of anatomy, physiology and biomechanics.

Class Contact: 3.5 hours per week for one semester: 1.5 hours lecture, 2 hours practical/tutorial.

Required Reading: To be advised by lecturer.

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

AHE2202 FUNCTIONAL KINESIOLOGY

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will cover the major joint complexes and movement analysis.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Identify the structure and function of the components of the major joints of the human body; Understand the cause and consequence of impairment to the musculoskeletal system; Develop an understanding of the techniques used for basic movement analysis.

Class Contact: 3.5 hours per week for one semester comprising 1 hour lecture and 2.5 hour practical.

Required Reading: To be advised.

Assessment: Tutorial Participation, Practical/tutorial contribution, 30%. Test, Semester test, 25%. Examination, Final examination, 45%.

AHE2213 CAREER AND PROFESSIONAL DEVELOPMENT 2

Locations: Footscray Park.

Prerequisites: AHE1102 - CAREER AND PROFESSIONAL DEVELOPMENT 1

Description: This unit is designed to develop the working skills and knowledge of students to improve employability in the industry. Tutorials will extensively focus on self-promotion skills, communication and etiquette in the workplace, the advantages of being a reflective practitioner and providing familiarity with and ability to thoroughly respond to all requirements of job application processes. All assessments have been designed to radically improve students confidence, professionalism, skill development and to extensively expand on individual networks and work experiences. These will equip and encourage students to be proactive and strategic in their career planning and to recognise the variety of career opportunities available. Students will also participate in a relevant 70 hour work integrated learning placement under the supervision of appropriate industry and university supervisors. The placement report will encourage students to comprehensively reflect on their placement, apply course knowledge and learn and improve from all situations experienced.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Demonstrate knowledge of career opportunities, the current job market and how to establish and advance career networks in associated industry sectors; Demonstrate ability to self-market in a written capacity by production of a cover letter, address selection criteria and a personal achievement focused resume; Demonstrate increased confidence in contacting unknown industry professionals through the organisation of a 70 hour placement and conduct of an information interview; Demonstrate capacity, as a reflective practitioner, to write a concise work integrated placement report; Demonstrate increased ability to utilise new and existing contacts to create employment opportunities; Demonstrate ability to use a range of career strategies and job hunting skills to establish and undertake a 70 hour work integrated career placement for career advancement in the human movement, exercise science or related industry sectors.

Class Contact: The unit provides for the equivalent contact of 2.5 hours per week for twelve weeks comprising one career seminar, tutorials and a 70 hour career placement.


Assessment: Assignment, Addressing essential job criteria and self-marketing for employment, 30%. Other, Information Interview, 20%. Other, Career Placement/Career Placement Report, 50%. Total effective word limit 3000 words.

AHE2214 SPORT AND FITNESS DELIVERY SYSTEMS

Locations: Footscray Park.

Prerequisites: Nil.

Description: The content of this unit of study will assist students in developing an understanding of contemporary sport and fitness delivery systems. The unit undertakes an in-depth examination and critical analysis of models highlighting local, state and national structures and how they link into the Australia-Pacific region and the international structure of sport. The unit of study material will include: theoretical principles and methodologies associated with public policy, nationalism, and globalisation using a case study approach and analysis of key issues, organisations and events; a thorough examination of the Australian sport system including peak bodies such as the Australian Sports Commission, the Australian Olympic Committee, Melbourne 2006 Commonwealth Games, the Australian Institute of Sport and its affiliated network of state institutes/academies (eg. Victorian Institute of Sport), Sport and Recreation Victoria, the Victorian Major Events Corporation, Victorian Department of Education, Employment and Training, Sport Medicine Australia, the Australian Association of Exercise and Sports Science, Fitness Australia, VicFit, etc; major multi-sport events including the Olympic Games, the Commonwealth Games, world championships, etc and their relationship to Australia (ie. bidding, hosting, event organisation, performance review, etc); a comparative analysis of club versus school-based sport and elite versus community-based sport and recreation; a review and critique of fitness, exercise and physical education delivery systems with an emphasis on training, research, accreditation and employment opportunities.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Understand the structure and function of the Australian sport and fitness delivery system and how it is affected by public policy; Comprehend theories associated with nationalism and globalisation and how they have affected the development
of a unique model for sport and fitness within the Australian context; Demonstrate research and technical skills associated with analysing the Australian sport and fitness model.

Class Contact: 2.5 hours per week for one semester, comprising 1.5 hour lecture and 1 hour lecture designed to permit adequate time for field trips, logbook assignments, special guest lectures, etc.


Assessment: Test, Tests (two during the semester), 45%. Examination, Final oral exam, 15%. Other, Sport and fitness delivery system logbook, 40%.

AHE2250 SPORT COACHING PRINCIPLES

Locations: Footscray Park.

Description: This unit positions students to more capably respond to local, national and international sport coaching trends. Students are required to take a broad holistic stance in developing their understanding of what constitutes sport coaching and related theories and methods. Students acquire relevant knowledge of national and international trends in coaching principles and intentionally apply this knowledge to the development of their own micro (local) coaching perspectives, philosophies, goals and behaviours. Students are familiarised with the scope and depth of the Australian and International sport coaching landscape including significant benchmark organisations such as UK Sport Coach, European Sport Union and Canada Sport Coach. Similarly the unit examines the roles of national stakeholders and pillar organisations. These include: Government involvement, Australian Sports Commission (ASC), National Sporting Organisations, the Community Club System, Universities/ TAFE providers and External Agencies. Furthermore, in terms of equipping students to meet the expected career challenges, foundational knowledge and theory of sport coaching is strongly emphasised. Attention is also paid to the historical roots of sport coaching and historical trends that have shaped contemporary sport coaching. In helping to establish students as reflective practitioners overarching issues that inform coach knowledge and practice are investigated and viewed from a holistic perspective. As such, trends in sport science, communication, professionalisation of coaching, professional development, diversity, excellence, community coaching, and coaching ethics are examined.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Explore, develop and consolidate their knowledge of what sport coaching is and the history of sport coaching; Demonstrate understanding of current benchmark organisations such as UK Sport Coach, European Sport Union and Canada Sport Coach. Similarly the unit examines the roles of national stakeholders and pillar organisations. These include: Government involvement, Australian Sports Commission (ASC), National Sporting Organisations, the Community Club System, Universities/ TAFE providers and External Agencies. Furthermore, in terms of equipping students to meet the expected career challenges, foundational knowledge and theory of sport coaching is strongly emphasised. Attention is also paid to the historical roots of sport coaching and historical trends that have shaped contemporary sport coaching. In helping to establish students as reflective practitioners overarching issues that inform coach knowledge and practice are investigated and viewed from a holistic perspective. As such, trends in sport science, communication, professionalisation of coaching, professional development, diversity, excellence, community coaching, and coaching ethics are examined.

Class Contact: A 12 week unit comprising one weekly lecture (1.5 hours) and one weekly tutorial (1 hour).


AHE2251 SPORT COACHING ENVIRONMENT, PLANNING AND DELIVERY

Locations: Footscray Park.

Description: In this unit students are encouraged to engage with the many challenges that confront sport coaches at all levels. The unit explains coaching from both a risk management perspective and from a professional competence perspective. Because sport coaching is largely action based, students are challenged to deconstruct the lived experience of coaching in order to develop principles that will guide their coaching practice. Ongoing professional development as a theme is threaded through the unit. The synergies of planned behaviour and actual behaviour are explored with a focus on the development of a personalised guiding coaching philosophy and goals. In relation to the pragmatics of coaching this unit will lead to coaches actively building professional competence. Hence a specific focus is placed on program planning, delivery style, financial considerations, duty of care, ethical and safe coaching, legal obligations and consumer preferences.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Learn and demonstrate a sound knowledge of program planning appropriate to the coaching environment; Articulate underlying principles of program planning such as general preparation, specific preparation, competition, peaking and tapering, transition and recovery, macro and micro cycles and conducting a SWOT analysis of coaching programs; Demonstrate a thorough understanding of the National Coaching Accreditation Scheme (NCAS) structure; Plan their own professional development and career goals and objectives; Demonstrate a working knowledge of the concept of duty of care, safe coaching principles and legal obligations; Articulate a coherent sport coaching philosophy and personal coaching goals.

Class Contact: A 12 week unit comprising one weekly lecture (1.5 hours) and one weekly tutorial (1 hour).


Assessment: Assignment, Professional interview and report (LiWC), 25%. Assignment, Program development and planning assignment, 25%. Presentation, Tutorial presentation, 25%. Examination, Examination final, 25%. Total effective word limit 3000 words.

AHE2252 COACH DEVELOPMENT AND APPLIED PRACTICE

Locations: Footscray Park.

Description: Current trends in higher education dictate that learning and education be closely linked with workplace related learning (LiWC). This unit is designed specifically to bridge the gap between the educational (science) and practical (art) of sport coaching. Using a combination of traditional face-to-face learning and online-distance learning, students are given the unique opportunity to learn from experienced coaches from a diverse range of settings. An integral part of this unit is the interactive career development presentations from exemplar coaches. These presentations are geared specifically around the broad theme of career and professional development in sport coaching. In parallel with exemplar coach presentations students are given the opportunity to immediately reflect and critically discuss the ‘stories’ of presenters in adjoining seminars. The seminar series is designed to expose students to a broad range of approaches to career development in coaching. Each presenter in the seminar series will be asked to address both central themes and sub-themes in career and professional development. A reflective practice approach is adopted as an overiding theme.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Develop an appreciation for the diversity of pathways that elite coaches have pursued; Locate themselves in relation to stages of coach development theories/models; Appreciate the career challenges applicable to coaching in the Australian context; Reinforce listening, interviewing and communication skills; Develop a realistic intentional career plan.
Class Contact: All presentations and related tutorial seminars will be delivered in live evening sessions or facilitated through Elluminate online learning software.


AHE2253 ADVANCED SPORT COACHING: RESEARCH, KNOWLEDGE AND EXPERTISE

Locations: Footscray Park.

Description: Contemporary state-of-the-art coaching in many sports has embraced sport science and, to an extent, success in coaching is reliant on cutting edge sport science research, knowledge and application. The application of sport science is not restricted to coach and athlete performance objectives but can be broadly related to coach and athlete health and wellbeing. This unit, students explore the ‘sport science revolution’ and in so doing build a framework for the implementation of sport science in coaching. The unit also serves as an initial primer for helping students appreciate the breadth and depth of sport science and ensuing specific units related to each of the key sport science disciplines (eg. sport biomechanics, exercise prescription, strength and conditioning, ethical behaviour, sport psychology, skill acquisition). To establish current knowledge and attitudes to research, knowledge and expertise, students discuss perceived advantages and disadvantages (eg. SWOT) in the application of sport science in coaching. To equip students as consumers of sport science a number of strategies are incorporated in the unit to build the necessary skills. First, participation in this unit will help students develop basic research skills and methods of analyses. Second, students will be capable of assessing research trends and publications. Third, the unit will expose students to specialised knowledge of recognised experts in various sport science disciplines. Broadly, the unit is aimed at assisting students to convert published research, knowledge and expertise into everyday coaching practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Explore, develop and consolidate their knowledge of sport science sub-disciplines; Demonstrate increased awareness of the capacity of sport science and knowledge to change coaching practices and behaviour; Demonstrate understanding of the interdisciplinary nature of sport science; Make connections between trends in sport science and practical application of these trends; Demonstrate fundamental research skills.

Class Contact: A 12 week unit comprising one weekly lecture (1.5 hours) and one weekly tutorial (1 hour).


Assessment: Other, Exploratory research design (LWC related), 25%. Report, Tutorial lab reports, 30%. Assignment, Research methods and statistics assignment, 25%. Other, Debate, 20%. Total effective word limit 3000 words.

AHE2254 PSYCHOLOGY OF SPORT COACHING

Locations: Footscray Park.

Description: Sport coaches need to understand, manage and develop skills related to both the mental skills of athletes and their own development in leading, communicating and self-development. This unit is delivered to assist coaches in their own development and equips them with fundamental skills to assist athletes in developing their psychological/mental skills.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Outline and explain the communication process and apply this knowledge to areas such as active listening, delivering presentations, interviewing, formal and informal assessment, aural aspects, barriers and facilitators of communication; Demonstrate an understanding of fundamental theories of motivation and personality, particularly in relation to individual differences; Acquire knowledge and assessment skills in learning styles; Develop basic knowledge in social psychology areas including: conflict resolution, leadership, team building skills and aggression; Gain a fundamental knowledge of mental skills, including, but not restricted to: arousal-anxiety control, concentration, imagery, goal setting, routines and competition preparation; Demonstrate understanding of the ethical concepts of working with competencies/ boundaries and the referral process.

Class Contact: One hour lecture and 1.5 hour lab/tutorial per week for twelve weeks, or equivalent.

Required Reading: Sport psychology for coaches, Burton, D & Raedeke, TD 2008, Champaign, IL: Human Kinetics.

Assessment: Portfolio, Mental skills portfolio, 40%. Presentation, Reflective, 20%. Report, Case study reports, 20%. Examination, Final, 20%. Total effective word count 3000 words.

AHE2255 APPLIED PHYSIOLOGY: SPORT COACHING

Locations: Footscray Park.

Description: This unit introduces students to the concepts of planning, implementing, monitoring and reviewing team and athlete performance from a physiological perspective.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate understanding of current theory and research relating to physiological testing for athlete monitoring; Appreciate the fundamentals of the physiological testing of athletes; Demonstrate understanding of specific testing procedures in the areas of: anthropometry, flexibility, peak power and anaerobic capacity, lactate threshold, maximal aerobic power, strength and power; speed and agility; Demonstrate understanding of the theory underlying physiological tests, administration protocols and norms; Demonstrate understanding of how to apply testing results in a practical setting to enhance athlete performance.

Class Contact: A 12 week unit comprising one weekly lecture (1 hr) and one weekly tutorial (1.5hrs), or equivalent.

Required Reading: Sport physiology for coaches, Sharkey, BJ & Gaskill, SE 2006, Champaign, IL: Human Kinetics.

Assessment: Practicum, Practical application, 30%. Presentation, Tutorial presentation, 30%. Examination, Final examination, 40%. Total effective word count 3000 words.

AHE2256 SPORT COACHING: TALENT IDENTIFICATION AND DEVELOPMENT

Locations: Footscray Park.

Description: The search for sport talent is almost as old as competitive sport. The modern advent of talent identification in sport (TID) dates back to the programs developed in the former Soviet and Eastern bloc countries in the 1960s and 1970s and was responsible for many Olympic successes. Now, some 40 years on, few areas in sport are as contentious as the ongoing debate of TID. While some experts argue that TID potentially provides talented players with opportunities possible to develop their potential, other experts argue that TID science lacks credibility and practice, is often flawed scientifically and/or ethically. It has also been said that, ‘The best form of TID is mass participation.’ This unit introduces students to TID and how it has historically been used, and at times misused. Students learn about TID theory and practices but also importantly underlying philosophical questions relevant to TID. There is also a focus on reconciling the dual objectives of mass participation and talent developed.
Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate understanding of giftedness and talent in a range of contexts; Distinguish between what is talent identification (and what isn’t talent identification) from a multi-disciplinary perspective; Demonstrate knowledge based on current theoretical understandings of talent identification in sport relating to natural selection and scientific selection methods; Demonstrate understanding of the ethical implications and potential concerns, challenges and dilemmas relating to TID; Undertake research at the Australian Institute of Sport Model of TID; Demonstrate understanding of the typical stages of long term athlete development (LTAD); Demonstrate understanding of ‘hot housing’ and ‘fast tracking’; Work effectively with parents of talented children; Deconstruct case examples of functional and dysfunctional TID.

Class Contact: A 12 week unit comprising one weekly lecture (1 hr) and one weekly tutorial (1.5 hr), or equivalent.


Assessment: Laboratory Work, Tutorial laboratories, 30%. Report, Sports specific report including interview, 50%. Other, Tutorial debates, 20%. Total effective word count 3000 words.

AHE2257 SPORT COACHING: SKILL ACQUISITION, EXPERTISE AND LEARNING

Locations: Footscray Park.

Description: Students are introduced to motor learning and skill acquisition for sport coaching. Lecture and tutorial sessions introduce students to the major topic areas, measurement techniques and interventions that are relevant to teaching, learning, and performing complex movement skills. There is an emphasis on practical application of concepts, as students are asked to design training sessions that make use of the theories, and demonstrate their knowledge of concepts.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Outline the basic principles and concepts of motor learning and skill acquisition that apply to sport coaching; Demonstrate knowledge of motor learning and skill acquisition through the design of practical activities (e.g. drills, training interventions); Evaluate and assess the value of instructional sets and activities in maximising skill learning and performance; Apply knowledge of motor learning and skill acquisition to design and run training sessions adapted specifically for the particular needs of a diverse range of populations; Demonstrate understanding of ‘hot-housing’ and ‘fast tracking’; Work effectively with parents of talented children; Deconstruct case examples of functional and dysfunctional TID.

Class Contact: A 12 week unit comprising one weekly lecture (1.5 hrs) and one weekly tutorial (1 hr), or equivalent.


Assessment: Report, Application lab reports, 50%. Practicum, Practical application: peer and instructor review, 30%. Other, Two quizzes (10% each), 20%. Total effective word count 3000 words.

AHE3051 PHYSICAL ACTIVITY, HEALTH AND ADOLESCENCE

Locations: Footscray Park, Melton.

Prerequisites: Nil.

Description: This unit of study will examine the following areas: defining physical activity and adolescence; the nature of physical activity in adolescence; participation patterns; positive and negative outcomes of physical activity; values, identity and self-esteem in adolescence; motivation, ability, effort, and ego in physical activity through adolescence; socialisation through physical activity during adolescence; cultural/ gender issues for adolescents in relation to physical activity; physical activity programs in schools and the community, Victoria and beyond; refinement of skill and excellence and the role of the physical educator; relationship between physical activity and health; health outcomes as a result of involvement in physical activity; overview of critical issues associated with physical activity during adolescence; adolescence, community health and physical inactivity.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Understand the key terminologies in the areas of physical activity, health, and adolescence; Comprehend the main physical, social and emotional changes occurring at the adolescent phase of human development; Demonstrate an awareness of the key health issues affecting adolescents; Demonstrate their understanding of the critical association between adolescent physical behaviours and their health; Acknowledge the role that physical activity plays during adolescence in facilitating community health; Undertake practical experiences that will expose them to common team pursuits appropriate for adolescents.

Class Contact: 2 hour lecture and 1.5 hour tutorial weekly.

Required Reading: Literature specified by the lecturer representative of knowledge and issues associated with the relationship between physical activity, health, adolescence and the teaching of physical education.

Assessment: Project, Curriculum project, 35%. Presentation, Skill development presentation, 10%. Essay, Essay, 35%. Report, Research review report, 20%.

AHE3052 CONTEMPORARY ISSUES IN PHYSICAL EDUCATION AND HEALTH

Locations: Footscray Park, Melton.

Prerequisites: Nil.

Description: This unit of study will examine the following areas: the concept of equality in physical education; valuing cultural diversity: the challenge for physical educators; models and terminology in the field of health; how does health education fit into the curriculum; theories and practice in preventing disease; breadth and balance in the physical education curriculum; progression and continuity in physical education between primary and secondary school; formal and informal modes of assessment in physical education; working with the community: positive or negative for schools; incorporating technology in the teaching of physical education and health; individual sports and adventure activities suitable for the school setting. Are all professional bodies on the same page

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Developed an understanding of contemporary language, terminology and models in the teaching areas of physical education and health Comprehend current methodologies associated with the development, presentation, and assessment of curriculum in the areas of physical education and health; Demonstrate an awareness of socially responsible policies and practices in physical education and health in relation to equity and cultural diversity; Critically analyse the relevance and understanding of health and illness on the learning of school students in relation to their own development into adulthood; Have undertaken practical experiences that will expose them to common individual sports and adventure activities appropriate for children and adolescents.

Class Contact: 2 hour lecture and 1.5 hour tutorial each week.

Required Reading: Literature specified by the lecturer representative of knowledge and issues associated with the current frameworks of teaching of physical education and health.

Assessment: Project, Research/data collection project, 30%. Other, Three exercises involving the reviewing of professional literature (incorporates progressive peer-based assessment), 15%. Essay, Essay assignment, 40%. Other, Lesson development activity, 10%. Other, Review activities and peer evaluation tasks, 5%.
AHE3100  ADVANCED EXERCISE PHYSIOLOGY

Locations: Footscray Park.

Prerequisites: AHE2104 - EXERCISE PHYSIOLOGY

Description: This unit studies in-depth the physiological responses to exercise and training, building on the knowledge gained in previous core units Human Physiology, Exercise Physiology, and Sports Physiology in the Exercise and Sport Science stream. The unit focuses on the regulation of the cardiovascular, respiratory, metabolic, endocrine, neural and muscular responses to acute exercise. The unit details the role of exercise in metabolic rate and weight control and associated impact on human health, including major chronic diseases such as diabetes and cardiovascular disease. The unit also introduces students to advances in exercise physiology in the area of molecular responses and adaptations to exercise. Practical sessions include measurement of metabolism and electrolyte regulation during intense and prolonged exercise; ECG during graded exercise; respiratory control during exercise; regulation of blood pressure and cardiac responses to exercise; and examination of factors influencing muscle fatigue.

