DISCLAIMER

The information contained in Victoria University’s 2013 Faculty of Arts, Education and Human Development was current at 03 September 2012.

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.

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HOW TO USE THIS HANDBOOK

Victoria University’s 2013 Faculty of Arts, Education and Human Development Handbook is designed to provide students with detailed information on course structures and unit details for undergraduate and postgraduate courses offered by the faculty in 2013.

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

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

PLEASE NOTE

This handbook provides a guide to courses available within Victoria University’s Faculty of Arts, Education and Human Development in 2013.

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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MASTER OF PUBLIC ADVOCACY AND ACTION  AMSA
MASTER OF SOCIAL WORK  AMSW
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**UNITS**
Below are details of courses offered by the Faculty Delivered - AEHD in 2013.

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

DOCTOR OF PHILOSOPHY

Course Code: APXF

Campus: Dependent upon supervision.

This course is for Continuing students only.

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; Postcolonial Studies; Psychology of Health and Social Development; Sleep and Sleep Problems; Social Policy; Sociology; Spanish and Latin American Studies; Gender Studies.

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 Co-ordinator or the Faculty Postgraduate Studies Co-ordinator 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.
Below are details of courses offered by the School of Communication and the Arts in 2013.

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

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
- Communications manager
- Media 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: 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) or equivalent.

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

Admission Requirements VET: 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 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:

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<tr>
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<th>Course Title</th>
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<tr>
<td>ACY1001</td>
<td>PRINCIPLES AND PRACTICE OF PUBLIC RELATIONS</td>
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<tr>
<td>ACC1047</td>
<td>CULTURE AND COMMUNICATION</td>
<td>12</td>
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<tr>
<td>ACM1010</td>
<td>INTRODUCTION TO WEB TECHNOLOGIES</td>
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Year 1, Semester 2

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<td>INTRODUCTION TO MEDIA WRITING</td>
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<td>ACC1048</td>
<td>MEDIA, CULTURE AND SOCIETY</td>
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<tr>
<td>ACY1002</td>
<td>PUBLIC SPEAKING AND COMMUNICATION</td>
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Elective 1

Year 2, Semester 1

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<td>ETHICAL AND LEGAL ISSUES IN COMMUNICATION</td>
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<td>ACP3051</td>
<td>WRITING FOR PUBLIC RELATIONS AND ADVERTISING</td>
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Elective 2

Year 2, Semester 2

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<td>MEDIA MANAGEMENT IN PUBLIC RELATIONS</td>
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<td>ACP2079</td>
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ACY3004  CAREER DEVELOPMENT FOR COMMUNICATION PROFESSIONALS  12

Year 3, Semester 1

ACY3003  ETHICAL AND LEGAL ISSUES IN COMMUNICATION  12
ACY3047  COMMUNICATING IN ORGANISATIONS  12
ACY3001  PUBLIC RELATIONS CAMPAIGNS AND MANAGEMENT  12

Elective 4

Year 3, Semester 2

ACY3005  COMMUNICATION PROFESSIONAL PRACTICE  12
ACY3006  MARKETING COMMUNICATION  12

Elective 5

Elective 6

BACHELOR OF CREATIVE ARTS INDUSTRIES

Course Code: ABAI
Campus: Footscray Park.

About this course: The Bachelor of Creative Arts Industries is a three-year undergraduate degree which develops artistic talent and knowledge, skills and experience in the Creative Arts Industries. Students study eight core units, and choose to specialise in two major areas of study (specialisations) in creative arts. Creative arts specialisations include: Creative Writing, Digital Media, Music, 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 engagement. Students also acquire skills in business management and digital technology, required for participation in the contemporary Creative Arts Industries. An international perspective runs through the subjects within the course, in order for students to gain a global perspective. For instance, case studies from around the world are included in the curriculum and the culture of different creative industries from around the world are compared. In addition, students are encouraged to take a study abroad placement or to take advantage of overseas study tours available to students. 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) 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) or equivalent.

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

Admission Requirements VET: Pathways are available from a range of VET courses. 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

AC1007  CREATIVITY AND INNOVATION  12
ACK1001  KNOWING AND KNOWLEDGE A  12

Specialisation 1, unit 1

Specialisation 2, unit 1

Year 1, Semester 2

AC1109  ARTS INDUSTRIES: THE INSIDE STORY  12
ACM1010  INTRODUCTION TO WEB TECHNOLOGIES  12
Specialisation 1, unit 2
Specialisation 2, unit 2
Year 2, Semester 1

ACI2101  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)

BACHELOR OF ARTS
Course Code: ABBA
Campus: Footscray Park, St Albs.