Credit Points: 12

Learning Outcomes: On successful completion of this unit students are expected to be able to: Demonstrate their understanding of the acute physiological responses to exercise; Demonstrate their understanding of the interaction between muscle metabolism, the endocrine and cardiorespiratory systems; Demonstrate their understanding of the impact of different environmental conditions on performance; Demonstrate their understanding of and apply basic practical skills required in an exercise physiology laboratory.

Class Contact: 1.5 hour lecture and 2 hour lab each week.

Required Reading: Specific journal articles to be advised by lecturer.

Assessment: Report, Laboratory reports, 30%. Assignment, Short tests and assignments, 20%. Examination, Final examination, 50%. Total effective word limit 3000 words.

AHE3101  ADVANCED BIOMECHANICS

Locations: Footscray Park, City Flinders, Other.

Prerequisites: AHE2102 - SPORTS BIOMECHANICS

Description: This unit of study will include the following: use of advanced methods and analysis equipment that are used in specific areas of biomechanics, such as video/motion analysis and force platforms; biomechanical methodologies, instrumentation and data treatment; conducting biomechanics projects (e.g., a video project and a force platform project).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Solve problems using given strategies, and recognise basic ethical issues involved; Structure and supervise a group task with peers; Synthesise academic material and write comprehensible approximations of given genres with guidance; Recognise issues of social and cultural diversity and identify basic strategies relating to these issues in learning activities.

Class Contact: 1.5 hour lecture and 2 hour lab each week.

Required Reading: To be advised by lecturer.

Assessment: Report, Laboratory reports, 40%. Assignment, 30%. Examination, Final exam, 30%.

AHE3111  SPORT AND SOCIAL ANALYSIS

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study takes as its major focus the nature of sport, leisure, human movement and sport science in Australia. Analyses derive from poststructuralism, feminism, cultural studies and social history. These approaches are linked by a common concern to adopt a critical perspective in which the inequalities of class, gender, race, ethnicity, disability and age are revealed to be central to any attempt to understand sport. In terms of implementing change, it is argued that these fields represent an arena for struggle as they occupy a contradictory position in Australia. This provides the opportunity to reinterpret and reformulate their positioning, meanings and opportunities.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Analyse in writing, their understanding of theory related to globalisation, media, youth sports, and religion in sports; Verbally demonstrate their knowledge of subject matter in globalisation, media, youth sports, and religion in sports; Demonstrate their cognitive skill competency in at least three of the major sociological topics.

Class Contact: One one-hour lecture and one one-hour laboratory/tutorial.

Required Reading: To be advised by lecturer.

Assessment: Progressive assessment 40%; Final examination 60%.

AHE3112  CAREER AND PROFESSIONAL DEVELOPMENT 3

Locations: Footscray Park.

Prerequisites: The prerequisites for students in HBEM and HBMP is AHE1102 - CAREER AND PROFESSIONAL DEVELOPMENT 1 and AHE2213 - CAREER AND PROFESSIONAL DEVELOPMENT

2. The prerequisite for students in ABHR is AHS1207 - SPORT AND RECREATION CAREER DEVELOPMENT 1

Description: This unit of study will cover self-understanding activities, goal setting, networking, interview techniques and employment opportunities to equip students towards graduate employment. Students learn to identify their strengths and competencies through their education, employment experiences, work integrated learning and extracurricular experiences. Students will be required to use job-hunting strategies such as internet job sites, networking, interviews and newspapers to establish a work integrated learning placement. Students are highly recommended to undertake a placement that will provide a pathway into their chosen career field and employment area. Students will develop sport, exercise, fitness, sport management or leadership skills in their supervised placements.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Apply self-understanding to select a career within the human movement, health, sport, exercise science, sport management or rehabilitation industries that matches their interests, competencies and perceived abilities, personality and career values; Develop their own interview skills through undertaking the role of an interview coach, providing feedback to peers and self-reflection from being involved in the interview process; Create a personal, focused skill-based, achievement-orientated resume; Have completed a 140 hour placement in a new and unfamiliar area of the human movement, health, sport, exercise science, sport management or rehabilitation industries where they have developed competencies, achievements and networks.

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

Required Reading: SES CPD Guidelines SES CPD Report Writing Guidelines.

Assessment: Other, Workshop workbook, 40%. Report, Report on CPD placement, 60%. Total effective word limit 3000 words.

AHE3113  EXPERTISE IN SPORT

Locations: Footscray Park.

Prerequisites: Nil.
AHE3219 ADAPTED PHYSICAL EDUCATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: This lecture/tutorial unit designed to develop the student’s awareness and appreciation of the ethical dimensions of the educator’s and the administrator’s role within sport, exercise science and physical education. The unit is designed to develop the student’s ability to critically analyse the ethical components of the many issues, practices and relationships within the sport/physical education profession so that student’s functioning within those roles will be ethically informed. The core lecture topics include: the foundations of, and skills required in, ethical inquiry the social construction of knowledge and the ethics of instruction the ethics of paternalistic roles in sport and the nature of informed consent the ethics of equal opportunity legislation and anti-harassment legislation the ethics of technology in sport and exercise science the ethics of the globalisation of sport. The elective topic areas may include: sexual discrimination and exploitation, racism, cheating and fair play, drug use and abuse, violence, coaching, children’s rights, social class and HIV and sport.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate knowledge of the ethical implications of professional practice in the fields of physical education, sports management, sports science/ research and fitness instruction; Demonstrate a knowledge of the nature and significance of ethical inquiry in general, and a capacity to use this knowledge in the production of professional policy; Demonstrate a knowledge of the nature and significance of ‘principles of freedom, justice, beneficence and non-maleficence’ and ‘the importance of paternalism’ as they relate to various practices/approaches within the field of sport and physical education; Demonstrate a knowledge of the nature and significance of the relationship between the private individual and the public practice/ management of sport; Demonstrate a knowledge of the ethical implications of the globalisation of various sports and the role of the media and the marketing profession in producing a global sports practice; Demonstrate the capacity to critically examine (in oral and written forms) arguments/problems arising out of lecture/seminar/ reading materials; Demonstrate the capacity to mount and defend (in oral and written forms) their own well reasoned positions with respect to the issues dealt with in the lectures/seminars; Demonstrate an understanding of the need to respect and tolerate culturally and linguistically diverse communities.

Class Contact: 1.5 hours of tutorials per week. 

Required Readings: The unit of study lecturer will make available an online booklet of readings and online lecture notes.

Assessment: Assignment, Responses to two tutorial papers, 20%. Test, Topic tests, 60%. Research Paper, Collaborative research paper, 20%. Total effective word limit 3000 words.

AHE3200 PROFESSIONAL ETHICS

Locations: Footscray Park.

Prerequisites: Nil.

Description: A lecture/tutorial unit designed to develop the student’s awareness and appreciation of the ethical dimensions of the educator’s and the administrator’s role within sport, exercise science and physical education. The unit aims to develop a theoretical knowledge of the basic principles of movement and technique, skill acquisition in a range of athletic events, Plus the practical knowledge involved in both instruction and management. The unit will cover the following topics through lectures and seminars: Demonstrate a knowledge of the nature and significance of the relationship between the private individual and the public practice/ management of sport; Demonstrate a knowledge of the ethical implications of the globalisation of various sports and the role of the media and the marketing profession in producing a global sports practice; Demonstrate the capacity to critically examine (in oral and written forms) arguments/problems arising out of lecture/seminar/ reading materials; Demonstrate the capacity to mount and defend (in oral and written forms) their own well reasoned positions with respect to the issues dealt with in the lectures/seminars; Demonstrate an understanding of the need to respect and tolerate culturally and linguistically diverse communities.

Class Contact: 1.5 hours of tutorials per week. 

Required Readings: The unit of study lecturer will make available an online booklet of readings and online lecture notes.

Assessment: Assignment, Responses to two tutorial papers, 20%. Test, Topic tests, 60%. Research Paper, Collaborative research paper, 20%. Total effective word limit 3000 words.
instructional techniques to enhance skills of people with a disability; normalisation and integration; community-based sport for people with a disability.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to understand the field of adapted physical education; plan and prepare appropriate and safe sessions to meet the individual needs of participants with disabilities; coach adults and children with an intellectual disability; design and modify the game environment for all participants; apply practical professional experiences in the area of adapted physical education; understand the essential theoretical skills of adapted physical education; analyse and change (if required) ineffective coaching/teaching behaviors in a variety of settings; recognise the opportunities and resources available to physical education specialists working with people who have a disability.

**Class Contact:** 1 hour lecture and 1.5 hour laboratory each week.

**Required Reading:** Sherrill, C 2004, Adapted physical activity, recreation and sport, 6th edn, McGraw-Hill, Boston.

**Assessment:** Practicum, Lesson plans and reviews, 30%. Case Study, One on one, 20%. Examination, Lecture and readings, 50%. Total effective word limit 3000 words.

**AHE3250 SOCIO-HISTORICAL SPORT COACHING**

**Locations:** Footscray Park.

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

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to interpret and discuss the history of modern sport coaching; interpret and discuss sport coaching theories and how these apply to coaching practice; demonstrate knowledge of various coaching models and methods; recognise how sport coaching may reflect a broader cultural context; demonstrate a reflexive and critical approach to coaching practice and evaluate their current practices based on this approach.

**Class Contact:** This unit comprises a one hour lecture and 1.5 hour lab/tutorial per week for twelve weeks, or equivalent.

**Required Reading:** From sidelines to centre field: a history of sports coaching in Australia, Phillips, M 2000, Sydney: UNSW Press.

**Assessment:** Presentation, Tutorial presentation, 30%. Essay, Final essay, 40%. Other, Individual coaching evaluation, 30%. Total effective word count 3000 words.

**AHE3251 PREVENTION, MANAGEMENT AND RECOVERY FROM INJURY**

**Locations:** Footscray Park.

**Description:** Injuries are the unwanted side effects of active engagement in sport. It is estimated that annually one in six Australians suffer a sports related injury. Sport coaches often witness injuries first hand and are often responsible for initial injury management until professional help is sought when major injuries occur, and the ongoing management when minor injuries occur. Hence, sport coaches play an important role in the overall management of injuries, and the development of knowledge and expertise of injuries, illness and recovery are vital for sport coaches. Coaches who possess at least a fundamental knowledge of injury, illness and recovery will not only feel more competent and confident but importantly, will be able to reduce the stress and overall prognosis for athletes.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to identify common sporting injuries and differentiate between acute versus chronic, soft tissue versus hard tissue; and extrinsic versus intrinsic etiology; demonstrate understanding of the importance and place of musculoskeletal screening and injury prevention; demonstrate understanding of the immune response to exercise, and identify strategies to minimise illness; demonstrate understanding of the psychosocial drivers of injury and illness; acquire knowledge of current best practice in recovery strategies from an evidence-based perspective, as well as best practice in program modification for training and competition, to manage injuries; complete a recognised two-day first aid course (eg. St John’s Ambulance).

**Class Contact:** This unit comprises a one hour lecture and 1.5 hour lab/tutorial per week for twelve weeks, or equivalent.

**Required Reading:** To be provided Sports injuries guidebook: athletes’ and coaches’ resource for identification, treatment and recovery, Golfin, RS (ed) 2008, Champaign, IL: Human Kinetics.

**Assessment:** Students must complete an approved 2-day first aid course. Presentation, Class presentation, 25%. Examination, Mid semester exam, 25%. Laboratory Work, Case studies, 25%. Examination, Final, 25%. Total effective word count 3000 words.

**AHE3252 ETHICAL BEHAVIOUR IN SPORT COACHING**

**Locations:** Footscray Park.

**Description:** The lectures/seminars/tutorials in this unit are designed to develop the student’s awareness and appreciation of the ethical dimensions of the coach’s role within sport, fitness services and physical education. They also develop the student’s ability to critically analyse the ethical components of the many issues, practices and relationships within the sport/physical education profession so that the student’s functioning within those roles will be ethically informed. The core lecture topic areas include: the foundations of, and skills required in, ethical inquiry; ethics of western liberal (sporting) societies; the social construction of knowledge and the ethics of instruction and the ethics of relationships, paternalism and informed consent. The specific topic areas include: equal opportunity legislation, including anti-harassment laws, cheating and fair play, drug use and abuse, violence, children’s rights, sexual abuse and harassment. The class will be interactive, and include discussion ‘roundtables’, ‘hypotheticals’, and ‘mock cases’, as well as guest speakers. Additional practical learning will occur through practical and fieldwork.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to demonstrate knowledge of the ethical implications of professional practice in the fields of physical education, sports coaching and fitness instruction; demonstrate knowledge of the nature and significance of ethical inquiry, and a capacity to use this knowledge in the production of professional coaching policy; demonstrate knowledge of the nature and significance of ‘rights’ and ‘paternalism’ as they relate to various practices/approaches within the field of sport coaching and physical education; demonstrate the capacity to mount and defend (in oral and written forms) their own well reasoned positions with respect to the issues dealt with in the lectures/seminars and to develop a personal coaching philosophy that is grounded in ethical principles; demonstrate an understanding of, and tolerance for, socially, culturally and linguistically diverse communities.

**Class Contact:** This unit comprises a one hour lecture and 1.5 hour lab/tutorial per week for twelve weeks, or equivalent.
AHE3280 TEAM SPORTS

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit is designed to develop the students’ knowledge and ability to conduct physical education classes involving team sports and games. This unit adopts a sport education model and Game Sense approach when providing students with an opportunity to plan, implement and evaluate group sessions related to team sports and games. The activities will include invasion games, racquet sports and ball games.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Design and modify the game environment for all participants. Adults and children in a wide variety of group sports and games; Demonstrate their understanding of the essential theoretical skills to teach team sports; Demonstrate their ability to plan, implement and evaluate group sessions using models of Game Sense and Sports Education; Demonstrate their ability to coach adults and children in a wide variety of group sports and games; Demonstrate their ability to design and modify the game environment for all participants.

Class Contact: 1 hour lecture and 1.5 hour lab each week for one semester.

Required Reading: As advised by lecturer.

Assessment: Workshop, Teaching session, 50%. Assignment, Research assignment, 20%. Other, Resources file, 30%. Total effective word limit 3000 words.

AHE4580 APPLIED SPORT PSYCHOLOGY

Locations: Footscray Park.

Prerequisites: AHE1206 - SPORT PSYCHOLOGY

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

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: Understand what psychology is, the history of psychology, and the fundamentals of the main schools of psychology; Understand how psychological phenomena influences behaviour in sport and physical activity settings; Understand how psychology affects performance in sport; Understand how participation in sport influences the psychological characteristics of the individual; Deconstruct the attributes, characteristics and behaviours of successful coaching; Understand issues in applied sport psychology, including psychology of coaching, imagery and goal setting.

Class Contact: 1 hour lecture and 1.5 hour tutorial/workshop.

Required Reading: Selected readings will be assigned by the lecturer.

Assessment: Other, Newspaper scrapbook, 20%. Other, Book review, 30%. Journal, Reflective journal, 30%. Other, Participation and attendance (inc readings), 20%.

AHH0421 HONOURS THESIS

Locations: Footscray Park.

Prerequisites: Nil.

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

Credit Points: 48

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

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

Required Reading: To be advised by lecturer.

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

AHH5010 EXERCISE PHYSIOLOGY THEORY AND PRACTICE

Locations: Footscray Park.

Prerequisites: Nil.

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

Credit Points: 12

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

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

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

**AHHS012 MOTOR CONTROL AND SKILL IN EXERCISE**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study is designed to introduce students to the knowledge bases and skills to understand how humans control movement, and how movement skill is acquired. Students are introduced to: functional neuroanatomy; the neuro-mechanical basis of the control of human movement as it relates to exercise and sport, at the central, spinal and peripheral levels of the nervous system. Students also gain knowledge and understanding of the wide range of factors affecting the process of motor skill learning and motor performance such as practice structure and the development of automativeness in skills. Students will be introduced to theoretical and practical aspects of experimental design and procedures used in motor learning research. Tools used include: WebCT, powerpoint, multimedia, intranet and internet.

**Credit Points:** 12

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

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


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

**AHHS014 BIOMECHANICS THEORY AND PRACTICE**

**Locations:** City Flinders.

**Prerequisites:** Nil.

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

**Credit Points:** 12

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

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

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

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

**AHHS080 BIOMECHANICS OF HUMAN MOVEMENT**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study aims to: develop an understanding of the biomechanical basis of fitness and sports performance; familiarise students with the use of biomechanical, laboratory and field techniques for assessing fitness and sports performance. The unit will include the following topics: performance assessment in both fitness and sport by means of 2D and 3D video techniques, EMG, foot pressure sensing. Iso-kinetic dynamometry and force platforms are an integral part of the unit.

**Credit Points:** 12

**Learning Outcomes:** To be advised.

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

**Required Reading:** To be advised by lecturer.

**Assessment:** Examination 50%; Coursework 50%.

**AHHS081 BIOMECHANICS TESTING AND EVALUATION**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study aims to: promote an understanding of the variety of laboratory and field skills used in the biomechanical assessment of the exercising human; promote the capacity to develop original laboratory and field skills to be used in the assessment of the exercising human. The unit will include the following topics: iso-kinetic dynamometry; electromyography; anthropometric techniques; force platform analysis; videography; and goniometry.

**Credit Points:** 12

**Learning Outcomes:** To be advised.

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

**Required Reading:** To be advised by lecturer.

**Assessment:** Laboratory handbook 40%; Laboratory theory examination 30%; Laboratory practical examination 30%.

**AHHS100 APPLIED PSYCHOLOGY OF SPORT AND EXERCISE**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

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

**Credit Points:** 12
Learning Outcomes: On successful completion of this unit, students will be able to understand the theoretical knowledge and practical skills necessary to the task of prescribing exercise; prescribe theoretically sound exercise programs for a variety of sporting populations and exercising individuals.

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


Assessment: Exercise, Oral test review of anatomy/physiology of exercise, 10%; Case Study, Child 20%, sub-elite 20%, elite 20%, 60%. Examination, Final examination, 40%; Report, Written - 1500 words, 30%. Case Study, Written - 1500 words, 30%. Examination, Written - 2000 words, 40%.

AHHS140 EXERCISE PRESCRIPTION

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study aims to: provide students with the theoretical knowledge and practical skills necessary to the task of prescribing exercise; prescribe theoretically sound exercise programs for a variety of sporting populations and exercising individuals.

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


Assessment: Exercise, Oral test review of anatomy/physiology of exercise, 10%; Case Study, Child 20%, sub-elite 20%, elite 20%, 60%. Examination, Final examination, 40%; Report, Written - 1500 words, 30%. Case Study, Written - 1500 words, 30%. Examination, Written - 2000 words, 40%.

AHHS160 EXERCISE AND SPORT SCIENCES FIELDWORK

Locations: Footscray Park.

Prerequisites: Nil.

Description: The aims of this unit of study are to: provide students with the theoretical knowledge and practical skills necessary to the task of prescribing exercise; prescribe theoretically sound exercise programs for a variety of sporting populations and exercising individuals.

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


Assessment: Exercise, Oral test review of anatomy/physiology of exercise, 10%; Case Study, Child 20%, sub-elite 20%, elite 20%, 60%. Examination, Final examination, 40%; Report, Written - 1500 words, 30%. Case Study, Written - 1500 words, 30%. Examination, Written - 2000 words, 40%.

AHHS120 NUTRITION AND DIET FOR PERFORMANCE

Locations: Footscray Park.

Prerequisites: Nil.

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

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to demonstrate their understanding of the metabolic basis of prescription; low back care and prescription; flexibility and prescription; soft tissue rehabilitation; weight control; nutrition and prescription; resistance training prescription; prescription in the pre- and postnatal environment; prescription for the elite athlete, the cardiovascularly impaired, the aged, the disabled and the child.

Credit Points: 12

AHHS113 RESISTANCE TRAINING

Locations: Footscray Park.

Prerequisites: Nil.

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

Credit Points: 12

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

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

Required Reading: Nil.

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

AHHS120 NUTRITION AND DIET FOR PERFORMANCE

Locations: Footscray Park.

Prerequisites: Nil.

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

Credit Points: 12

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

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

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

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

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evaluation of exercise and sport science programs; Demonstrate practical knowledge of differing organisational models, the roles of other health professionals, referral and communication pathways and medical record systems; Identify incorrect execution of exercises; Discuss exercise progression with exercise practitioner and client.

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

Required Reading: To be advised by lecturer.

Assessment: Due to the individual nature of this unit of study assessment is graded on a satisfactory/unsatisfactory basis. All components of assessment must be completed and passed in order to receive a satisfactory grade.