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

<table>
<thead>
<tr>
<th>CORE UNITS</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACX1001 KNOWING AND KNOWLEDGE A</td>
<td>12</td>
</tr>
<tr>
<td>ACX3003 PROFESSIONAL AND CAREER DEVELOPMENT</td>
<td>12</td>
</tr>
<tr>
<td>ACX3005 GRADUATING PROJECT 1</td>
<td>12</td>
</tr>
<tr>
<td>ACX3006 GRADUATING PROJECT 2</td>
<td>12</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>CORE UNITS</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACX1001 KNOWING AND KNOWLEDGE A</td>
<td>12</td>
</tr>
<tr>
<td>ACX3005 GRADUATING PROJECT 1</td>
<td>12</td>
</tr>
</tbody>
</table>

Plus Specialisation One (Psychology) - 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:

- ASPAES ADVANCED ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (AESOL)
- ASPASI ASIAN STUDIES
- ASPCOM COMMUNICATION STUDIES
- ASPGEN GENDER STUDIES
- ASPHIS HISTORY
- ASPLIT LITERARY STUDIES
- ASPMED MEDIA STUDIES
- ASPPES PERFORMANCE STUDIES
- ASPPOL POLITICAL SCIENCE
- ASPPRW PROFESSIONAL WRITING
- ASPSY PSYCHOLOGY
- ASPSRM SOCIAL RESEARCH METHODS
- ASPSOC SOCIOLOGY
- ASPVIS VISUAL ARTS
- ASPVIE VIETNAMESE

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 major 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: 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) or equivalent.

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

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

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 i.e. 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:

ACM1009 VISUAL DESIGN FOR DIGITAL MEDIA 12

ACM1010 INTRODUCTION TO WEB TECHNOLOGIES 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

ACM2006 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

ACC3001 COMMUNICATION GRADUATING PROJECT 1 12

ACY3004 CAREER DEVELOPMENT FOR COMMUNICATION PROFESSIONALS 12

Second Major Unit - Professional Writing or Communication Studies

Elective

Year 3, Semester 2

ACC3002 COMMUNICATION GRADUATING PROJECT 2 12

Second Major Unit - Professional Writing or Communication Studies

Second Major Unit - Professional Writing or Communication Studies

Elective

BACHELOR OF COMMUNICATION

Course Code: ABCO
Campus: Footscray Park, City Flinders, St Albans.

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) or equivalent.

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

**Admission Requirements VET:** Pathways are available from a range of VET courses. 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 the Digital Media specialisation in any combination, providing students have the relevant prerequisites;
- Digital Media students must complete seven Digital Media units and three units from the Public Relations specialisation or the Professional Writing specialisation in any combination, providing students have the relevant prerequisites;
- 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>ACY304</td>
<td>CAREER DEVELOPMENT FOR COMMUNICATION PROFESSIONALS</td>
<td>12</td>
</tr>
<tr>
<td>ACY3005</td>
<td>COMMUNICATION PROFESSIONAL PRACTICE</td>
<td>12</td>
</tr>
</tbody>
</table>

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>
</tbody>
</table>
Students not undertaking the Professional Writing specialisation may study the following unit:

**ACP2078** PERFORMANCE WRITING  
12

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**

**ACP1053** INTRODUCTION TO CREATIVE WRITING  
12

**ACP1054** INTRODUCTION TO MEDIA WRITING  
12

**ACP2070** EDITING PRINCIPLES AND PRACTICE  
12

**ACP2079** PUBLISHING PRINCIPLES AND PRACTICE  
12

Plus one of the following two:

**ACP2085** FICTION WRITING  
12

**ACP2020** WRITING FOR ONLINE MEDIA  
12

Plus one of the following three:

**ACP2067** GENDER AND GENRE IN SHORT FICTION  
12

**ACP2078** PERFORMANCE WRITING  
12

**ACP2080** WRITING AND READING PLACE  
12

**PUBLIC RELATIONS SPECIALISATION**

**ACY1001** PRINCIPLES AND PRACTICE OF PUBLIC RELATIONS  
12

**ACM1006** DIGITAL SOUND AND VIDEO  
12

**ACM1009** VISUAL DESIGN FOR DIGITAL MEDIA  
12

**ACM1010** INTRODUCTION TO WEB TECHNOLOGIES  
12

**ACM2003** INTERACTIVE PROGRAMMING  
12

**ACM2006** ANIMATION  
12

**ACM2007** INNOVATION TECHNOLOGIES, RESEARCH AND APPLICATION  
12

**ACM2008** DYNAMIC WEB DEVELOPMENT  
12

**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:**
VCE with minimum study score of 25 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 with minimum study score of 25 in English. IELTS minimum 6.0 (no band less than 6) or equivalent.

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

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

**COURSE STRUCTURE**

Students in this course will be required to complete 10 semester length writing units, including foundational 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.