Practicum, Fieldwork (160 hours minimum) & field supervisor’s evaluation, Pass/Fail. Report, Completion of a satisfactory placement report, Pass/Fail. Other, Class readings, Pass/Fail. Assignment, Class assignments, Pass/Fail. Total effective word limit 5000 words.

AHMS203 PROGRAM ADMINISTRATION AND DELIVERY

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will provide students the opportunity to explore the principles of administration theory and apply the principles in the recreation service delivery sector. Emphasis will be placed on the experience of students and will challenge the current practices with alternative models of administration and delivery systems. The unit aims to develop an understanding of administration theory and apply that theory to the practice of delivering recreation services.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to understand administration as a systematic planning process using different models of program development as they apply to recreation and sport services; Incorporate the necessary steps in program design within a variety of organisational designs and structures, noting the relationship to the operating philosophy of an agency and its selected means of programming for its clients; Identify different recreation/sport programming models and apply these models to current programming practice, and evaluate existing services.

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

Required Reading: Contemporary articles, web materials and excerpts from relevant texts will be identified and explored during class sessions. To be advised by lecturer.

Assessment: Students are required to negotiate a contract between the lecturer and themselves regarding their assessment.

AHQ0001 ADVANCED QUANTITATIVE RESEARCH METHODS

Locations: St Albans, Footscray Park, City Flinders, Other.

Prerequisites: Nil.

Description: This unit of study provides students with advanced knowledge and skills in qualitative research methodologies and procedures. Topics include: major paradigms and theoretical perspectives of qualitative research; major qualitative research methodologies eg. ethnography, grounded theory, phenomenology, poststructural/critical research, action research, case studies etc. Technique and procedures of advanced skills in data collection including participant and non-participant observational strategies, individual and group interviewing techniques, and unobtrusive strategies such as document analysis. Techniques for qualitative data analysis include using computers in qualitative data analysis. Credibility and trustworthiness issues, ethical issues and writing up of qualitative research will be discussed.

Credit Points: 16

Learning Outcomes: To be advised.

Class Contact: One two-hour seminar and one one-hour tutorial per week for one semester.


Assessment: Research proposal or critique 50%; Data analysis project 50%.

AHQ0002 ADVANCED QUANTITATIVE RESEARCH METHODS

Locations: St Albans, Footscray Park, City Flinders.

Prerequisites: Nil.

Description: This unit of study provides students with advanced knowledge and skills in qualitative research methodologies and procedures. Topics include: major paradigms and theoretical perspectives of qualitative research; major qualitative research methodologies eg. ethnography, grounded theory, phenomenology, poststructural/critical research, action research, case studies etc. Technique and procedures of advanced skills in data collection including participant and non-participant observational strategies, individual and group interviewing techniques, and unobtrusive strategies such as document analysis. Techniques for qualitative data analysis include using computers in qualitative data analysis. Credibility and trustworthiness issues, ethical issues and writing up of qualitative research will be discussed.

Credit Points: 16

Learning Outcomes: To be advised.

Class Contact: One two-hour seminar and one one-hour tutorial per week for one semester.


Assessment: Seminar paper on research design of a proposed project 50%; A written report on the process of data collection and analysis 50%.

AHRO243 EXPEDITION LEADERSHIP

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will cover: a review of leadership skills, techniques and approaches relevant to expeditions; examination of expeditions as an educational activity within schools, therapeutic programs and commercial/ corporate programs; investigation of the contemporary and historical purposes behind expeditions; co-ordination and planning procedures for an expedition; risk management and safety procedures; reflection and review process to assess the effectiveness and learning potential of expeditions.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to understand the theory and purpose of expeditions; Demonstrate planning and leadership skills for an expedition; Safely implement an appropriate risk management...
plan for an expedition; Complete an expedition of a minimum of 8 days duration; Review, reflect and analyze the learning outcomes of the expedition; Present a summary of the expedition and its outcomes to their peers.

Class Contact: Equivalent to 3.5 hours of seminars weekly, Plus an 8 day expedition.


Assessment: Practicum, Expedition planning proposal and practical preparation, 20%.
Other, Expedition plan, 60%. Presentation, Review seminar/presentation, 20%.

AHR4431 HONOURS THESIS (FULL-TIME)
Locations: Footscray Park.

Prerequisites: Nil.

Description: The Honours thesis is designed to be an educational experience that gives the student the opportunity to conceptualise, design, implement and evaluate a specific research project related to recreation management. Unlike a Masters or Doctoral thesis, the Honours thesis is not expected to, although it may, contribute to a discipline's body of knowledge. The broad aim of the unit is to promote the development of the student as an independent researcher. The specific aims are to develop and use the skills necessary to conduct a research project and present a formal written thesis. The student should be able to generally display the resourcefulness and academic rigour required of an independent researcher. More specifically, the student should be able to: identify/construct a research problem or issue; review the relevant literature; determine appropriate methods (including ethics) to study the problem; collect and analyse data, using suitable quantitative, qualitative or other appropriate methods and techniques; report the results; discuss the results in the context of the review of literature, draw conclusions, evaluate the process undertaken and make recommendations for future research and for practice; and present the whole process clearly and accurately in a formal thesis normally between 7000 and 15,000 words.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to Conduct a research project; Present a formal written thesis.

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

Required Reading: To be advised by lecturer.

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

AHR4432 HONOURS THESIS (PART-TIME)
Locations: Footscray Park.

Prerequisites: Nil.

Description: The Honours thesis is designed to be an educational experience that gives the student the opportunity to conceptualise, design, implement and evaluate a specific research project related to recreation management. Unlike a Masters or Doctoral thesis, the Honours thesis is not expected to, although it may, contribute to a discipline’s body of knowledge. The broad aim of the unit is to promote the development of the student as an independent researcher. The specific aims are to develop and use the skills necessary to conduct a research project and present a formal written thesis. The student should be able to generally display the resourcefulness and academic rigour required of an independent researcher. More specifically, the student should be able to: identify/construct a research problem or issue; review the relevant literature; determine appropriate methods (including ethics) to study the problem; collect and analyse data, using suitable quantitative, qualitative or other appropriate methods and techniques; report the results; discuss the results in the context of the review of literature, draw conclusions, evaluate the process undertaken and make recommendations for future research and for practice; and present the whole process clearly and accurately in a formal thesis normally between 7000 and 15,000 words.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to Conduct a research project; Present a formal written thesis.

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

Required Reading: To be advised by lecturer.

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

AHS0050 SPORT AND GLOBALISATION
Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study begins with a detailed analysis of globalisation and the way in which it affects the international flow of both material and cultural 'products'. Special attention will be directed to the ways in which the global communication systems impact on local sport communities, and the responses they make. The sport federations studied will include the IOC, FIFA, FINA, ITF, and the IAAF. The professional sport leagues studied will include: the Premier Soccer League in England; the European Champions League; and in America, the NFL, NBA, NBA, and MLB. The sport circuits studied include: Formula 1 Grand Prix; the Motor Cycle Grand Prix; tennis; and track and field. The mega-event cases will focus on rugby and soccer. The unit ends with an examination of the ways in which Australian sport can link into the global sport network, and how these links can assist Australian sport development.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Demonstrate their ability to communicate in verbal form a critical understanding of globalisation and a major international sporting event. Demonstrate their ability to communicate in written form, supported by research evidence, a critical understanding of globalisation and a major international sporting event. Demonstrate their ability to critique articles related to globalisation issues and sport.

Class Contact: 2.5 hour workshop each week.


Assessment: Project, A major project that examines a major international sports federation, league, circuit or event, 50%. Presentation, Tutorial participation involving presentation and group leadership, 30%. Examination, Issues paper that examines the background to a problematic feature of international sport, 20%.
AHS0051 MANAGING SPORT FUTURES

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study begins with a consideration of the rapid and fundamental changes confronting the individual and society and the likely impact on work and leisure. A range of theoretical perspectives will be used to analyse these changes: postfeminism, postcolonialism and postmodernism. The implications for sport will be central to the unit. Topics include: sport technologies and design innovation; genetic manipulation; body monitoring; electronic sport; tele-realistic sport; tele-robotics; e-commerce for sport retailing; multimedia; interactivity; digital venues; simulators; the information society; electronic sport; virtual sport; cybersport; virtual fitness; virtual billboards and post-electronic advertising; artificial intelligence; and the challenge of new disabilities. Finally, practices for managing the postmodern scene will be developed for athletes, spectators, coaches and others working and playing in the postmodern sport arena.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to demonstrate written and verbal understanding of postmodern theories of the person, society, technology and sport. They will develop an ability to identify management opportunities and perspectives within the postmodern, technologically and environmentally challenged and changing global sports context.

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

Required Reading: Sport and postmodern times, Rail, G 1998, SUNY, New York.

Assessment: Project, A major project, 50%. Participation, Participation in workshop activities, 30%. Other, Submission of issues paper, 20%.

AHS0052 SPORT TOURS AND TEAM ITINERARY PLANNING

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study begins with an analysis of frameworks and classifications for understanding the nature of sport team itinerary planning, and the leading of sport tours. It then details the major supply and demand descriptors. The characteristics of the sport tour and team itinerary experience are described and analysed. The major social, economic, ecological, health and political issues related to team travel and sport tours are submitted for critical analysis. Attention then falls on the Australian scene wherein sport tours and team itinerary planning is placed in historical context. A special focus is put on the role of government in supporting and promoting team travel and sport tours. Management, marketing, planning and policy development strategies and skills are detailed. Case studies will be used throughout.

Local cases include: national championships, the Australian Tennis Open, AFL Grand Final, Melbourne Cup, Olympic and Commonwealth Games, World Masters Games and the Melbourne Festival. Overseas cases include: World Championships, Wimbledon Tennis Open, Tour De France, the Gay and Lesbian Games, World University Games, the Superbowl, and selected sport sites of historical significance.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to understand the increase in sport tourism and the growing attention of industry, government and research in this field. Define understand the concepts of sport tourism and sport tourism; Highlight the major segments of sport tourism, including active, event and nostalgia sport tourism, as well as the capacity to provide specific examples of each; Understand how interdisciplinary research can advance the understanding of sport tourism as an academic subsequent and an industry sector.

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


Assessment: Project, A major project, 60%. Other, Seminar paper, 20%. Presentation, Class presentation, 20%.

AHS0053 BUSINESS TOPICS IN SPORT ADMINISTRATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will cover specific sport management competencies that will enhance the professional skills of students. Topics will be rotated to take into account student interest, current problems facing the sport industry, and emerging skill requirements. Topics will include: statistics packages for sport managers; consumer behaviour in sport; stadium design for sport leagues and mega-sport events; managing sport crowds; and strategies for community sport development.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to identify key trends in global sport management; Understand the emerging skill requirements in the commercial and community sport sectors; Demonstrate new found proficiency in a specific field of sport management; Explain how this proficiency can improve the overall effectiveness and efficiency of sport events, facilities, associations and leagues.

Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour; Field visits: 10 hours.


Assessment: Test, Mid-semester quiz on global trends in sport management (200 words), 20%. Report, Individual report that analyses a current problem in sport management (800 words), 30%. Case Study, Uses observations and interviews to examine how a specific management skill was applied to a sport organisation’s operations (2000 words), 50%.

AHS0054 SPORT GAMING AND GAMBLING

Locations: Footscray Park.

Prerequisites: Nil.

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

Credit Points: 12

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

Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour for one semester.

Required Reading: Wann bet Winners and losers in gambling’s luck myth, Castello, T & Miller, R 2000, Allen and Unwin, St Leonards, New South Wales.

Assessment: Project, Group tutorial project/presentation (45 minutes; 1000 words), 30%. Research Paper, Research paper (2000 words), 32%. Examination, Final examination (2 hours), 38%.
AHS0055 COMPARATIVE STUDIES IN SPORT AND PUBLIC POLICY

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study begins with a consideration of the transformation of Australian sport over the last 50 years. A range of theoretical perspectives will be used to analyse these changes. These perspectives involve a neo-Marxist approach, a pluralist approach, and a managerialist approach. The unit will then discuss and explain a number of the turning points in Australian sport policy. Current government policies on sport will be reviewed, and the impact of these policies on sport development will be analysed. Australian sport policy will be contrasted with sport policy in Great Britain, New Zealand, North America and Europe. The unit will end with a detailed discussion of how changes in policy can be used to manufacture/engineer different forms of sport development and sport structures.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to explain how government policy is formulated and implemented within a sport context; identify the benefits that arise from government involvement in sport; explain how different political ideologies influence sport policy; provide a detailed history of Commonwealth Government sport policy; critically review current Commonwealth Government sport policy; compare and contrast Australian sport policy with the sport policy of other countries.

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


Assessment: Project, Major project (3000-4000 words), 50%. Workshop, Participation in workshop and online activities, 30%. Other, Submission of issues paper, 20%.

AHS0071 ADMINISTRATION OF AQUATIC PROGRAMS

Locations: Footscray Park.

Prerequisites: Nil.

Description: The overall aim of this unit of study is to give students knowledge and practical expertise in the administration of an aquatic recreation facility. It will also qualify them for the Royal Life Saving Society Pool Lifeguard Award. The practical and theoretical parts of the unit include: water chemistry; Health Department regulations; microbiology and disease in the aquatic environment; and an overview of the operation of pool treatment plants. Overall facility administration, aquatic recreation programming and safety issues in this environment will also be covered. The Pool Lifeguard award covers the major areas of safety and risk management, pool surveillance and life guarding and aquatic emergency care. Students will be given the option of taking out the RLSSA Pool Lifeguard Award if they are holders of the Bronze Medallion. Students will meet the cost of obtaining these awards.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to understand and use knowledge of pool operations, water treatment, aquatic facility administration, aquatic programming, risk management and emergency procedures within an aquatic leisure facility; fulfil professional lifeguard duties including the overseeing of safety and emergency procedures within an aquatic leisure facility.

Class Contact: This unit is delivered intensively over one week, usually during the summer school period. Equivalent to 30 contact hours.

Required Reading: Lifeguarding: the manual, RLSSA, nd, RLSSA, Australia, RLSSA, nd, RLSSA, nd, RLSSA. Australia.

Assessment: Examination, Practical (in the water and testing scenarios), examinations (for the Pool Lifeguard Award), 45%. Examination, Theory examination (2 hours, short answer) (for the Pool Lifeguard Award) (800 words), 25%. Research Paper, Research paper (on a central aspect of management of an aquatic leisure facility) (2000 words), 30%.

AHS0072 SPORT AND PUBLIC POLICY

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will introduce students to the Australian government sport policy and the ways in which it impacts on the structure and operation of organisations in the field of sport. It addresses both elite and community sport and takes a global perspective by making international comparisons and linkages.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to understand how government policy is formulated and implemented within a sport and recreation context; identify the benefits that may arise from government involvement in sport; explain how different political ideologies influence sport policy; provide a detailed history of Commonwealth Government sport policy; critically review current Commonwealth Government sport policy, particularly the balance between elite and community sport development; understand the ways in which Commonwealth policies connect with state and local government sport policies; compare and contrast Australian sport policy with the sport policy of other countries.

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


Assessment: Other, Briefing paper on the justification for government support for sport (500 words), 20%. Assignment, Assignment that examines the formation and implementation of a policy initiative (500 words), 30%. Assignment, Major assignment that provides international policy evaluation (2000 words), 50%.

AHS0113 SOCIAL ISSUES IN SPORT ADMINISTRATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: The aim of this unit of study is for students to develop an understanding of how sociological forces impact on the sport administration process. The unit focuses on some of the major issues facing Australian sport including: drugs; on-field violence; crowd violence and riots; injuries and accidents; player welfare and retirement; sexual harassment; body image and gender identity; crime, corruption and match fixing. These issues are considered in the broader social context, and subsequently linked to appropriate management strategies. The policy implications of these issues are also explored.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to understand current issues confronting sport: drugs, on-field violence, crowd violence and riots, injuries and accidents, retirement, sexual harassment, misdemeanours, crime and corruption, environmental impacts, body image and so on; Place the above in the broader social (sociological) context; Have the capacity to develop specific management strategies, both extra-organisational and intra-organisational to address issues in sport; Provide relevant sport policy initiatives.

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


Assessment: Tutorial Participation, Tutorial participation and presentation, 50%. Other, Major term paper, 50%.

AHS0114 FOOTBALL STUDIES

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study adopts a multidisciplinary approach to the study of various codes of football. Particular attention is given to the historical,
economic and cultural dimensions of the sport at local, national and international levels. The unit also seeks to contextualise the increasing globalisation and commercialisation of football through a cross-code analysis of a number of related themes, namely gender, identity, ethnicity, fandom and community. A number of methodologies for undertaking football-related research are also considered. In this unit of study, special attention is given to the academic skills of reading, writing and research, complementing the instruction provided in other units.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to understand the origins, development and diffusion of various football codes; critically discuss and apply various research methods to the various football codes and the football industry in specific Australian contexts (i.e. communicate effectively as a professional and citizen and locate, evaluate, manage and use information effectively); bring historical knowledge to bear upon the understanding of current issues and themes associated with the football industry from a global perspective (i.e. be an effective problem-solver in a range of settings, including professional practice, and work both autonomously and collaboratively as a professional).

Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour for one semester.


Assessment: Exercise, Archival field trip report (250 words), 15%. Research Paper, Research paper (2,000 words), 60%. Examination, Final examination (1.5 hours), 25%. Total effective word limit 3000 words.

AHS0131 RECREATION ENTREPRENEURSHIP

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study outlines the application of management techniques in a small recreation business environment. The operational issues involved in establishing and starting a small business in recreation are presented. Students will become familiar with community-based resources and networks applicable to small business in recreation. Understanding the processes and application of Australian taxation laws, with particular emphasis upon the GST, is important in the unit. Students will learn how to develop a sound business proposal that sets out a strategic plan and fundamental operational strategies and to prepare and submit tender documents for recreation services.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to apply small business management principles in a recreation setting; demonstrate an awareness of the community networks and resources available to support small businesses in recreation; apply basic legal and taxation principles for a small business in recreation; develop a tender document to undertake a recreation-based project.

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

Required Reading: A Book of Readings distributed by lecturer.

Assessment: Exercise, Individual small business proposal (1500 words), 40%. Report, Individual report on an issue in small business development in recreation (1000 words), 30%. Project, Syndicate project tender proposal for real recreation project (WIL) (1000 words per syndicate member), 30%.

AHS0134 INCLUSIVE RECREATION STRATEGIES

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will provide students with an overview of strategies and techniques that can be used to create inclusive recreation opportunities and environments. It will include: an overview of contemporary inclusive practices; recreational needs and interests of diverse populations; barriers and constraints facing recreation participants; and strategies needed to plan, develop, implement and evaluate inclusive recreation opportunities and environments. It will present students with the opportunities to utilise the skills they have acquired in Recreation Activity Leadership and Sport and Recreation Programming. The unit will be a complementary unit to Disability Awareness, Community Development, Ageing and Leisure and Children and Youth Recreation as well as build upon the knowledge, skills and abilities acquired from these units.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to demonstrate an understanding of the value and need for inclusive recreation; demonstrate an understanding of diverse population groups including multicultural groups, individuals with disabilities, older adults, alternative lifestyle groups and the invisible groups in society such as the homeless; develop, implement and evaluate inclusive recreation activities and experiences; apply key inclusive recreation practices; express personal and professional philosophies for the provision of inclusive recreation.

Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour; Field work: 20 hours.


Assessment: Other, Quizzes (600 words, 40%), Project, Individual project (WIL) (1200 words), 30%. Project, Group project (WIL) (1200 words per student), 30%.

AHS0141 BUSHWALKING LEADERSHIP

Locations: Footscray Park.

Prerequisites: AHS0102 - THEORIES OF OUTDOOR EDUCATION

Description: This unit of study complies with industry standards and requirements as established by the Adventure Activity Standards and administered by the Outdoor Recreation Centre. In this unit students will develop: lightweight camping skills, planning and logistics, facilitation and leadership skills to participate in and conduct day and extended overnight bushwalks. They will gain sound knowledge of the theories and modes of instruction of bushwalking and an understanding of the physical, mental and social demands of bushwalking and lightweight camping. Caring for, and appreciation of, the bush environment through the utilisation of minimal impact practices and industry-accepted standards will be emphasised.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to plan, implement and review day and extended overnight bushwalks; effectively manage groups in a range of environments through an understanding and application of leadership and group interaction theories; demonstrate effective minimum impact approaches to bushwalking and the importance of sustainable practices in the bush environment; select appropriate equipment for each bushwalk, and provide appropriate instructional techniques to ensure safe outcomes.

Class Contact: Lectures: 12 x 1 hour; Tutorials: 12 x 2.5 hours; Camp-based: 200 hours.

Required Reading: Bushwalking and mountaincraft leadership, Victorian Bushwalking and Mountaincraft Leadership Training Advisory Board 2002, Department of Sport and Recreation, Melbourne.

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

AHS0144 THEORY AND APPLICATION OF ROCK CLIMBING

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit complies with industry standards and requirements as established by the Adventure Activity Standards and administered by the Outdoor
Recreation Centre. This unit will introduce students to the activity of rock climbing covering a brief history of its development and explaining the different styles of climbing that exist today. The unit focuses on the use of rock climbing and abseiling as a recreational activity and educational tool for groups within the community.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to
1. Appreciate the theoretical, educational, environmental and recreational outcomes of climbing and abseiling; Identify potential hazards in climbing environments and develop risk management strategies to counter these hazards; Safely manage groups through an understanding of effective leadership theory and planning practices; Examine the implications of Department of Education Safety Guidelines in development of rock climbing and abseiling activities; Demonstrate the required skills to assist in the successful facilitation of climbing experiences, with the opportunity to satisfy the Artificial Surface Climbing Guide qualification.

Class Contact: Lectures: 12 x 1 hour; Tutorials: 12 x 2.5 hours; Field trips: 168 hours.


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

AHS0145 THEORY AND APPLICATION OF SNORKELLING

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study complies with industry standards and requirements as established by the Adventure Activity Standards and administered by the Outdoor Recreation Centre. In this unit students will develop a comprehensive knowledge of snorkelling techniques, dive planning and group management, dive site assessments, dive leadership and legal and safety issues. At the completion of the unit students will be provided with the opportunity to obtain an industry-recognised Snorkel Instructor Award. This will enable students to instruct snorkelling to a diverse range of groups. Previous basic snorkelling experience is required.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to
- Plan, implement and instruct snorkelling experiences for a variety of specific populations including those with an educational focus, eg. primary and secondary school students, corporate groups and those with a recreational focus, eg. community groups and commercial groups; Demonstrate appropriate snorkelling and snorkelling instructional skills through an exploration of instructional techniques and theories; Appreciate the flora and fauna of the aquatic environment, environmental issues and minimal impact practices required to ensure sustainability; Identify risks, and implement effective strategies to manage those risks through an understanding of risk management theory and practice; Examine the implications of Department of Education Safety Guidelines in development of snorkelling activities; Understand the anatomical and physiological changes to the body while snorkelling and the physical adaptations required to prevent pressure injuries; Understand the use of the snorkelling experience for a range of educational and recreational outcomes.

Class Contact: Equivalent to 3.5 hours of lectures/tutorial each week. Camp-based field work.

Required Reading: Required reading will be provided to students prior to the commencement of the unit.

Assessment: Assignment, Written assignments/presentations (1500 words), 50%. Other, Practical skills and field work (WIL equivalent) (1500 words), 50%. Written assignments and presentations are developed in conjunction with practical skills and fieldwork. Students will negotiate an area of research and a literature review that relate to an aspect of their studies. The findings of their research will be presented to their peers.

AHS0232 PARK MANAGEMENT

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study considers issues related to the management and provision of natural environments for quality outdoor experiences. Planning and management of parks to meet the sometimes competing economic, environmental and leisure goals of a changing society present a challenge for the recreation professional. This unit seeks to address the issues that arise from conflicting demands by providing an historical and cultural perspective of parks by presenting an overview of current park management concepts and techniques, and by encouraging a critical assessment of current management practices.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to
- Understand the ways in which urban, regional and national park systems in Australia evolved to meet the changing demands of society for nature-based leisure opportunities; Understand the major concepts underlying parks and park systems; Understand competing demands on a diminishing natural resource base in a climate of environmental and economic accountability; Better manage parks and park systems; Evaluate the appropriateness of strategies that are being implemented by park management.

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

Required Reading: Protected area management: principles and practice, Worboys, G, Lockwood, M & De Lacy, T 2001, Oxford University Press, Melbourne, Victoria, Online resources associated with city, state and national parks in Australia.

Assessment: Presentation, Group park analysis: report and presentation (WIL) (1000 words per student), 35%. Essay, Individual issue essay (WIL) (1200 words), 25%. Examination, Mid-semster test and final examination (1200 words), 40%.

AHS0242 THEORY AND INSTRUCTION OF RIVER CRAFT

Locations: Footscray Park, Melton.

Prerequisites: Nil.

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

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to
- Understand the industry context of river craft and have the opportunity to gain their Flat Water Instructor Level 1 and White Water Guide Level 2; Understand the safety issues and risk management of aquatic environments through the exploration of risk management theory and practice; Apply appropriate planning and facilitation strategies to plan and lead trips on Grade 2 rivers; Facilitate and teach specific learning outcomes for diverse groups; Appreciate the environmental issues surrounding inland waterways and utilise minimal impact practices to assist in maintaining the sustainability of this environment; Appreciate the value of river trips as recreational experiences and educational tools.
**AHS0246 THEORY AND APPLICATION OF SKI TOURING**

**Locations:** Footscray Park, Melton.

**Prerequisites:** AHS0141 - BUSHWALKING LEADERSHIP

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

**Credit Points:** 12

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

1. Demonstrate a theoretical and practical knowledge of alpine environments and the skills required to travel and camp safely in remote locations; Demonstrate strategies to manage and lead groups in remote and extreme environments through an exploration of leadership and group management theory; Explain experiences of a range of survival techniques and risk management processes for alpine environments; Demonstrate the development of cross-country skiing skills towards gaining an Assistant Instructors qualification.

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

**Required Reading:**


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

**AHS0248 THEORY AND APPLICATION OF MOUNTAIN BIKE LEADERSHIP**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

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

**Credit Points:** 12

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

1. Demonstrate practical teaching and facilitation strategies in relation to leading groups in a variety of environments; Apply leadership and group management theories related to mountain bike leadership; Understand risk management theory and practice related to the safe conduct of mountain biking experiences; Perform basic safety checks and maintenance on bicycles; Ensure the safe management of groups and individuals; Demonstrate enhanced cycling skills and experience, and develop an understanding of the efficient biomechanics of cycling; Express an appreciation for the bush environment, environmental issues and sustainability practices related to mountain biking; Understand cycling common practice and the law.

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


**Assessment:** Practicum, Practical skills and field work (WIL equivalent) (1500 words), 50%. Assignment, Written assignments/presentations (1500 words), 50%.
AHS0249 THEORY AND PRACTICE OF ADVENTURE PROGRAMMING

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study complies with industry standards and requirements as established by the National Outdoor Leadership Registration Scheme and the Adventure Activity Standards. In this unit emphasis will be on developing specific leadership experience with adventure/recreation programs, as well as examining critical leadership and program design elements. Personal leadership skills and styles will be developed. The unit will integrate adventure-based experiential learning theories, models and concepts with the skills of adventure programming and implementation and the safety procedures necessary to lead the activities. Specific areas of the application of adventure therapy will also be considered.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Apply skills in the selection and facilitation of adventure-based learning activities; Utilise specific leadership theories and techniques in adventure-based learning; Utilise debriefing, transference and processing theories and skills; Appropriately apply the processes and theories of providing feedback; Conduct a needs assessment for successful adventure-based program design; Employ techniques in managing group safety during activity participation.

Class Contact: Lectures: 12 x 1.5 hour; Tutorial: 12 x 2 hours; Camps: 90 hours.

Required Reading: Exploring islands of healing: new perspectives on adventure based counselling, School, J & Maizell, R 2002, Project Adventure, Beverly, MA.

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

AHS0283 FIELD EXPERIENCE

Locations: Footscray Park.

Prerequisites: Nil.

Description: Field experience aims to provide students with the opportunity to place their acquired theory and knowledge into a relevant and practical context through application.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Provide students with valuable practical experience in sport that can be recorded in their resume and discussed during future job interviews; Enhance the employability of students in the sports industry through experience gained, and skills developed, during a 105-hour placement; Further develop each student’s network of sport industry contacts; Reinforce or add to each student’s prior knowledge of online learning and communication techniques.

Class Contact: 1 hour seminar.

Required Reading: To be advised by lecturer.

Assessment: Report, Placement Report, 100%.

AHS0290 DIRECTED STUDY

Locations: Footscray Park, Melton.

Prerequisites: Nil.

Description: This unit of study will cover a range of areas in the field of recreation, sport or education negotiated by the students and the supervisor. Examples of likely ways in which study may be directed include the following: critical reviews/papers; annotated bibliography; instrumentation design; pilot projects; performance pieces; facility or program development; facility or program critique; policy analysis etc.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Negotiate their topic with an appropriate lecturer/supervisor to develop a formal written contract detailing the scope of their proposal for directed study Theoretical outcomes and practical outcomes, will be specified in this contract, the regular contact requirements and the progressive assessment.

Class Contact: Regular contact must be negotiated in the contract with the individual student.

Required Reading: To be negotiated with supervisor.

Assessment: Contracted progressively, submitted and assessed educational exercises (eg. annotated bibliography, review paper(s), program critique, etc) of various weightings 100% (Total Effective Word Limit 3000).

AHS0441 READING UNIT

Locations: Footscray Park.

Prerequisites: Nil.

Description: The Reading Unit is designed so that students are able to immerse themselves in a body of literature in a specific field related to sport administration. Students develop the requisite skills to review, analyse, synthesise and summarise academic literature.

Credit Points: 24

Learning Outcomes: To be advised.

Class Contact: The Reading Unit research process will be monitored by regular meetings with the supervisor in light of the agreed-upon Reading Unit proposal.

Required Reading: To be advised by the supervisor in consultation with the student.

Assessment: 5000 word critical review of literature 100%.

AHS1012 THEORIES OF OUTDOOR EDUCATION

Locations: Footscray Park, Melton.

Prerequisites: Nil.

Description: This unit of study will consider the history, philosophy and theoretical applications of outdoor education. It will explore the relationship between humans and nature, and the opportunities for personal growth through outdoor education programs. The concepts of leadership, safety, group management, program design and organisation will be introduced.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Critically analyse the past and future direction of outdoor education; Consider by application, the role of adventure in developing human potential and environmental understanding; Demonstrate knowledge and skills of lightweight camping; Interpret experiences of a range of outdoor education activities.

Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour; Field time: 48 hours.

Required Reading: Victorian Bushwalking and Mountain Craft Training Advisory Board 2000, Bushwalking and mountain craft leadership, Department of Sport and Recreation, Melbourne, Victoria.

Assessment: Practicum, Practical skills and field work (1000 words), 30%. Assignment, Written assignments/presentations (2000 words), 70%. Students will demonstrate a range of skills that relate to self and group maintenance in the outdoors. Written assignments and presentations are developed in conjunction with practical skills and fieldwork. Students will negotiate an area of research and a literature review that relate to an aspect of their studies. The findings of their research will be presented to their peers.
AHS1013 OUTDOOR SAFETY SKILLS

Locations: Melton.

Prerequisites: AHS1012 - THEORIES OF OUTDOOR EDUCATION

Description: This unit of study will examine issues relating to the safe conduct of outdoor education experiences from a range of perspectives. Students will develop their understanding of group management in dynamic environments, documentation, review procedures and the implementation of appropriate safety skills, as applied to a variety of environments and settings.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to use processes to identify and manage potential risks for individuals and groups in the outdoors; complete pre-trip planning and evaluation of potential risks; understand personal risk assessment; apply and evaluate risk assessment procedures to a range of outdoor educational and recreational activities.

Class Contact: Seminars: 12 x 2.5 hour; Camps: 120 hours.

Required Reading: The risk management document: strategies for risk management in outdoor and experiential learning, Dickson, T & Tungwell, M 2000, ORIC, Sydney.

Assessment: Practicum, Practical skills and field work (WIL equivalent) (1500 words), 50%. Assignment, Students will demonstrate a range of skills that relate to self and group maintenance in the outdoors. Written assignments/presentations (1500 words, 50%.

AHS1015 ENVIRONMENTAL INQUIRY

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will explore the interdependent relationship between humans and the environment with the focus on education for the environment. The aim is to foster a deeper understanding of the concepts of ecological sustainability and the conservation of natural and urban environments through inquiry and practical application.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to further explore, through analysis, their personal relationship with urban and non-urban environments; further explore, through analysis, the broad human relationships with urban and non-urban environments; investigate ecological relationships within different environments; apply their understandings of environmental interpretation in practical situations; understand different ecological cycles.

Class Contact: Seminars: 12 x 2.5 hour; Field days: 16 hours.

Required Reading: Current articles as specified by the lecturer.

Assessment: Practicum, Practical skills and field work (1000 words), 30%. Assignment, Written assignments/presentations (2000 words), 70%. Practical skills and field work - Students will demonstrate a range of skills that relate to self and group maintenance in the outdoors.

Written assignments and presentations are developed in conjunction with fieldwork investigations. Students will negotiate an area of environmental inquiry that relates to an aspect of the fieldwork. The findings of their research will be presented to their peers.

AHS1016 LEADERSHIP IN THE OUTDOORS

Locations: Footscray Park.

Prerequisites: AHS1012 - THEORIES OF OUTDOOR EDUCATION

Description: This unit of study aims to increase students’ understanding of the complexities of leadership, and to develop their skills with sound judgement, empathy and knowledge. Development of the students’ skills in processing, facilitating and debriefing experiential activities will also be a major focus as the successful application of these skills will enhance the learning outcomes of group experiences and individual experiences in outdoor education programs.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to explore, evaluate and implement different styles of leadership and develop strategies for effective leadership and teaching; better understand their own identity, personal strengths and weaknesses in relation to leadership issues; identify theories of group management and group dynamics within the outdoor environment and developed more confidence in managing group communication, interaction and conflict resolution; recognise a range of leadership approaches to crisis management; apply experiential learning theory; understand how to develop appropriate programs for the diverse needs of clients such as youth at risk.

Class Contact: Lectures: 12 x 1 hour; Tutorials: 12 x 1.5 hours; Field time: 100 hours.


Assessment: Other, Practical skills and field work (1500 words), 50%. Assignment, Written assignments/presentations (1500 words), 50%. Students will demonstrate a range of skills that relate to self and group maintenance in the outdoors.

AHS1017 CONTEMPORARY OUTDOOR RECREATION ISSUES AND TRENDS

Locations: Footscray Park, Melton.

Prerequisites: Nil.

Description: This unit of study will introduce students to outdoor recreation/adventure tourism and the role of outdoor adventure pursuits in meeting the diverse needs of the community. Students will further develop their understanding of the principles of leadership, legal liability, planning and programming, clothing and equipment, and skills development in the outdoor adventure context. The unit will also touch on the breadth of outdoor recreation activities and opportunities available in today’s society. Students will consider current trends, the development of an outdoor recreation-related philosophy, and how outdoor recreation/adventure tourism can be used in shaping people’s values and attitudes.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to demonstrate satisfactorily, the skills and techniques involved in participating in, and planning, safe, responsible and meaningful outdoor adventure programs; compile appropriate industry-related information to make sound planning decisions; understand, through analysis, the current social, political and environmental trends that influence outdoor recreation planning and adventure tourism decisions; apply appropriate theoretical models to generate suitable outcomes for diverse client groups.

Class Contact: Lectures: 12 x 1 hour; Tutorials: 12 x 1.5 hours; Field time: 48 hours.


Assessment: Assignment, Detailed plan and post-trip report for one outdoor activity (1200 words), 40%. Report, Participant trip log/report for two activities (800 words), 20%. Essay, Philosophy and values of outdoor recreation (1200 words), 40%.
AHS1018 EXPEDITION LEADERSHIP

Locations: Footscray Park.

Prerequisites: AHS0141 - BUSHWALKING LEADERSHIP
AHS1016 - LEADERSHIP IN THE OUTDOORS

Description: This unit complies with industry standards and requirements as established by the Adventure Activity Standards administered by the Outdoor Recreation Centre. In this unit students will develop and apply leadership skills developed in other core and stream units to extended outdoor expeditions. There will be a focus on the theory and practice of expeditoning. Comprehensive risk management planning and implementation will be a feature of the studies. The relevance of expeditoning as an educational and recreational activity will be investigated with particular reference to the development of self-confidence and basic social skills such as trust. The unit will allow students to explore leadership and group management theories and understandings experientially. An extended expedition is considered to be a minimum of eight days in duration.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Understand the theories and purposes of expeditions; Demonstrate planning and leadership skills for an expedition; Safely implement an appropriate risk management plan for an expedition; Complete an expedition of a minimum of eight days duration; Review, reflect and analyse the learning outcomes of the expedition; Report on an expedition and its outcomes to their peers.

Class Contact: Seminars: 12 x 3.5 hours; Camps: 184 hours.


Assessment: Other, Expedition planning proposal and practical preparation (WIL equivalent) (600 words), 20%. Other, Expedition plan (WIL equivalent) (1800 words), 60%. Presentation, Review seminar/presentation (600 words), 20%.

AHS1019 OUTDOOR AND ENVIRONMENTAL PHILOSOPHY

Locations: Footscray Park.

Prerequisites: AHS0141 - BUSHWALKING LEADERSHIP
AHS1016 - LEADERSHIP IN THE OUTDOORS

Description: This unit of study aims to challenge students' understanding of their world and to compare western philosophies with a range of other philosophical approaches. Eco-psychology, social ecology and adventure therapy approaches to the outdoors experience will also be discussed. Students will explore the evolution of environmental consciousness, including the consequences of urbanisation. Issues of social justice, gender and accessibility to outdoor education will be explored. This unit of study also aims to encourage students to develop a philosophical understanding of the implementation of outdoor education programs.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Understand philosophical perspectives relating to outdoor and environmental education; Construct a personal and professional commitment and philosophy which reflects values, ethics and morality in relation to experiences in the outdoors; Address issues relating to society and the environment in a socially critical manner; Understand current ethical issues in outdoor education/recreation; Plan and implement practical outdoor programs based on a sound theoretical basis.

Class Contact: Lectures: 12 x 1 hour; Tutorials: 12 x 1.5 hours; Field work: 60 hours.


Assessment: Other, Practical skills and field work (1500 words), 50%. Assignment, Written assignments/presentations (1500 words), 50%. Practical skills and field work - students will demonstrate a range of skills that relate to self and group maintenance in the outdoors

Written assignments and presentations are developed in conjunction with practical skills and fieldwork. Students will negotiate an area of research and a literature review that relate to an aspect of their studies. The findings of their research will be presented to their peers.

AHS1100 INTRODUCTION TO SPORT AND RECREATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: Introduction to Sport and Recreation is a foundation unit that provides students with knowledge and information that are important for all professionals in the sport and recreation industries. The unit creates the foundation for much of what is covered in other units and applied throughout graduates' careers. The unit aims to provide students with an understanding of the breadth and depth of the field of sport and recreation. The unit assists students to develop a personal and professional philosophy about sport and recreation service delivery. Students will gain an understanding of the development of sport and recreation in Australia and globally, the structure and role of government in sport and recreation policy, and an understanding of current political issues in the field.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Explain the range of sport and recreation services in Australia and explain how these services fit within the wider political, governmental and community context; Understand selected definitions, theories and philosophical concepts related to sport and recreation; Understand the role of government and its agencies in influencing the structure and development of sport and recreation in Australia; Locate credible references and use this information to write a report about a contemporary sport or recreation issue; Undertake a group project that increases students appreciation of the breadth and depth of sport and recreation services available to them and forms the basis of a report that summarises, critically reflects upon and relates this direct experience within the broader content of the unit.

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


Assessment: Report, Issues report. Review contemporary sport and recreation literature on a specific topic of interest to the student (2000 words), 35%. Project, [WIL] (600 words per student), 25%. Test, Tests: to demonstrate understanding of key concepts. (500 words), 40%. (This project will require students to experience a diverse range of sport and recreation programs and services, share these experiences within their group as well as relate these experiences to the broader content of the unit.)

AHS1101 DISABILITY AWARENESS IN SPORT AND RECREATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will promote an awareness and understanding of disability and recreation. Students will have the opportunity to explore personal and community attitudes toward, and behaviours dealing with, disabilities. Students will also acquire an understanding of the sociological, psychological and physiological traits of various groups of people with disabilities and the implications these have on the provision of recreation services. It will present students with the opportunity to build on the skills, knowledge and abilities they have acquired in Introduction to Recreation, and Recreation Activity Leadership. The unit will serve as a foundation unit for inclusive recreation strategies and leisure and ageing and will provide students with the ability to enlarge the concepts they are exposed to in units such as Sport and Recreation Programming, Sport and Recreation Planning and Community Development.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to demonstrate sensitivity and concern for diverse populations; understand personal attitudes and behaviours toward diverse populations; understand the sociological, psychological and physiological characteristics of various special groups and how these relate to recreation; understand the value of the provision of recreation for diverse populations; demonstrate knowledge of various settings for the delivery of recreation to diverse populations; identify potential community resources that may be of assistance in working with diverse populations; understand the concepts of inclusion, integration, mainstreaming and normalisation; demonstrate specific recreation skills, abilities and knowledge that may be utilised in working with diverse populations.

Class Contact: Lectures: 12 x 1 hour; Tutorials: 12 x 1.5 hours; Field work: 25 hours.

Required Reading: Prepared Book of Readings.

Assessment: Test, Quizzes (750 words), 50%. Project, Group project (WIL) (1000 words per student, 25%). Project, Individual project (WIL) (1000 words), 25%.

AHS1102 COMPUTERS IN SPORT AND RECREATION MANAGEMENT

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study seeks to provide students with understandings and skills in the application of basic computer programs to sport and recreation administration and leadership tasks. The unit will demonstrate to students the benefits of computing to the management of recreation and its impact on society. Students will develop an electronic portfolio of recreation-oriented computer application files that will facilitate the storage, manipulation and presentation of information. Skills acquired in the unit will assist in the study of most units of the course (e.g. wordprocessing and slide presentations) but particularly studies of financial and research aspects of sport and recreation through spreadsheet skills.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to understand the basic components and processes of computer technology; use computer file management processes; use wordprocessing to produce documents appropriate to the sport and recreation industry; apply spreadsheet programs to information storage and manipulation problems appropriate to the sport and recreation industry; understand the application of database management programs to store information; apply presentation programs to develop presentation slides; use computer-based communication systems to distribute and gather information; understand the impact of computer technology on modern life including recreation.

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

Required Reading: Manuals and help systems of Microsoft Office programs.

Assessment: Other, Collection of wordprocessing, 25%. Other, Spreadsheet, 25%. Other, Other software, 15%. Other, WebCT based discussions (750 words), 15%. Test, Competency test applications and file management (500 words), 20%.

AHS1103 RECREATION AND SPORT FOR CHILDREN AND YOUTH

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study provides students with skills that are important for recreation and sport leaders and administrators. For example, students will learn how to use demographic information to target specific age groups for programming. In addition, they will learn about the developmental milestones for each age group and issues that are relevant in regards to programming. Finally, they will examine different approaches to programming and learn how they are beneficial to the various age groups. This unit builds on the ideas that were presented in Introduction to Recreation, Programming in Recreation, Leadership in Recreation and Human Resource Management in Recreation. This unit provides students with skills to develop programs and initiatives that meet the changing needs of young people and the society at large.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to understand current issues relating to programming for children and young people; appreciate the value of inclusive programming; demonstrate clear strategies for achieving inclusive programming; understand different program structures that can be employed in working with children and young people; understand the ethical and moral considerations involved in working with children and young people.

Class Contact: Lectures: 12 x 1 hours; Tutorials: 12 x 1.5 hour; Field work: 3 hours.

Required Reading: Recreation and youth development, Witt, PA & Caldwell, LL 2005, Venture, State College, PA. PA. Reading Packet available at the bookshop. A selection of tutorial readings and internet searches will also be prescribed.

Assessment: Assignment, Child development case study individual assignment (1000 words), 20%. Report, Program observation reports (WIL) partner assignment (1500 words), 35%. Presentation, Programming paper and presentation partner assignment (1000 words), 25%. Examination, Final examination (500 words), 20%.

AHS1106 RECREATION ACTIVITY LEADERSHIP

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will provide students with a basic understanding of the concepts, theories and practice of leadership as it applies to the recreation setting. It will present students with the opportunities to select, create, modify and lead recreation activities and will serve as a foundation for recreation programming. The unit will introduce students to recreation activity leadership. Unit content will include: leadership concepts and theories; activity selection; activity analysis; activity modification; risk management and safety considerations; activity leadership guidelines; cultural, age and gender factors; and introduction to dance, drama, music, low-organised games, social recreation, recreational sport, art and craft, nature and outdoor adventure activities.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to appreciate relevant concepts, theories and applications of leadership in the recreation setting; determine appropriate leadership styles to apply to different recreation contexts; use an extensive repertoire of recreation activities; understand the outcomes and benefits associated with various activities; apply activity-planning techniques; lead activities in a variety of settings for a diverse range of participants; create and modify recreation activities; demonstrate enthusiastic commitment to activity delivery; evaluate recreation activity leadership.

Class Contact: Lectures: 12 x 2 hours; Workshops: 12 x 1.5 hours; Field work: 20 hours.


Assessment: Presentation, Group presentation (500 words), 15%. Participation, Leadership activities (2000 words), 65%. Test, Quiz (500 words), 20%.

AHS1107 SPORT, LEISURE AND SOCIETY

Locations: Footscray Park.

Prerequisites: Nil.

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

Credit Points: 12

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

Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour for one semester.

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

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

AHS1111 SPORT HISTORY AND CULTURE

Locations: Footscray Park.

Prerequisites: Nil.

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

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Understand the origins of Australian sport; Understand the development of sport as a major factor in Australian life; Critically use and analyse primary documents in the field of sports history; Critically discuss and research aspects of sport in an Australian context; Bring historical knowledge to bear upon the understanding of current issues associated with sport.

Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour for one semester.


Assessment: Exercise, Tutorial learning activities (600 words), 21%. Research Paper, Research paper (2000 words), 39%. Examination, Final examination (2 hours), 40%. Total effective word limit 3000 words.

AHS1114 SPORT FUNDING AND FINANCE

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will introduce students to the areas of budgeting and financial management, and their application to sporting organisations. The budgeting section will include an introduction to different budgeting systems, including zero-based, operating, capital and special project budgeting. Special attention will be given to break even analysis. The financial management section will provide for a detailed examination of the financial statements of sporting organisations and their use in administrative decision-making. Students will be introduced to the principles of double entry bookkeeping, balance sheets, profit and loss statements, cash flow statements, financial ratios, and the goods and services tax. Students will be required to examine a number of sport-related case studies.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Use the vocabulary of accounting and finance to make informed judgments about the financial affairs of sport organisations; Explain why sound financial management and planning is fundamental to the effective management of sport organisations; Explain the difference between financial management and financial planning in a sport context; Understand the principles of double entry bookkeeping; Explain what a balance sheet does and how it gets constructed; Identify the core features of an income and expenditure statement; Explain the function of a cash flow statement and what it is used for; Measure the profitability of sport organisations; Measure the ‘liquidity’ of sport organisations; Calculate levels of debt dependency of sport organisations; Calculate the wealth and net worth of sport organisations; Diagnose the financial health of sport clubs and associations; Explain the importance of sound financial planning and budgeting; Construct an operating budget for a sport event or project; Use break-even analysis to assist the budgeting process; Develop strategies for containing costs of sport events and projects; Use pricing strategies to broaden the revenue base and attract users, members and fans.

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

Required Reading: Sport funding and finance, Stewart, N 2006 Elsevier, Boston.

Assessment: Project, Financial plan for a sporting organisation, 20%. Test, Semester tests, 30%. Report, Financial report, 30%. Case Study, Case study analysis, 20%.

AHS1116 SPORT ADMINISTRATION FOUNDATIONS 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: Students will be introduced to the structure of the Australian sport industry, and will examine the major issues faced by contemporary sport managers. This unit will also introduce students to the strategies that can be used to bolster the performance of coaches, support staff, players, teams, members and fans. The concept of professionalism will also be addressed, and will focus on strategy, change, culture and quality. Students will also be required to undertake field observations involving the operation of a sport organisation. They will also be introduced to the Career Development Program.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Understand the distinction between sport organisations and the sport industry; Identify, analyse and discuss the various areas of organisation management in the sport industry; Identify, analyse and discuss the sport management environment; Identify, analyse and discuss the fundamental principles of sport management; Identify, analyse and discuss the future challenges facing sport management organisations; Demonstrate understanding of the various areas of organisational management by designing a sport organisation.

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


Assessment: Other, Online discussions; Workshop participation; Major project, 100%.
AHS1117  SPORT, POLITICS AND SOCIETY

Locations: Footscray Park.

Description: This unit of study provides a thorough examination of the current state of Australian sport from multiple perspectives. Firstly, it presents an historical assessment of the role of government and its agencies in influencing the structure and development of Australian sporting practices. Secondly, the unit examines the relationship between elite and community sport, with particular emphasis on the issue of funding and 'sport for all'. Lastly, it examines contemporary trends in Australian sport with reference to issues such as technology, media, lobby groups, ethnicity, race, gender, protest and the environment.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to critically discuss, research and write about political aspects of sport in an Australian context.

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


Assessment: Tutorial Participation, Tutorial participation, 20%. Examination, Examination, 40%. Research Paper, Research paper and presentation, 40%.

AHS1200  SPORT AND RECREATION MANAGEMENT

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit aims to provide students with a comprehensive introduction to the principles of management and their practical application to sport and recreation organisations operating at the community, state/provincial and international levels. The unit is divided into three major areas of sport and recreation management: the sport and recreation management environment; sport and recreation management principles; and future sport and recreation management challenges.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to identify the management factors involved in professional sport through to community sport and recreation; Demonstrate their understanding of the theoretical concepts of strategic management; Describe the key dimensions of an organisational structure; Distinguish between leadership and management; Identify why culture is important to sport and recreation organisations; Understand the characteristics of organisational governance for corporate and non-profit sport and recreation organisations; Analyse a number of challenges relating to the future of sport and recreation management.

Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour; Field Work: 10 hours.


Assessment: Essay, Management and leadership (group): critique the importance leadership plays in a management role (1000 words), 30%. Report, Strategic planning (individual): identify a strategic plan from a selected sport or recreation organisation and analyse (WIL) (1000 words), 30%. Examination, Final examination (300 words), 40%.

AHS1202  RECREATION PROGRAMMING

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study provides an overview of recreation program planning, development and implementation. It seeks to encourage and support the development of a personal programming philosophy based on an appreciation of the scope of recreation programming and recreation benefits. Recreation programs are one of the key mechanisms for consumers to experience a variety of recreation services. The unit aims to provide students with the knowledge and information to develop, plan, document and deliver recreation programs to different client groups. This unit is an essential first-year unit that sets the framework for recreation professionals to gain the skills to organise and deliver recreation services. The unit builds on the recreation activity skills developed in semester one to organise the activities into a wider framework that becomes a recreation program. This unit will inform students in a variety of other units in the course such as Human Resource in Sport and Recreation, Event Management in Sport and Recreation, Sport and Recreation Services Marketing, and Sport and Recreation Facility Management.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Explain the range of recreation programming concepts that impact on the planning, development and delivery of recreation programs; Write a recreation program plan; Develop and deliver recreation programs as part of a group to diverse sections of the community.

Class Contact: Lectures: 12 x 1.5 hours; Tutorials and field work: equivalent to 12 x 1 hour.


Assessment: Other, WIL element based on students' ability to work with the community organisation (1200 words), 40%. Participation, Program activities (groups of 3 or 4) (WIL): plan, develop, deliver and evaluate a recreation program for a community organisation. This assessment w, 30%. Examination, Final exam: an opportunity to demonstrate understanding of the key recreation programming concepts and their application in the recreation industry (1, 30%. Program plan (WIL): write a detailed recreation program plan for delivery of a recreation program for a sport or recreation organisation.

AHS1207  SPORT AND RECREATION CAREER DEVELOPMENT 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study seeks, notably early in the course, to help ensure that students obtain positive career outcomes on completion of their course. The unit is designed to bring students into career maturity before they graduate and equip them with the skills that will enable them to be proactive and strategic career builders during their studies to ensure employment upon graduation. Students are provided with an understanding of the variety of career outcomes in the various sport and recreation industry sectors. They learn the importance of gaining work-related experiences and achievements in the sport and recreation profession throughout their time as university students. The unit helps students to develop self-understanding to enable them to target their career actions. It imparts job hunting skills to secure a placement for this unit and career development post graduation. Students also participate in a relevant work integrated learning experience in a sport and recreation career placement of their choice. The placement should facilitate the advancement of the students' career options when they graduate from the course. Students must have a valid contract between the university, student and host organisation for the placement to be valid for this unit. Contract applications are to be completed at the CPD website. Once the application is approved an official contract it will be sent to student who must ensure copies are signed and returned to the university before the placement starts. Ideas for placement are also found at this website: Career and Professional Development website address: www.staff.vu.edu.au/hmrpcpd

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Discuss the many and varied career opportunities and industry sectors in the sport and recreation industry; Demonstrate understanding of the characteristics of particular sport and recreation jobs and make recommendations of sport or recreation careers that suit their preferred skills, interests and personality based upon personal Holland Self Directed Search results; Demonstrate familiarity with all aspects of the career placement contract system and complete all contractual arrangements
necessary to establish a 70-hour career placement; Appreciate the value, to their
future career, of part-time and casual work experiences in the sport and recreation
industry while they are completing their course. Take action to gain a recreation/sport
industry paid position before the end of the second year of their course; Access
the hidden sport and recreation job market and interview a person working in a career
of personal career interest; Prepare an up-to-date skill/achievement-focused resume;
Apply job-hunting skills to secure a 70-hour sport and recreation career placement
of the students’ choice that will advance their current career standing; Undertake
sport and recreation work tasks in a supervised environment (based on 70-hour
career placement); Write a business-like report that describes the context, objectives,
planning, implementation and evaluation of their work integrated learning (career
placement) and personal development of graduate employability skills, achievements
and attributes.

Class Contact: Half Day Workshop: 3.5 hours; Weekly Lectures: 6 x 1 hour; Weekly
Tutorials: 10 x 2 hours; Career placement within sport and recreation industry: 70
hours.

Required Reading: Real jobs to inspire future students, Dressler, A (et al) 2007,
Melb: Victoria University Publication. Career and professional development report
writing guidelines, Dressler, A 2011, Melb: Victoria University Publication. Career
and professional development guidelines, Funk, R 2011, Melb: Victoria University
Publication.

Assessment: Assignment, Holland Self-Directed Search assignment, 15%. Assignment,
Personal resume, 20%. Presentation, Information interview class presentation six
Power Point slides, 15%. Report, Successful completion of a 70-hour recreation career
placement with a placement contract and a written report based on placement,
50%. Students are required to attend all classes as much of the personal career
development occurs through the process in the class activities, insights, sharing and
learning. Career development is experiential.

Total effective word limit 3000 words.

AHS1218 SPORT ADMINISTRATION FOUNDATIONS 2

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will cover the following aspects of sport administration:
economic and commercial factors that influence the operation of sport; primary and
secondary stakeholders in sport; the special nature of sport, and the implications
for the marketing and promotion of sport; tools and procedures for monitoring sport
organisation performance.

Credit Points: 12

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

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

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

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

AHS1221 SPORT CAREER DEVELOPMENT 1

Locations: Footscray Park.

Prerequisites: Nil.

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

Credit Points: 12

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

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

Required Reading: Career and Professional Development website: www.staff.
Placement Report Writing Guidelines.

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

AHS2111 SPORT SPONSORSHIP

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study aims to introduce students to a variety of strategies
that may be used to broaden the funding base of organisations. Students will be
given a sound knowledge of the processes and procedures in sourcing and servicing
sponsorships. The unit is divided into three sections: sponsor objectives and benefits,
identifying and approaching sponsors and developing and packaging sponsorships;
developing a sponsorship proposal, negotiating the sponsorship, the sponsorship
agreement and managing the sponsorship; and evaluating the sponsorship and the
renewal process. Students will be required to prepare and present a sponsorship
proposal.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to
Apply sponsorship concepts in the management and delivery of sport services;
Appreciate the process associated with sponsorship packaging; Design strategies to
understand sponsorship organisations; Apply the concepts relating to sponsorship
deals; Manage the elements of the sponsorship deal; Understand the development,
implementation and evaluation of a sponsorship plan; Apply control and monitoring (evaluation) systems; Consider how innovative sponsorship efforts lead to renewing and long-term sponsorship contracts.

Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour for one semester; Field work: 20 hours.

Required Reading: Developing successful sport sponsorship plans, Stotlar, D 2004, Fitness Information Technology, Morgantown, US.

Assessment: Tutorial Participation, Tutorial reading and participation, 10%. Presentation, Tutorial presentation, 15%. Other, Sponsorship proposal, 50%. Examination, Final examination, 25%.

AHS2300 EVENT MANAGEMENT IN SPORT AND RECREATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit has three main aims: to provide students with a hands-on approach to the processes and procedures in designing, planning, staging and evaluating sport and recreational events; to introduce students to a range of events and increase their knowledge and competency base in the field of event management; and to introduce students to the principles and practices of project management and effective teamwork.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to demonstrate competency in sport and recreation event and project management; Know the theories and application of sport and recreation event management, project management and effective teamwork principles; Gain knowledge through experience of professionalism in the event management field; Apply effective communication, teamwork and relationship building with the main event stakeholders; Critically reflect on, evaluate and improve upon individual and team performance during an event management process and write a final report; Demonstrate leadership skills, initiative and problem-solving in the sport or recreation event management process; Appreciate the theories and professional practices of all stages of the planning, operation and evaluation stages of sport and recreation event management; Appreciate the variety of events and the role of diverse service providers as well as the resources available in the event management field.

Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour; Field work: 20 hours.


Assessment: Examination, Assessment 1: Take home exam (short answer 12-15 questions) (600 words), 20%. Project, Assessment 2: Communication, team work and event performance (WIL) (1000 words per student) (Team charter (teams of 3-5) 15% which provides a plan of, 35%. Report, Assessment 3: Major event report/evaluation 20%; and lecturer assessment 10% (WIL) (1000 words). Total for Assessment 3, 30%. Project, Assessment 4: Sport and recreation event specifics assignment (500 words per student) 15%. Students work in pairs and research specific aspects of a s, 15%.

AHS2301 SPORT AND RECREATION SERVICES MARKETING

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study draws on marketing theory and practice to provide a framework for a customer-focused approach to sport and recreation service delivery. The unit draws on the content of Sport and Recreation Management as a basis for focused development of sport and recreation service delivery. Sport and Recreation Service Marketing provides students with skills and knowledge to deliver sport and recreation services and will also contribute to their Sport and Recreation Facility Management unit. The unit aims to provide students with an understanding of key marketing concepts and a capacity to apply these concepts in the sport and recreation industry.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to explain the range of marketing concepts and practices that are relevant for different sport and recreation organisations; Analyse marketing practices in sport and recreation organisations by locating, evaluating and managing relevant information to write a report that synthesises relevant literature and observed practice; Develop and present marketing strategies in applied sport and recreation settings by working in a group, using a range of relevant information to prepare a written report.

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


Assessment: Report, Market review (WIL). Students will be expected to work with a sport or recreation organisation of their choice and prepare a report that summarises an, 40%. Report, Applied marketing strategy (WIL). Groups of three to four students will be expected to develop an applied marketing strategy that relates to a real, 30%. Examination, final exam. A formal exam will provide students the opportunity to demonstrate their understanding of the key marketing concepts and their application, 30%.

AHS2305 SOCIAL PSYCHOLOGY OF RECREATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: Understanding human interaction, behaviour and decision-making processes is central to leisure, as well as being critical in any group setting, such as you would find in the role of a manager of a work team. This unit provides students with a social science discipline foundation to recreation management. The aim of this unit is to give students an opportunity to inquire into psychological processes that underlie leisure behaviours and the effects of leisure on various psychological states and processes. It is believed that these processes are fundamental to understanding the nature of leisure and leisure behaviours. As well, the unit will look at the place of leisure in students’ personal lives. Thus, this unit seeks to apply psychological concepts and theories to understand human interaction and leisure phenomena. This unit is an extension of Introduction to Recreation and stands besides Sport, Leisure and Society. The ideas developed in the unit are essential to an understanding of leisure planning, management and marketing, all of which are fundamental processes in all areas of leisure management. Understanding of these areas draws upon perspectives developed in foundation disciplines including Social Psychology of Recreation.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to explain the psychological nature (dimensions) of play and leisure and the conditions that help and hinder the experiencing of play and leisure; Explain progress through the developmental stages of play in childhood and leisure during adult life; Understand affective psychological processes such as leisure attitudes and motives that are believed to underlie various leisure behaviours; Understand how leisure experiences lead to psychosocial outcomes (benefits and dis-benefits) for people; Interpret and evaluate leisure behaviours and their associated beliefs and feelings, from psychological perspectives; Appreciate the importance of psychological perspectives in understanding and interpreting leisure behaviours; Advocate the benefits of quality leisure for personal development.

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

Required Reading: The social psychology of leisure, Mannell, RC & Kleiber, DA 1997, Venture, State College, PA.

Assessment: Essay, Short essays (500 words week 4; 500 words week 8), 20%. Essay, Research essay (select from set topics) (1500 words), 35%. Examination, End-of-semester exam (tests students’ knowledge of unit content) (500 words, 45%).
AHS2400 HUMAN RESOURCES IN SPORT AND RECREATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study aims to develop an understanding of people management as it relates to the delivery of sport and recreation services. Topics to be covered fall under three categories: the importance of human resource management (HRM) in Sport and Recreation Management; HRM planning in the Sport and Recreation Sector; the future HRM Challenges in Sport and Recreation Management. This unit builds on the ideas addressed in Introduction to Sport and Recreation Administration. The understandings and skills gained in this unit will assist students in studies in Career Development and Industry Placements.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Understand the definitions, environment/social/philosophical dimensions of people management in sport and recreation organisation and services; Understand contemporary concepts and approaches to managing people in the delivery and management of sport and recreation organisations and services; Apply human resource planning and management processes and strategies for effective management of employees and volunteers; Appreciate the diverse range of community and sport and recreation settings through which volunteers work; Develop strategic management approaches that address the needs and the skills of employees and volunteers to ensure the delivery of positive sport and recreation services within and external to the organisation; Determine the attributes associated with employee wellness and motivation; Understand personal relations issues associated with sport and recreation organisations and services.

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


Assessment: Project, Work integrated learning project that requires students to visit, discuss and analyse a selected sport/recreation club, 30%. Assignment, Develop a human resource management plan for the selected club, 30%. Assignment, Develop a human resource management kit for the selected club, 40%. Total effective word limit 3000 words.

AHS2404 RECREATION AND COMMUNITY DEVELOPMENT

Locations: Footscray Park.

Prerequisites: Nil.

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

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Understand the theory and philosophy of community development; Understand the strategies used in community development projects; Appreciate and respect marginalised and diverse groups of people in society; Apply the processes of group dynamics and collaboration.

Class Contact: Workshops: 12 x 2.5 hours; Field work: 3 hours.


Assessment: Report, Individual progress reports (3 X 10%) (1500 words), 30%. Examination, Individual reflection paper/final exam (1000 words), 20%. Other, Partner/group assessment (WIL) (2000 words per person), 50%.

AHS2405 RESEARCH AND EVALUATION IN SPORT AND RECREATION

Locations: Footscray Park.

Prerequisites: Nil.

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

Credit Points: 12

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

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


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

AHS3002 LEGAL ISSUES IN SPORT

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will include: Australian legal system: overview of foundations, institutions and legal principles; Corporations Law: the legal structure of sporting organisation and the significance of different business/organisational structures; Contract Law: introduction to contracts, employment contracts, restraint of trade, breach of contract and remedies for breach; Administrative Law: the role of sporting tribunals and athletes’ rights in relation to discipline; Medico-legal issues: discrimination (general, racial, gender, pregnancy), injuries and liability, negligence, transmission of disease and the use of drugs in sport; the financial obligations of athletes, employers and organisations: negligence, Trade Practices Act, taxation, advertising and sponsorship; intellectual property: copyright, trademarks, passing off, misleading and deceptive conduct; defamation: the protection of athletes’ reputations.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Understand a range of legal issues, and their consequences, relevant to the professional experience of employees and independent contractors in the field of sport; Understand terms, institutions, sources, content and practices of law in society as they apply to professional activities in the sports industry (courts visits); Understand the role of sports tribunals and athletes rights; Understand medico legal
issues as they relate to sport; Appreciate the importance of legal relations through
the law of contract, as well as aspects of dispute prevention and resolution, including
litigation as a last resort; Understand common law duties of care and their relationship
with professional indemnity insurance in the area of accident compensation;
Appreciate the role of human rights and anti-discrimination law as applied in sport;
Understand various rights and obligations under criminal and employment laws;
Identify problems with legal dimensions, and develop viable and preventative risk
management strategies (sport or recreation organisation [including local government]
legal issues); Use analytical procedures to assess the effectiveness of legal regulation,
formal dispute resolution and prevention in the field of sport; Deal with legal
practitioners and sources of law.

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

Required Reading: To be advised by lecturer.

Assessment: Test, Two class tests, 40%. Assignment, Assignment, 40%. Presentation,
Class presentation, 20%.

AHS3111 SPORT EVENT ADMINISTRATION

Locations: Footscray Park.

Prerequisites: Nil.

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

Credit Points: 12

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

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

Required Reading: The event management and marketing manual, The Wilkinson
Group 1988, The Event Management and Marketing Institute, Ontario, Festival and
ein, John Wiley and Sons, Brisbane.

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

AHS3112 SPORT VENUE AND STADIUM ADMINISTRATION

Locations: Footscray Park.

Prerequisites: Nil.

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

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to
Demonstrate knowledge of general sport facility planning, designing and
evaluation processes; Demonstrate knowledge of funding sources for facilities; Apply
management skills necessary for the successful daily operation, housekeeping,
maintenance, security and control of facilities; Demonstrate knowledge of risk
management and special issues in sport venue and facility management; Apply
knowledge and skills from other units such as marketing, financial management and
human resource management to management of sporting facilities.

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

Required Reading: Sports facility planning and management, Farmer, P, Mulrooney,

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

AHS3113 ETHICS AND SOCIAL POLICY IN SPORT

Locations: Footscray Park.

Prerequisites: Nil.

Description: The two main aims of this unit are: to develop the students’ awareness
and ability to analyse the ethical components of the many issues, practices and
relationships within the sport industry; and, to develop the students’ understanding
of the processes, applications and effectiveness of social policy in sport and how
this policy can be ethically informed. Core unit content includes: the nature of ethical
inquiry; the nature of professionalism and codes of conduct; business ethics; the
nature and application of social policy in sport; human rights; animal rights; equity;
social justice and environmental concerns.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to
Apply ethical thinking/problem-solving, as applied to professional practice;
Understand policy formation, implementation, and what makes ‘good’ (ie. effective
and ethical) policy; Better understand educational and consultative approaches to
implementing ethical policy in sport; Understand how to recognise and address (in
an effective and ethical manner) power and politics as an integral part of the policy
process in sporting organisations; Understand the nature and significance of the
relationship between the private individual and the public practice/management
of sport; Understand the nature and significance of the relationship between the
individual, the social practice and the institution of various sports; Examine critically
(in oral and written forms) arguments/problems arising out of lecture/seminar/
reading materials and student presentations; Mount and defend (in oral and written
forms) their own well-reasoned positions with respect to the issues dealt with in the
lectures/seminars.

Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour for one semester.

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

Assessment: Examination, Take home exams: (mid-semester 15%, exam period 25%) (1500 words), 40%. Other, WebCT weekly responses (weeks 6-11) (1500 words), 40%. Presentation, Major presentation (weeks 6-12) (25 minutes, groups of 2-3) (1000 words), 30%. Read and answer questions from six online readings of which
students must submit four.

Concentrates on ethical and social policy dimensions assigned to a topic using current
ethical issues and social policy of an Australian sport organisation(s).<cbr>-Debate 10%.
Students to contribute in an informed manner to class debates and activities. Students
submit debate mark online (out of 10) as well as lecturer’s (out of 10).
AHS3114 SPORT AND RECREATION FACILITY MANAGEMENT

Locations: Footscray Park.

Prerequisites: Nil.

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

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Understand general sport facility planning, designing and evaluation processes; Apply management skills necessary for the successful daily operation, housekeeping, maintenance, security and control of facilities in applied practical situations; Analyse facility risk management practice; Evaluate facility performance and prepare a written report.

Class Contact: Lectures: 12 x 1.5 hours; Tutorials/WebCT: 12 x 1.5 hour; Field work: 15 hours.


Assessment: Report, Field trip review: prepare a report that summarises and critiques facility management practices (WIL) (1000 words), 30%. Report, Facility performance evaluation report: (groups of three to four) collect data and evaluate the performance of a middle-sized sport or recreation fac, 40%. Examination, Final exam: the opportunity to demonstrate understanding of key facility management concepts and theories and their industry application (800 words), 30%.

AHS3213 SPORT CAREER DEVELOPMENT 2

Locations: Footscray Park.

Prerequisites: Nil.

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

Credit Points: 24

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

AHS3500 SPORT AND RECREATION FINANCIAL MANAGEMENT

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study gives students grounding in the basics of financial management and planning, and its application to the administration of sport and recreation organisations. The financial management section will focus on the principles of double entry and accrual accounting, and the construction and interpretation of balance sheets, income and expenditure statements, and cash flow statements. Special attention will be given to financial performance, and how financial ratios can be used to diagnose the financial health of sport and recreation organisations. The planning section will focus on the budgeting process, and how budgets can be used to monitor revenue and expenses, and capital spending. This section also examines costing and pricing issues and how they impact on the budgeting process. Class activities will centre on case studies of sport and recreation organisations, and experiential exercises.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Explain why sound financial management and planning is fundamental to the effective management of sport and recreation organisations; Understand the principles of accrual accounting and double entry bookkeeping; Measure the financial performance of sport and recreation organisations; Explain the importance of sound financial planning and budgeting; Construct an operating budget for a sport and recreation program; Use break-even analysis to assist the budgeting process; Apply strategies for containing costs of sport and recreation programs; Use pricing strategies to broaden the revenue base for sport and recreation programs.

Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour for one semester.

Required Reading: Sport funding and finance, Stewart, R 2007, Elsevier, Jordan Hill.

Assessment: Participation, In-class quizzes on accounting principles, financial statements, budgeting and costing, and pricing (1000 words), 40%. Report, Major report on financial performance of an organisation in the field of sport or recreation (2000 words), 60%.

AHS3502 RECREATION PLANNING AND POLICY

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study examines concepts and steps associated with community recreation planning and policy processes. The unit aims to introduce students to recreation planning and policy and develop the knowledge and skills to effect a number of different strategies and approaches to the development and evaluation of recreation plans and policies. The main skills in the role of recreation planner are taught and the relationships between recreation planning and urban, regional, state and national policies are analysed. The impacts of planning and policy development on facility development, program delivery and community development
AHS3503 LEGAL ISSUES IN SPORT AND RECREATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study examines selected prominent legal issues affecting the sport and recreation industries in Victoria and Australia-wide. It analyses the relationship between Federal, State and Local government law on a range of topics, including: personal injury (negligence and insurance law); contract and employment issues; land access; management and maintenance; anti-discrimination law and certain criminal offences dealing with sexual assault and child abuse, while providing guidance for students on when to obtain legal representation; and how to identify a potential legal problem.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to understand the concept of legal issues in sport and recreation, and the roles and responsibilities of legal professionals in the field. Students will also develop the ability to critically evaluate legal issues that arise in the field of sport and recreation.

Required Reading: Australasian Legal Information Institute database Online resources associated with Government and law institutions: (www.austlii.edu.au).

Assessment: Test, Mid-semester test (500 words), 30%. Presentation, Group research presentation on a selected legal issue (WIL) (1500 words per student), 30%. Examination, End-of-semester take home examination (WIL) (1000 words), 40%.

AHS3505 SPORT RECREATION AND SUSTAINABILITY

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study aims to provide students with a comprehensive introduction to the concepts, principles and strategies of sustainable sport and recreation management in the 21st century. The unit is divided into four major themes: environmental, social, economic and regulatory pressures for sustainable sport and recreation management in the 21st century; the broad response to environmental degradation and its historical development; principles and strategies for sustainable sport and recreation management; and climate change: key concepts, implications for sport and recreation management, and strategies for sport or recreation organisations in a carbon-constrained 21st century.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to demonstrate their understanding of the concepts of sustainability; the broad response to environmental degradation; demonstrate their understanding of the need for sustainable sport and recreation management practices by evaluating the environmental, social, economic and regulatory pressures emerging in the 21st century; understand the fundamental concepts of climate change; its key concepts, implications for sport and recreation management, and strategies for sport or recreation organisations in a carbon-constrained 21st century; define, understand and apply principles and strategies for sustainable management to sport and recreation case studies.

Class Contact: Lectures: 12 x 1 hour; Tutorials: 12 x 1.5 hours; Field work: 6 hours.


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

AHS3506 LEISURE AND AGING

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will provide students with an overview of leisure and ageing. It will examine the ageing population with particular reference to the demographically shifting context of Australia. It will also focus on: the diverse needs and interests of this population; the barriers and constraints they are facing; and the strategies that are needed to plan, develop, implement, and evaluate recreation opportunities and environments for our older adults. It will also emphasise the changing role and importance of leisure in the life-cycle. It will present students with the opportunities to build on the skills, knowledge, and abilities they have acquired in recreation activity leadership and sport and recreation programming while serving
as a complementary unit to inclusive recreation strategies, disability awareness, and community development.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to
- Demonstrate an understanding of the role and importance of leisure in the life-cycle and in the promotion of wellness;
- Demonstrate knowledge of the sociological, psychological and physiological characteristics of the aged;
- Understand the impact of the shifting demographic trends on the aged population within Australia;
- Understand the diverse needs and interests of this population;
- Understand the leisure constraints and barriers faced by older adults;
- Identify resources available to the aged community at the local, state and national levels;
- Plan, develop, implement and evaluate recreation opportunities and environments for older adults.

Class Contact: Lectures: 12 x 1.5 hours; tutorials: 12 x 1 hour; Field work: 25 hours.


Assessment: Project, Individual reminiscence project (WIL) (1000 words), 25%. Project, Group programming project (WIL) (1000 words per student), 25%. Other, Quizzes (1000 words), 50%.

AHS3600 SPORT AND RECREATION CAREER DEVELOPMENT

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study is designed to facilitate a successful transition from university to employment through further development of job-hunting strategies. Students will follow a career development model that will assist them to manage and build their own career. The unit seeks to provide students with greater understanding and skills for personal career goal setting and development of career action plans. The unit will also continue to develop practical sport and recreation skills through a substantial work integrated learning placement that is also focused on a career outcome on completion of the unit. Students will also start a relationship with a career mentor who will help them to transition into employment and support them during their first year of employment.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Identify work skills they are motivated to use, and establish their top eight personal career values; Describe their personality verbally and in writing; Analyse their motivated skills, career values and personality to make a recommendation for their first career, and design a career action plan to achieve their career goals; Present a refined personal, focused, skill-based, achievement orientated resume; Use a range of career strategies and job-hunting skills to find and establish a five-week or equivalent 175 hour work integrated learning placement or a 340 hour Sport and Recreation Management Internship; Negotiate and establish a work contract with a host organisation; Establish competencies, achievements and networks by completing a 175-hour placement or a Sport and Recreation Management Internship; Write a comprehensive business report based on the 175-hour placement or Sport and Recreation Management Internship.

Class Contact: Students attend 3 two hour seminars during semester 2 and a two day Workshop at the end of their course: 12 hours; Career Placement: 175 hours or if a successful candidate a Sport and Recreation Management Internship 340 hours.

Required Reading: PS. you need a resume - unleash your future and your career, Howard, G 2008, Inkstone Press Australia.


AHS4031 HONOURS THESIS (FULL-TIME)

Locations: Footscray Park.

Prerequisites: Nil.

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

Credit Points: 48

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

Class Contact: The research process will be monitored by regular meetings with the supervisor in light of the agreed-upon project proposal.

Required Reading: To be advised by the supervisor in consultation with the student.

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

AHS4032 HONOURS THESIS (PART-TIME)

Locations: Footscray Park.

Prerequisites: Nil.

Description: The Honours Thesis is designed to be an educational experience that gives students the opportunity to conceptualise, design, implement and evaluate a specific research project related to sport administration. Unlike a Masters or Doctoral thesis, the Honours thesis is not expected to, although it may, contribute to a discipline’s body of knowledge. The broad aim of the Honours thesis is to promote the development of the student as an independent researcher. The specific aims are to develop and use the knowledge and skills necessary to conduct a research project and present a formal written thesis. The student should generally be able to display the resourcefulness and academic rigour required of an independent researcher. More specifically the student should be able to: identify/construct a research problem or issue; review the relevant literature; determine appropriate methods (including ethics) to study the problem; collect and analyse data, using suitable quantitative, qualitative or other appropriate methods and techniques; report the results, discuss the results in the context of the review of literature, draw conclusions, evaluate the process undertaken and make recommendations for future research and for practice; and present the whole process clearly and accurately in a formal thesis normally between 10,000 and 20,000 words.
Credit Points: 24

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

Class Contact: The research process will be monitored by regular meetings with the supervisor in light of the agreed-upon project proposal.

Required Reading: To be advised by the supervisor in consultation with the student.

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

AHS7045 SPORT AND THE MEDIA

Locations: Footscray Park.

Prerequisites: Nil.

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

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to demonstrate critical awareness of how the media operate within Australian society generally and within sporting contexts specifically; produce a professional media release; organise and manage a media conference; research, construct and manage a radio program, internet site, community television program, newspaper article and media kit; assess how different sports can position themselves in order to attract publicity and exposure.

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


Assessment: Other, self-assessment (using a carefully designed template which involves short answers and box ticking) (300 words, 20%). Examination, Take home exams (weeks 6 and 11) (800 words), 35%. Project, Practical sports media project (WIL) (2000 words), 45%. Students are taken through a rigorous self-assessment process to maximise their class participation and learning outcomes;

In this project students produce media products and reports that are directly applicable to the sports industry.

AHS7055 CONTEMPORARY ISSUES IN SPORT ADMINISTRATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will cover specific themes and issues that will improve students’ understanding of the context in which sport operates, and allows an in-depth examination of a sport activity or policy initiative. Topics will be rotated to take account of a crisis or incident, and special developments. Topics will include: the culture and practice of cricket; the business and culture of horse racing; and the economics of professional sport leagues.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to explain the organisation and operation of contemporary sport; identify the key cultural and commercial forces operating in contemporary sport; diagnose the operation and performance of a sport organisation, event or league; understand how the structure and organisation of sport impacts upon its operation; understand how the culture of a sport impacts upon its operation.

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


Assessment: Other, Mid-semi-semester quiz (200 words), 20%. Report, Individual report (800 words), 30%. Case Study, Case study (2000 words), 50%.

AHS7056 PLAYER MANAGEMENT IN SPORT

Locations: Footscray Park, City Flinders.

Prerequisites: Nil.

Description: This unit of study develops students’ understanding of the fundamentals of effective player management, and how it impacts on player development and welfare. This will be done through a study of the relationship between players, coaches and officials, and the strategies that management use to control the behaviour and conditions of players.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to explain the ways in which commercialisation impacts on the roles and responsibilities of players in sports organisations; identify the key legal parameters that provide the basic working conditions for players; identify the basic rights of players in sports organisations; identify the obligations that players have to sports organisations and the broader public; list the fundamental provisions of a standard player employment contract; explain what a collective bargaining agreement is, how it might be negotiated, and the influence of player unions and associations on the process; explain what player welfare involves, and how player welfare programs are managed; understand the role of player agents and their relationship with sports organisations.

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


Assessment: Other, Mid-semi-semester quiz on rights and responsibilities of players in professional sports (200 words), 20%. Report, Individual report that analyses a collective bargaining agreement (300 words), 30%. Case Study, Case study of the player welfare program of a sports organisation that requires observations and interviews in a sports organisation setting (2500 word, 50%)

AHS7057 SPORT INDUSTRY RESEARCH PROJECT

Locations: Footscray Park.

Prerequisites: Nil.

Description: The primary aim of this unit of study is to give students the skills to undertake scholarly research into a broad array of sport and recreation-related issues and problems. This aim will be achieved by taking students through a sequence of learning activities, culminating in the completion of a major research project. This unit of study builds upon earlier topics and skills acquired in the sport and recreation management course. It also addresses the ways in which research can be used to solve problems and provide the catalyst for change at both the policy and planning levels in sport and recreation.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to
Explain the nature and purpose of scholarly research; Locate and review examples of
sport-related research; Identify and articulate a research problem in the field of
sport; Discuss different ways of tackling research problems; Design a research project;
Review literature relevant to a research problem; Design a methodology for completing
the research; Collect data using a variety of techniques; Compile and analyse the
research data; Write a research report.

Class Contact: Seminar: 12 x 2.5 hours for one semester.

Required Reading: Research methods for sports studies, Gratton, C & Jones, J 2004,
Routledge, London. Research in organisations and communities, Kayrooz, C & Trevitt,

Assessment: Literature Review, Review of the literature on a specific research topic
(500 words), 25%. Project, Compilation of a research project proposal (500 words),
25%. Project, Completion of a major research project (2000 words), 50%.

**AHX0015 SPORT AND CULTURE RESEARCH SEMINAR**

Locations: Footscray Park.

Prerequisites: Nil.

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

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to
Critically research, interpret, and then verbally discuss contemporary aspects of
sport and culture from a multidisciplinary perspective; Bring historical, philosophical
and sociological knowledge to bear upon written understandings of current issues
associated with sport and culture; Display in written and verbal form, an advanced
appreciation of different theoretical and methodological approaches to the study of
sport and culture.

Class Contact: Two hours per week for one semester comprising one two-hour seminar.

Required Reading: To be advised by lecturer.

Assessment: Papers, debates, presentations, projects 100%.

**AHX5017 CARDIORESPIRATORY AND METABOLIC PHYSIOLOGY FOR
REHABILITATION**

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will include: cardiology/pathophysiology and
rehabilitation: ischaemic, myocardial, pericardial and valvular disease, heart failure,
hypertension, electrocardiography; stroke (cerebro-vascular accident); cardio-
respiratory deficits; pulmonary diseases: asthma, chronic bronchitis and emphysema,
pneumonia, bronchiectasis, cystic fibrosis, tuberculosis, respiratory distress syndrome,
acute respiratory tract infections; metabolic/neuro-hormonal conditions: obesity,
diabetes, chronic fatigue syndrome, anaemias; inflammation, infection control
(including wound management) and haemostasis

Credit Points: 8

Learning Outcomes: On successful completion of this unit, students will be able to
Demonstrate knowledge of: cardiac pathophysiology and rehabilitation: ischaemic,
myocardial, pericardial and valvular disease, heart failure, hypertension,
electrocardiography; Demonstrate knowledge of: stroke (cerebro-vascular accident),
cardiorespiratory deficits, pulmonary diseases, asthma, chronic bronchitis and
emphysema, pneumonia, bronchiectasis, cystic fibrosis, tuberculosis, respiratory
distress syndrome, acute respiratory tract infections; Demonstrate knowledge of:
metabolic/neuro-endocrine conditions: have a knowledge of inflammation, infection
control (including wound management) and haemostasis.
Class Contact: Two hours of lectures per week for one semester.


Assessment: Attendance and participation 10%; Mid-semester exam 30%; End-of-semester exam 60%.

AHX5018 EXERCISE PRESCRIPTION FOR MUSCULO-SKELETAL AND NEUROLOGICAL CONDITIONS

Locations: Footscray Park.

Prerequisites: AHX5042 - MUSCULO-SKELETAL PHYSIOLOGY FOR REHABILITATION

Description: Exercise prescription for the following conditions: soft tissue, bone and joint injuries; extensive content on low back pain: spinal surgeries including laminectomies, fusions, discotomies and pain management; arthritis: osteo, rheumatoid, gout, ankyllosing spondylitis; osteoporosis; stroke and acquired head injury; spinal cord injury; multiple sclerosis; Parkinson’s disease; muscular dystrophy; knee and shoulder reconstructions; knee and hip replacements; and dementias. Exercise modes will include: hydrotherapy; Pilates exercise; Swiss Balls; stabilisation of lumbar, cervical and scapular segments; modified equipment; exercise for people in a wheelchair; gait aids; balance training/assessments.

Credit Points: 8

Learning Outcomes: On successful completion of this unit, students are expected to be able to take false histories and conduct physical examinations of clients with musculoskeletal and/or neurological conditions; identify exercise goals and barriers to exercise among clients with musculoskeletal and/or neurological conditions; identify risks associated with exercise, and contraindications to exercise, among clients with musculoskeletal and/or neurological conditions; discuss and explain a broad range of evidence-based exercise interventions useful among clients with musculoskeletal and/or neurological conditions; safely apply a broad range of evidence-based exercise interventions useful among clients with musculoskeletal and/or neurological conditions.

Class Contact: Four hours per week for one semester.

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

Assessment: Case Study, Musculoskeletal case study, 20%. Examination, Written final exam, 40%. Examination, Practical hurdle exam, 40%. Minimum effective word limit 5000 words.

AHX5031 PHYSIOLOGICAL TESTING FOR REHABILITATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study aims to provide students with knowledge and skill in the application of physiological techniques and protocols used to assess human movement and exercise performance with an emphasis on people recovering from injury or illness or people with permanent disabilities. The unit revises those techniques that students have previously used in the assessment of exercise performance in able-bodied people (including athletes) and then progresses to modifications of those techniques for use in exercise rehabilitation. The former include the measurements of skin-fold thicknesses, VO2 max, anaerobic threshold, acid-base responses to acute exercise, normal exercise electrocardiography and lung function while the latter includes VO2 peak, pathological electrocardiography, cardiovascular responses to exercise, blood lipids, interpretation of pulmonary function and dysfunction in exercise and the assessment of balance.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to apply physiological techniques and protocols to assess human movement and exercise performance with an emphasis on people recovering from, or living with, injury or illness.

Class Contact: Two hours per week for one semester.


Assessment: Attendance and participation 10%; Laboratory reports 60%; Practical examination 30%.
AHX5033 BIOMECHANICS THEORY AND PRACTICE FOR REHABILITATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: The theoretical component of this unit will provide students with general knowledge of the mechanical properties of biological materials and examine the biomechanical aspects of selected joints and the mechanics of movement applied to normal and pathological states. The practical part of the unit of study will provide students with knowledge of the biomechanical techniques used to assess human movement with an emphasis on injured or disabled individuals; Demonstrate practical skills necessary to assess muscular function.

Class Contact: One one-hour lecture Plus one two-hour laboratory session per week for one semester.


Assessment: Mid-semester exam 20%; Final examination 30%; Laboratory reports (2 @ 1000 words each) 30%; Assignment (1500 words) 20%.

AHX5034 EXERCISE PHYSIOLOGY IN THE WORKPLACE

Locations: Footscray Park.

Prerequisites: Nil.

Description: Students will practise the measurement, interpretation and communication of physiological data of workers and how these inter-relate to workers' exposure to environmental and occupational stressors. Measurements will include: functional capacity evaluations (FCE); functional job analyses (FJA); and descriptions (FJD) and the subsequent matching of workers' FCEs to the physical demands of their jobs, as identified by the FJAs and FJDs. Students will simulate the application of these in the areas of 'work conditioning' (for the job) and 'job matching workers to jobs that they can manage in terms of physical capacity and skill (pre- or early-employment screening). Environmental and occupational stressors that students will investigate include any combination of: cold and heat stress; repetitive movement over the course of a shift; vibration; awkward postures and positions; high loads; endurance demands; and mental and psychological stressors. Issues around fatigue management and the minimisation of human error to prevent injury will be emphasised. Students will explore the role of exercise conditioning for manual process fatigue management and the minimisation of human error to prevent injury will be emphasised.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: Two hours per week comprising a blend of lectures, group and laboratory work, supplemented by online teaching and mentoring (WebCT).


Assessment: Note: Core Graduate Attributes do not apply to postgraduate programs at this time. Literature review (2000-3000 words) 40%; Case report (1200 words each, excluding graphs, diagrams, tables, references) 30%; Laboratory skills and competencies 30%.

AHX5040 CASE MANAGEMENT FOR CLINICAL EXERCISE 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit enables students to continue to develop knowledge and skills related to the professional roles of clinical exercise physiologists. Students will explore professional requirements for case management in occupational rehabilitation, industry, and insurance sectors. Students will learn to plan and document clinical exercise service delivery to apparently healthy individuals, notably people seeking functional conditioning to meet the physical demands of work, and also people with occupational injuries seeking rehabilitation. Using a case-based learning model, particular attention will be given to the role, importance, and difficulties posed by various health systems (eg: insurance caps of health care costs) and comorbid disease (eg: depression, chronic fatigue syndrome).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to Demonstrate knowledge of the scope of professional roles available to clinical exercise practitioners, and how these intersect with the roles of other health professionals in the provision of services to people seeking functional conditioning to meet the physical demands of work, and people with occupational injuries seeking rehabilitation; Demonstrate knowledge of Australian health systems in the occupational, private industry and insurance sectors, including requirements for record keeping, billing procedures, referral and communication pathways and protocols between clinical exercise practitioners and other allied health professionals and medical practitioners; Design/select assessment methods and protocols, including history taking of clinical, lifestyle and environmental factors, risk factor stratification and risk/benefit analyses, assessments of functional, physical activity and exercise capacities, monitoring of signs and symptoms before, during and following exercise and capacity to take timely and appropriate action, identification of indicated and contraindicated exercises from all of the above factors; Demonstrate the knowledge and methods of effecting behavioural change to promote better health through exercise participation, with an emphasis on the graduated transfer from dependence on the clinical exercise practitioner to self-management strategies; Demonstrate the technical, ethical, management and legal challenges and issues associated with providing a competent service in clinical exercise in the occupational rehabilitation, industry, and insurance sectors; Demonstrate the use of evidence bases, particularly published research and practice models, in the design provision, and evaluation of clinical exercise services.

Class Contact: One hour case-based tutorial Plus one hour practical session per week for one semester.

Assessment: Case-based assessment 100% comprising two written case study reports submitted during the semester (800-1000 words each, 2 x 25% each) and an end of semester final written examination comprising two case studies (500-1000 words each, 50%).

AHX5041 FUNCTIONAL ANATOMY

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit of study will include: the physical properties of bone and collagenous tissues, orthopedics, muscular system, an overview of the nervous system; functional anatomy of the joints: shoulder complex, forearm, wrist hand complex, hip joint complex, knee complex, ankle foot complex; vertebral column, posture, locomotion, anatomy and performance.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Know the physical properties of bone and collagenous tissues, orthopedics, muscular system, and an overview of the nervous system;
- Understand the functional anatomy of the joints: shoulder complex, forearm, wrist hand complex, hip joint complex, knee complex, and ankle foot complex;
- Demonstrate knowledge of the vertebral column, posture, locomotion, anatomy and performance.

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

Required Reading: Moore, KL, Dolley, AF (eds), Donohoe, LS & Moore, M 1999, Clinically oriented anatomy, 4th edn, Lippincott Williams and Wilkins, Philadelphia.

Assessment: Final examination 60%; Ongoing assessment 10%; Flag-race (practical) exam 30%.

AHX5042 MUSCULO-SKELETAL PHYSIOLOGY FOR REHABILITATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will include: mechanisms of injury and repair in skeletal muscle and other soft tissues, bones and joints; chronic pain management; lower back pain; spinal surgeries including laminectomies, fusions, discectomies and pain management; arthritis: osteo, rheumatoid, gout, ankyllosing spondylitis; osteoporosis; stroke (cerebro-vascular accident): musculo-skeletal deficits; knee and shoulder reconstructions; knee and hip replacements; detrimental effects of long term inactivity and bed rest.

Credit Points: 8

Learning Outcomes: On successful completion of this unit, students will be able to:
- Recognise signs and symptoms in relation to the musculo-skeletal conditions covered in the unit;
- Understand the natural histories of musculo-skeletal diseases;
- Demonstrate basic knowledge and modes of self-learning for the medical, surgical and physical therapies that are effective for people with the conditions;
- Understand the role of exercise in the management of these diseases;
- Gather knowledge of the indications and contraindications of exercise.

Class Contact: Four hours of lectures per week for one semester. Weeks 1 to 6 inclusive will consist of theory content (muscles, joints and ligaments and associated assessment procedures and pathological conditions). Weeks 7 to 12 will consist of practical classes covering the assessment of said muscles, joints, ligaments and tendons through Observation, palpation of anatomical landmarks and muscles/tendons/ligaments/joints; standard muscle and joint tests used by clinical Exercise Physiologists in standard practice; posture and gait assessment; reflex tests; some basic special neurological tests used in EP practice.

Required Reading: Clinical Sports Medicine, Brukner & Khan 2007, 3rd edn, McGraw Hill.

Assessment: Assignment, Brief client information sheet of an allocated client, case study preparation, class project, practical examination.

AHX5043 QUANTITATIVE AND QUALITATIVE RESEARCH DESIGN AND METHODS FOR PRACTITIONERS

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will include: sampling and analytic methods for quantitative and qualitative research; questionnaire design and evaluation; determination of validity and reliability of research designs; development of ethics applications; evaluation of research designs of published papers.

Credit Points: 8

Learning Outcomes: On successful completion of this unit, students will be able to:
- Design, conduct and evaluate the following categories of research, using both quantitative and qualitative methods: single case reports or case studies, population-wide surveys, observational outcome studies and randomised trials.

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


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

AHX5044 EXERCISE INTERVENTIONS FOR CARDIORESPIRATORY AND METABOLIC CONDITIONS

Locations: Footscray Park.

Description: This unit of study will include exercise prescription for the following conditions: cardiac pathophysiology and rehabilitation including ischemic, myocardial, pericardial and valvular disease, heart failure, and hypertension; pulmonary diseases including asthma, chronic bronchitis and emphysema, pneumonia, bronchiectasis, cystic fibrosis, tuberculosis, respiratory distress syndrome, and acute respiratory tract infections; and metabolic conditions including obesity, diabetes, chronic fatigue syndrome, and anaemias.

Credit Points: 12

Learning Outcomes: On successful completion of this unit students are expected to be able to:
- Demonstrate knowledge of exercise prescription for cardiac pathophysiology and rehabilitation, ischaemic, myocardial, pericardial and valvular
disease, heart failure and hypertension; Demonstrate knowledge of clinical exercise testing and exercise prescription for pulmonary diseases, asthma, chronic bronchitis and emphysema pneumonia, bronchiectasis, cystic fibrosis, tuberculosis, respiratory distress syndrome, and acute respiratory tract infections; and Demonstrate knowledge of exercise prescription for metabolic conditions, including obesity, diabetes, chronic fatigue syndrome and anemias.

Class Contact: One hour lecture per week; one-two hours practical per week.


Assessment: Tutorial Participation, Participation, 10%. Assignment, Assignment, 40%. Test, Practical/Oral, 50%. Minimum effective word limit 5000 words.

AHX5045 CASE MANAGEMENT FOR CLINICAL EXERCISE 2

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit enables students to continue to develop knowledge and skills related to the professional roles of clinical exercise physiologists. Students will explore professional requirements for case management in hospital, private practice, and community health sectors. Students will learn to plan and document clinical exercise service delivery to people living with, or at risk of, chronic and complex health conditions. Using a case-based learning model, particular attention will be given to the role, importance, and difficulties posed by various health systems (eg: primary versus tertiary hospital) and co-morbid disease (eg: depression, cancer).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to
1. Demonstrate knowledge of the scope of professional roles available to clinical exercise practitioners, and how these intersect with the roles of other health professionals in the provision of services to people with chronic and complex health conditions;
2. Demonstrate knowledge of Australian health systems in the occupational, private industry and insurance sectors, including requirements for record keeping, billing procedures, referral and communication pathways and protocols between clinical exercise practitioners and other allied health professionals and medical practitioners;
3. Design/select assessment methods and protocols, including history taking of clinical, lifestyle and environmental factors, risk factor stratification and risk/benefit analyses, assessments of functional, physical activity and exercise capacities, monitoring of signs and symptoms before, during and following exercise and capacity to take timely and appropriate action, identification of indicated and contraindicated exercises from all of the above factors; Demonstrate the knowledge and methods of effecting behaviour change to promote better health through exercise participation, with an emphasis on the graduated transfer from dependence on the clinical exercise practitioner to self-management strategies; Identify the technical, ethical, management and legal challenges and issues with providing a competent service in clinical exercise in the occupational rehabilitation, industry, and insurance sectors. The use of evidence bases, particularly published research and practice models, in the design provision, and evaluation of clinical exercise services.

Class Contact: One hour case-based tutorial Plus one hour practical session per week for one semester.


Assessment: Case-based assessment 100% comprising two written case study reports submitted during the semester (800-1000 words each, 2 x 25% each) and an end of semester final written examination comprising two case studies (500-1000 words each, 50%).

AHX5046 EXERCISE ASSESSMENTS FOR MUSCULOSKELETAL AND NEUROLOGICAL CONDITIONS

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit examines the various effects of surgical, medical, pharmaceutical and allied health interventions for people with musculoskeletal and/or neurological conditions. Students will gain an understanding of exercise training regimes and exercise tests that are contraindicated for each of these conditions. Students will learn to conduct standardised physical examinations of the neuromusculoskeletal system, and develop the knowledge and ability to recognise, adverse signs and symptoms that may arise during physical examination, exercise or recovery for people with musculoskeletal and/or neurological conditions. In particular, students will develop skills in history taking, physical examinations, and assessments of exercise capacities of people with (at least, but not necessarily limited to) the following conditions: soft tissue, bone and joint injuries; low back pain; arthritis, including osteoarthritis, rheumatoid arthritis, gout, anklyosing spondylitis; osteoporosis; stroke and acquired head injury; spinal cord injury; multiple sclerosis; Parkinson’s disease; muscular dystrophy; knee and shoulder reconstructions; knee and hip replacements.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to
1. By the end of this unit of study, students will be able to: Select appropriate protocols, including ethics and cultural sensitivity, for the physical examination, assessment of exercise, and assessment of functional capacities for people with musculoskeletal and/or neurological conditions; Take clinical histories and conduct physical examinations of clients with musculoskeletal and/or neurological conditions; Identify risks associated with physical examination, exercise, and contraindications to exercise, among clients with musculoskeletal and/or neurological conditions; Of particular importance is the ability to recognise and take appropriate and timely actions with regard to acute musculoskeletal pain/injuries and medical emergencies; Use information on the effects of common surgical, medical and allied health treatments on the expected acute and chronic exercise responses; Determine safe (client-centred) exercise limits and effective exercise ranges for exercise and physical activity for people with musculoskeletal and/or neurological conditions.

Class Contact: On hour tutorial Plus one hour practical session per week for one semester.


Assessment: Case study (1000 words) 20%; Written examination (2000 words) 40%; Practial examination 40%.

AHX5047 CLINICAL EXERCISE PRACTICE 2

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit will introduce students to the professional roles of clinical exercise physiologists and to offer perspectives on the roles of other team members.
in rehabilitation processes. Students will have opportunities to observe clinical exercise professionals in the design, implementation and evaluation of exercise and physical activity programs, and to learn about equipment, facilities and program planning that are used in exercise delivery for clinical populations. Students will have opportunities to practice exercise science in the service of apparently healthy individuals or those with one or more of cardiopulmonary, metabolic, musculoskeletal, neurological, neumuscular or other conditions such as cancer, depression, chronic fatigue syndrome etc. Students will be supervised in the workplace by an approved supervisor, with additional mentoring by university staff. Under supervision, students will practise with actual clients and document their learning experiences under one of the following categories (where the client fits more than one category, the experiences will be recorded in the category for which the client fits best):

1. apparently healthy
2. cardiopulmonary and/or metabolic conditions
3. musculoskeletal and/or neuromuscular conditions.

Credit Points: 12

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

- Demonstrate an understanding of the scope of professional roles available to clinical exercise practitioners, and how these intersect with the roles of other health professionals in the provision of services to people living with, or at risk of, chronic diseases, injuries or disabilities; Design/select assessment methods and protocols, including history taking of clinical, lifestyle and environmental factors, risk factor stratification and risk/benefit analyses, assessments of functional, physical activity and exercise capacities, monitoring of signs and symptoms before, during and following exercise and capacity to take timely and appropriate action, identification of contraindicated exercises from all of the above factors; Demonstrate knowledge of the technical challenges with providing a competent service in clinical exercise. This includes being able to collect and interpret data with high degrees of accuracy, reliability and validity, and to discriminate between clinical and functional (eg exercise capacity) outcomes; Demonstrate the use of evidence bases, particularly published research and practice models, in the design and provision of clinical exercise services; Design, lead and evaluate exercise and physical activity interventions in concordance with clients, including the knowledge and methods of effecting behavioural change to promote better health through exercise participation, with an emphasis on the graduated transfer from dependence on the clinical exercise practitioner to self-management. This includes listening to, identification of different stages of change in order to match an intervention with the individual’s stage of change (eg. transtheoretical model) and talking with clients to overcome barriers, set goals, and improve their knowledge of their medical conditions, treatments and prevention strategies; Demonstrate knowledge of the core issues concerning the ethical provision, business management, and legal responsibility issues regarding clinical exercise services.

Class Contact: Occasional classes; 140 hour industry placement.


Assessment: Placement CV (500 words) 15%; Placement log book (500 words) 10%; Case reports (500 words) 15%; Placement report (1500 words) 60%.

AHXS048 CLINICAL EXERCISE PRACTICE 3

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit broadens the scope of the professional roles of clinical exercise physiologists and to offer perspectives on the roles of other team members in rehabilitation processes. Students will have opportunities to observe clinical exercise professionals in the design, implementation and evaluation of exercise and physical activity programs, and to learn about equipment, facilities and program planning that are used in exercise delivery for clinical populations. Students will have opportunities to practice exercise science in the service of apparently healthy individuals or those with one or more of cardiopulmonary, metabolic, musculoskeletal, neurological, neumuscular or other conditions such as cancer, depression, chronic fatigue syndrome etc. Students will be supervised in the workplace by an approved supervisor, with additional mentoring by university staff. Under supervision, students will practise with actual clients and document their learning experiences under one of the following categories (where the client fits more than one category, the experiences will be recorded in the category for which the client fits best):

1. apparently healthy;
2. cardiopulmonary and/or metabolic conditions;
3. musculoskeletal and/or neuromuscular conditions.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to Demonstrate an understanding of the scope of professional roles available to clinical exercise practitioners, and how these intersect with the roles of other health professionals in the provision of services to people living with, or at risk of, chronic diseases, injuries or disabilities; Design/select assessment methods and protocols, including history taking of clinical, lifestyle and environmental factors, risk factor stratification and risk/benefit analyses, assessments of functional, physical activity and exercise capacities, monitoring of signs and symptoms before, during and following exercise and capacity to take timely and appropriate action, identification of contraindicated exercises from all of the above factors; Demonstrate knowledge of the technical challenges with providing a competent service in clinical exercise. This includes being able to collect and interpret data with high degrees of accuracy, reliability and validity, and to discriminate between clinical and functional (eg exercise capacity) outcomes; Demonstrate the use of evidence bases, particularly published research and practice models, in the design and provision of clinical exercise services; Design, lead and evaluate exercise and physical activity interventions in concordance with clients, including the knowledge and methods of effecting behavioural change to promote better health through exercise participation, with an emphasis on the graduated transfer from dependence on the clinical exercise practitioner to self-management. This includes listening to, identification of different stages of change in order to match an intervention with the individual’s stage of change (eg. transtheoretical model) and talking with clients to overcome barriers, set goals, and improve their knowledge of their medical conditions, treatments and prevention strategies; Demonstrate knowledge of the core issues concerning the ethical provision, business management, and legal responsibility issues regarding clinical exercise services.

Class Contact: Occasional classes; 220 hour industry placement.


Assessment: Report, Placement CV (500 words), 15%. Report, Placement log book (500 words), 10%. Case Study, Case reports (500 words), 15%. Report, Placement report (1500 words), 60%.
AHX5049 EXERCISE INTERVENTIONS FOR MUSCULOSKELETAL AND NEUROLOGICAL CONDITIONS

Locations: Footscray Park.

Prerequisites: AHX5046 - EXERCISE ASSESSMENTS FOR MUSCULOSKELETAL AND NEUROLOGICAL CONDITIONS

Description: This unit will follow through from the unit AHX5046 Exercise Assessments for Musculoskeletal & Neurological Conditions. The unit will give students information on exercise methods and their applications for clientele with a range of pathologies. The unit will cover the exercise prescription for the following musculoskeletal and neurological conditions: soft tissue and bone and joint injuries including low back pain and spinal surgeries, arthritis, osteoporosis, joint reconstructions; stroke and acquired head injury; spinal cord injury, multiple sclerosis, Parkinson’s disease and muscular dystrophy. A variety of exercise modes will be covered including hydrotherapy, Pilates exercise, Swiss Balls, stabilisation, modified equipment, exercise for people in a wheelchair and balance training/assessments.

Credit Points: 12

Learning Outcomes: On successful completion of this unit students are expected to be able to: Determine clinical histories and conduct physical examinations of clients with musculoskeletal and/or neurological conditions; Identify exercise goals and be able to: Determine clinical histories and conduct physical examinations of clients with musculoskeletal and neurological conditions; Identify risks associated with exercise, and contraindications to exercise, for clients with musculoskeletal and/or neurological conditions; Identify exercise goals and be able to: Determine clinical histories and conduct physical examinations of clients with musculoskeletal and neurological conditions; Discuss and explain a broad range of evidence-based exercise interventions useful for clients with musculoskeletal and/or neurological conditions; and Safely apply a broad range of evidence-based exercise interventions useful for clients with musculoskeletal and/or neurological conditions.

Class Contact: Four hours per week for one semester.

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

Assessment: Case Study, Musculoskeletal case study, 25%. Examination, Written final exam, 35%. Examination, Practical hurdle exam, 40%. Minimum effective word limit 5000 words.

AHX5069 INTRODUCTION TO REHABILITATION FIELDWORK

Locations: Footscray Park.

Prerequisites: Nil.

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

Credit Points: 8

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

Class Contact: Four hours in total for one semester. Field contact: 170 hours in total for entire unit.

Required Reading: To be advised by lecturer.

Assessment: Satisfactory/Unsatisfactory.

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

AHX5070 EXERCISE FOR REHABILITATION FIELDWORK (FULL-TIME)

Locations: Footscray Park.

Prerequisites: Nil.

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

Credit Points: 12

Learning Outcomes: On successful completion of this unit (170 hours of placements), students are expected to be able to: Demonstrate experience in exercise prescription, design, conduct and evaluation of exercise rehabilitation programs; Demonstrate practical knowledge of differing organisational models, the roles of other health professionals, referral and communication pathways and medical record systems.

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

Required Reading: To be advised by lecturer.

Assessment: Satisfactory/Unsatisfactory.

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

AHX5071 EXERCISE FOR REHABILITATION FIELDWORK (PART-TIME)

Locations: Footscray Park.

Prerequisites: Nil.

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

Credit Points: 6

Learning Outcomes: To be advised.

Class Contact: Eight seminar hours in total for one semester. Field contact: 140 hours (4 weeks).

Required Reading: To be advised by lecturer.

Assessment: Satisfactory/Unsatisfactory.

AHX5180 PSYCHOLOGY FOR REHABILITATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study aims to develop in students a basic understanding of the psychological aspects of rehabilitation. It is not intended that graduates of the unit will be equipped to provide the primary psychological care of rehabilitation clients because in most instances they are part of a team which includes clinical and neuro-psychologists. However, they should have an understanding of the psychological aspects of the rehabilitation process. The unit will include the following topics: counselling and interviewing skills - verbal and non-verbal, listening skills, body language, human interaction; human behaviour and development, lifestyle, life-cycle, life crisis, life development; coping with injury; dealing with grief and loss; coping with chronic pain; stress management, anxiety and depression; self-confidence, development and maintenance, particularly in the transitions which occur during rehabilitation; motivation, intrinsic/extrinsic, goal orientations, self-efficacy, goal setting, physical, psychological and technical.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students are expected to be able to understand psychological processes in rehabilitation; understand the importance and influence of client-practitioner relationships in rehabilitation; use mental skills in applied settings; demonstrate in-depth knowledge of one aspect of psychology and rehabilitation.

Class Contact: Two hours per week for one semester.


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

AHX5501 SPORT COMMUNITY PARTNERSHIPS

Locations: Footscray Park, City Flinders.

Description: This unit addresses the following aspects of sport community partnerships, as they apply to the Australian Sport Industry: the trends and future direction of sport community partnerships; opportunities for cross-promoting community and sport organisations; processes required to develop sport community partnerships; management strategies to retain sport community partnerships; contractual agreements required for sport community partnerships; negotiation of issues pertaining to sport community partnerships; forming relationships in sport community partnerships; and case studies.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to explain the concepts that underpin partnership building and collaborative activity; provide examples of partnership building in sport; critically evaluate the benefits and costs of different sporting partnerships; create scenarios and options for future sporting partnerships.

Class Contact: Twelve weeks of three hours per week.

Required Reading: During each class, a range of sport community relationship readings will be provided for students to review and discuss during class. The lecturer will distribute this reference material.

Assessment: Journal, Journal review, 40%. Case Study, Case study in sport community building, 40%. Presentation, Class presentation, 20%. Total effective word limit 5000 words.

AHX5502 SPORT FACILITY MANAGEMENT

Locations: Footscray Park, City Flinders, City Queen.

Description: This unit addresses the following aspects of facility management and design, as they apply to the Australian Sport Industry: facility planning and development process; facility design principles, access and design requirements for specific population groups; facility management planning process and management arrangements; development processes for sport facilities within Australia; standards required for the design of sport facilities; relationships between facility design and maintenance; maintenance management requirements for different sport facilities/surfaces; occupational health and safety issues; facility performance evaluation and service quality; recent developments in sport facility management in Australia and overseas; and case studies.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate understanding of the principles of effective sport facility planning and management; identify and solve sport facility management problems; design systems for evaluating the performance of sport facilities; demonstrate understanding of the importance of communication in ensuring effective sport facility management.

Class Contact: Twelve weeks of three hours per week.

Required Reading: During each class, a range of contemporary facility management and design readings will be provided for students to review and discuss during class. The lecturer will distribute this reference material.

Assessment: Case Study, Case study reviews, 40%. Other, Sport policy and planning document, 40%. Presentation, Class presentation, 20%. Total effective word limit 5000 words.

AHX5503 SPORT BUSINESS PROJECT

Locations: City King Street, Footscray Park, City Flinders.

Description: This unit directly relates to individual students' sport business organisation or interests. The major project will be decided by individuals in consultation with the lecturer and the project content should benefit the chosen sport business organisation. Students are expected to implement project management strategies that have been gained or further developed during the lectures ie. a communications plan, risk and issues management strategies and task assignments.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to research and perform a needs analysis on a selected project; develop a project for a sport organisation which is a new initiative; present the proposed project to an appropriate audience; evaluate the success of the presentation and content of the project; apply their new found project competencies to a range of project related opportunities.

Class Contact: Three hours per week for one semester comprising of lectures/seminars or equivalent.

Required Reading: No reading required due to individual student projects formed.

Assessment: Project, Project proposal, 10%. Report, Final report, 50%. Journal, Journal article, 20%. Presentation, Class presentation, 20%. Total effective word limit 5000 words.

AHX5504 SPORT CONSULTING AND TENDERS

Locations: City King Street, Footscray Park, City Flinders, City Queen.

Description: This unit addresses the following aspects of consultancy and tender submissions, as they apply to the Australian Sport Industry: establishing a sport consultancy; tender design principles; access and design requirements for specific population groups and sport organisations; tender management planning processes and management arrangements; resources to access global tender opportunities; relationships between the employer and the tendered contractor; maintenance management requirements for tender contracts; evaluation management strategies for completed tender contracts; legal and insurance requirements for tendering; tender performance evaluation and service quality, and case studies.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to demonstrate understanding of the processes involved in identifying tender opportunities; develop a tender brief; present a formal bid document to an appropriate audience; demonstrate understanding of the tender contracting process.

Class Contact: Twelve weeks of three hours per week.

Required Reading: During each class, a range of consultancy and tender readings will be provided for students to review and discuss during class. The lecturer will distribute this reference material.

Assessment: Case Study, Case study report (1000 words), 40%. Report, Proposed tender submission, dependent on tender submission requirements, 40%. Presentation, Class presentation (15 minutes), 20%. All components of assessment must be satisfactorily completed.

Total effective word limit 5000 words.
AHX6020 DIRECTED STUDY

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit of study provides the opportunity for students to extend their knowledge and skills in the general topic area where they intend to carry out their research. A number of educational processes are equally valid and some might be particularly appropriate to specific disciplines or research endeavours. There is no desire to restrict the potential educational exercises by specifying what is acceptable. Designated research supervisors are responsible for determining acceptability of the nature and scale of directed studies in discussion with individual students. A number of examples of likely ways in which study may be directed will illustrate the possibilities. It is possible for issues to be raised which relate to the topic of research. These could be addressed by consulting the literature and writing critical review or reaction papers. It might be that two or three such papers would constitute the appropriate scale of work. In some specialist areas the most fruitful preparation for the thesis would be to audit a coursework unit of study in this or another institution. The thesis research may depend crucially on the development of a measuring instrument and this development could be the substance of the Directed Study. Similarly, it might be deemed essential to pilot a new research technique, which is proposed to be used in the main thesis study. The pilot study could be the content of the Directed Study. These examples merely illustrate the nature of the Directed Study unit. The unit of study will remain flexible, permitting a whole range of equivalent exercises to be included. The main criterion for acceptance is that the activity is considered by the supervisor to be valuable preparation for the thesis research.

Credit Points: 24
Learning Outcomes: To be advised.
Class Contact: Nine hours per week for one semester comprising one one-hour tutorial and eight hours of practical sessions.
Required Reading: To be advised by lecturer.
Assessment: Students are assessed on satisfactory completion of the Directed Study contracted with the supervisor. Note: the methods of assessment are to be detailed by negotiation between the student and the supervisor.

AHX6030 MINOR THESIS (FULL-TIME)

Locations: Footscray Park.
Prerequisites: Nil.
Description: The Minor Thesis unit of study builds on the development made in Research Design and AHX6020 Directed Study. Specifically, with the continued advice and guidance of the research supervisor, the student carries through the research protocol, which was developed and refined in the Research Design unit and which is illuminated by the exercises undertaken in the Directed Study unit. The student executes a study on an issue in physical education or sport. In science areas, this involves the collection of primary data. This process is presented in a formal thesis of between 15,000 and 30,000 words equivalent not including appendices. The thesis should demonstrate the whole research process from identification of a problem, through review, critique and reflection on related research, to development and refinement of appropriate methods, collection of data using appropriate procedures and ethics, and on to selection, application and interpretation of suitable methods of analysis. Finally, conclusions must be drawn and recommendations made for further research and for practice.

Credit Points: 48
Learning Outcomes: To be advised.
Class Contact: AHX6030 Minor Thesis (full-time): 15 hours per week for one semester. AHX6035 Minor Thesis (part-time): 7.5 hours per week for two semesters.
Required Reading: To be advised by lecturer.
Assessment: Thesis 100%. Students must attend the Graduate Research Seminar program and present a report on their results, analysis and conclusions to a meeting of the seminar late in the semester. The final thesis will be examined by two academics, one of whom should be external, with expertise in the specific area of the research and will not include the supervisor. Students may be asked to present themselves for an oral or a written examination by these examiners, at the examiner’s discretion. Each examiner will independently recommend one of the following outcomes to his/her assessment of the thesis: pass without further examination; pass unit with corrections to the satisfaction of the School’s Research and Graduate Studies Committee; student to pass a written or oral examination to pass thesis; deferred for resubmission after major revision; fail. In the event that there is a disagreement between the examiners, a third examiner will be appointed.

AHX6035 MINOR THESIS (PART-TIME)

Locations: Footscray Park.
Prerequisites: Nil.
Description: The Minor Thesis unit of study builds on the development made in AHX6010 Research Design and AHX6020 Directed Study. Specifically, with the continued advice and guidance of the research supervisor, the student carries through the research protocol, which was developed and refined in the Research Design unit and which is illuminated by the exercises undertaken in the Directed Study unit. The student executes a study on an issue in physical education or sport. In science areas, this involves the collection of primary data. This process is presented in a formal thesis of between 15,000 and 30,000 words equivalent not including appendices. The thesis should demonstrate the whole research process from identification of a problem, through review, critique and reflection on related research, to development and refinement of appropriate methods, collection of data using appropriate procedures and ethics, and on to selection, application and interpretation of suitable methods of analysis. Finally, conclusions must be drawn and recommendations made for further research and for practice.

Credit Points: 24
Learning Outcomes: To be advised.
Class Contact: AHX6030 Minor Thesis (full-time): 15 hours per week for one semester. AHX6035 Minor Thesis (part-time): 7.5 hours per week for two semesters.
Required Reading: To be advised by lecturer.
Assessment: Thesis 100%. Students must attend the Graduate Research Seminar program and present a report on their results, analysis and conclusions to a meeting of the seminar late in the semester. The final thesis will be examined by two academics, one of whom should be external, with expertise in the specific area of the research and will not include the supervisor. Students may be asked to present themselves for an oral or a written examination by these examiners, at the examiner’s discretion. Each examiner will independently recommend one of the following outcomes to his/her assessment of the thesis: pass without further examination; pass unit with corrections to the satisfaction of the School’s Research and Graduate Studies Committee; student to pass a written or oral examination to pass thesis; deferred for resubmission after major revision; fail. In the event that there is a disagreement between the examiners, a third examiner will be appointed.

AHX6041 EXERCISE PRESCRIPTION FOR CARDIORESPIRATORY AND METABOLIC CONDITIONS

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit of study will include exercise prescription for the following conditions: cardiac pathophysiology and rehabilitation: ischemic, myocardial, pericardial and valvular disease, heart failure, hypertension; pulmonary diseases: asthma, chronic bronchitis and emphysema, pneumonia, bronchiectasis, cystic fibrosis, tuberculosis, respiratory distress syndrome, acute respiratory tract infections; metabolic conditions: obesity, diabetes, chronic fatigue syndrome, anaemias.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to demonstrate knowledge of exercise prescription for cardiac pathophysiology and rehabilitation, ischaemic, myocardial, pericardial and valvular disease, heart failure and hypertension; demonstrate knowledge of exercise prescription for pulmonary diseases, asthma, chronic bronchitis and emphysema pneumonia, bronchiectasis, cystic fibrosis, tuberculosis, respiratory distress syndrome, and acute respiratory tract infections; demonstrate knowledge of exercise prescription for metabolic conditions, including obesity, diabetes, chronic fatigue syndrome and anemia.

Class Contact: One one-hour lecture per week; one one-hour practical per week.


Assessment: Attendance and participation 10%; Assignments 50%; Tests (practical, oral and written) 40%.

AHX6042 CASE MANAGEMENT

Locations: Footscray Park.

Prerequisites: Nil.

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

Credit Points: 12

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

Class Contact: Two hours per week for one semester.


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

AHX6045 EXERCISE THERAPY FOR NEUROLOGICAL & NEUROMUSCULAR DISORDERS

Locations: Footscray Park.

Prerequisites: AHX5041 - FUNCTIONAL ANATOMY
AHX5042 - MUSCULO-SKELETAL PHYSIOLOGY FOR REHABILITATION

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

Credit Points: 12

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

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

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

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

AHX6046 EXERCISE FOR REHABILITATION CLINICAL PRACTICE (FULL-TIME)

Locations: Footscray Park.

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

Credit Points: 24

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

Class Contact: 180 hours industry placement.


Assessment: Other. Choice of written report, project or exam (see below), 100%. Written Case Reports, 10-20 cases, total word limit 5,000 - 20,000 words 100% OR Minor Research Project (10 - 20 weeks), total word limit 20,000 words 100% OR Exit exam (oral and practical) comprising three case studies (normal healthy client); musculo-skeletal; cardio-respiratory client to be undertaken with two internal and two external examiners 100%.
AHX6047 EXERCISE FOR REHABILITATION CLINICAL PRACTICE (PART-TIME)

Locations: Footscray Park.

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

Credit Points: 12

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

Class Contact: Twenty-week industry placement.


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

AHZ0001 INTRODUCTION TO RESEARCH DESIGN AND METHODS

Locations: St Albans, Footscray Park, City Flinders.

Prerequisites: Nil.

Description: This unit of study will provide an introduction to research methods and design for the social sciences. This will include: a review of the scientific methods and ways of knowing; quantitative and qualitative paradigms; questionnaire design and evaluation; validity and reliability of research designs; and ethical issues and evaluation of the research design of published papers. The unit of study will also include an introduction to sampling and methods of data collection and analysis for quantitative and qualitative research. The study of quantitative methods will focus on experimental, correlation and survey designs and of the corresponding methods of data analyses including descriptive and inferential statistics, correlation and regression and hypothesis testing. The qualitative research designs to be studied in some detail will be drawn from case study, ethnography, grounded theory, phenomenology, historical research, philosophical research and action research. The role of the researcher in collecting qualitative data will be discussed along with methods of analysing qualitative data.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: One two-hour seminar and one one-hour tutorial per week for one semester.

Required Reading: .

Assessment: A research proposal and/or approved assignments related to research literature and processes in professional practice (3000 words for Graduate Diploma students; 5000 words for Masters, PhD students) 100%.

AHZ8100 RESEARCH THESIS (ARTS BASED) (FULL-TIME)

Locations: Footscray Park, City Flinders.

Prerequisites: Nil.

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

Credit Points: 48

Learning Outcomes: To be advised.

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

Required Reading: To be advised by supervisor.

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

AHZ8110 RESEARCH THESIS (ARTS BASED) (PART-TIME)

Locations: Footscray Park, City Flinders.

Prerequisites: Nil.

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

Credit Points: 24

Learning Outcomes: To be advised.

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

Required Reading: To be advised by supervisor.

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

AHZ8280 RESEARCH THESIS (SCIENCE BASED) (FULL-TIME)

Locations: Footscray Park, City Flinders.

Prerequisites: Nil.

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

Credit Points: 48

Learning Outcomes: To be advised.

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

Required Reading: To be advised by supervisor.

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

AHZ8210  RESEARCH THESIS (SCIENCE BASED) (PART-TIME)

Locations: Footscray Park, City Flinders.

Prerequisites: Nil.

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

Credit Points: 24

Learning Outcomes: To be advised.

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

Required Reading: To be advised by supervisor.

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

Course Code: APXF

Campus: Other, Dependent upon supervision.

This course is for Continuing students only.

About this course:

Course Objectives: The Faculty of Arts, Education and Human Development offers supervision for Doctorate programs in many areas, some examples are: Applied Linguistics and Sociolinguistics; Asian Studies; Australian Literature and Literary Theory; Clinical/Counselling research; Communication Studies; Community Development; Community Psychology; Computer Mediated Art; Creative and Professional Writing; Cultural Studies; Developmental Neuropsychology; History; Literary Studies; Media and Cultural Studies; Multimedia; Multicultural Studies, Pacific Island Studies; Political Science; Pastcolonial Studies; Psychology of Health and Social Development; Sleep and Sleep Problems; Social Policy; Sociology; Spanish and Latin American Studies; Gender Studies.

Careers: 

Course Duration: 3 years.

Admission Requirements Mature Age: Applicants for candidature to the Doctor of Philosophy should normally have completed either a Master of Arts by Research degree or a four-year undergraduate degree with Honours. If you have not completed a Master of Arts by Research degree, you will normally be enrolled in the first instance in a Masters program and will be given the opportunity to convert to a Doctoral program when you have completed sufficient work to satisfy the Faculty that your topic is suitable in scope and level for doctoral study. Initial contact should be made with either the relevant School Postgraduate Studies Coordinator or the Faculty Postgraduate Studies Coordinator to clarify your proposed area of research. You will need to discuss the availability of suitable supervision for your program and any facilities or support you will require.

COURSE STRUCTURE

The School of Communication, Culture and Language and the School of Social Sciences offers supervision for research leading to the degree of Doctor of Philosophy in any of the areas offered for Master of Arts studies. Candidates for this degree may be enrolled in the first place in the Master of Arts program, and given the opportunity to convert when they have completed sufficient work to demonstrate their own ability in research and to satisfy the Faculty that the topic is suitable in scope and level for a doctoral study. Students are normally required to spend the equivalent of three years full-time study on doctoral research.