**Year 1, Semester 1**

For a normal full-time load:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ACP1053</td>
<td>INTRODUCTION TO CREATIVE WRITING</td>
<td>12</td>
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<tr>
<td>ACK1001</td>
<td>KNOWING AND KNOWLEDGE A</td>
<td>12</td>
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</table>

**Major 2 - Unit 1**

First year General Elective

**Year 1, Semester 2**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
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<tbody>
<tr>
<td>ACP1054</td>
<td>INTRODUCTION TO MEDIA WRITING</td>
<td>12</td>
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<tr>
<td>ACK1002</td>
<td>KNOWING AND KNOWLEDGE B</td>
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</tbody>
</table>

**Major 2 - Unit 2**

First year General Elective

**Year 2, Semester 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
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<td>ACP2070</td>
<td>EDITING PRINCIPLES AND PRACTICE</td>
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<td>Major 2 - Unit 3</td>
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<tr>
<td>Second year General Elective</td>
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<tr>
<td>Second year Professional Writing Unit</td>
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<td>Year 2, Semester 2</td>
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<tr>
<td>Second year Professional Writing Unit</td>
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<td>Major 2 - Unit 4</td>
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<td>Second year Professional Writing Unit</td>
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<td>Major 2 - Unit 5</td>
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<td>Third year Professional Writing Unit</td>
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<td>Year 2/3 General Elective</td>
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<td>Year 2/3 Professional Writing Unit</td>
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<td>Major 2 - Unit 7</td>
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<td>Major 2 - Unit 8</td>
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<tr>
<td>Professional Writing Year 2 Options</td>
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**Year 3, Semester 1**

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<th>Course Title</th>
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<td>Year 2/3 Professional Writing Unit</td>
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<td>Year 3, Semester 1</td>
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<td>Major 2 - Unit 6</td>
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**Year 2/3 General Elective**

**Year 2/3 Professional Writing Unit**

**Major 2 - Unit 1**

Professional Writing Year 3 Options

**Year 3, Semester 2**

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<td>12</td>
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<td>ACP2020</td>
<td>WRITING FOR ONLINE MEDIA</td>
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**Semester 2**

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<td>ACP2079</td>
<td>PUBLISHING PRINCIPLES AND PRACTICE</td>
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<td>ACL2050</td>
<td>CHILDREN’S TEXTS</td>
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**Semester 1**

<table>
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<tr>
<td>ACL3014</td>
<td>WRITING SELVES</td>
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</table>
BACHELOR OF ARTS

Course Code: ABHC
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 analytic 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.

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) or equivalent.

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

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

COURSE STRUCTURE

Students must successfully complete a total of 288 credit points. First-year undergraduate Arts units are worth 12 credit points. Second and third year undergraduate Arts units are worth 12 credit points (including any first-year units taken at second and third year). Units of study chosen from other faculties will be deemed equivalent to these values. 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 of study; complete two approved specialisation; complete the compulsory Knowing & Knowledge A & B and final Year Capstone unit of study; no more than five units of study may be taken from outside Arts, i.e. at least 18 units of study must be Arts units of study, plus one Capstone unit. 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.

Year 1, Semester 1

For a normal full-time load:
An example of Bachelor of Arts Specialisation 1 and Psychology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACX1001</td>
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<tr>
<td>APP1012</td>
<td>PSYCHOLOGY 1A</td>
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Arts First Specialisation - Unit 1

Year 1, Semester 2

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<tr>
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<tr>
<td>ACX1002</td>
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<td>APP1013</td>
<td>PSYCHOLOGY 1B</td>
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Arts First Specialisation - Unit 2

Arts Elective - Unit 2

Year 2, Semester 1

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<td>APP2013</td>
<td>PSYCHOLOGY 2A</td>
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<tr>
<td>APP2101</td>
<td>INTERCULTURAL AND DEVELOPMENTAL ISSUES IN PSYCHOLOGY</td>
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Arts First Specialisation - Unit 3

Arts First Specialisation - Unit 4

Year 2, Semester 2

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<td>APP2014</td>
<td>PSYCHOLOGY 2B</td>
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Psychology Elective

Arts First Specialisation - Unit 5

Arts Elective - Unit 3

Year 3, Semester 1

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>APP3035</td>
<td>RESEARCH METHODS IN PSYCHOLOGY</td>
<td>12</td>
</tr>
<tr>
<td>APP3036</td>
<td>HISTORY AND THEORIES IN PSYCHOLOGY</td>
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Arts First Specialisation - Unit 6

Arts Elective - Unit 7

Year 3, Semester 2

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>APP3037</td>
<td>CLINICAL ASPECTS OF PSYCHOLOGY</td>
<td>12</td>
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Psychology Elective

Arts Specialisation - Unit 8

plus one of the following Capstone Units:

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>APP3023</td>
<td>PSYCHOLOGICAL ISSUES IN THE WORKPLACE</td>
<td>12</td>
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BACHELOR OF INTERACTIVE MEDIA

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: 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) or equivalent.

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

Admission Requirements VET: 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.

### Year 1, Semester 1

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<th>Course Title</th>
<th>Units</th>
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<tr>
<td>ACC1047</td>
<td>CULTURE AND COMMUNICATION</td>
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<tr>
<td>ACM1009</td>
<td>VISUAL DESIGN FOR DIGITAL MEDIA</td>
<td>12</td>
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<tr>
<td>ACM1010</td>
<td>INTRODUCTION TO WEB TECHNOLOGIES</td>
<td>12</td>
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<tr>
<td>Plus elective 1</td>
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### Year 1, Semester 2

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<tr>
<td>ACM1048</td>
<td>MEDIA, CULTURE AND SOCIETY</td>
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<tr>
<td>ACM1006</td>
<td>DIGITAL SOUND AND VIDEO</td>
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<tr>
<td>ACM2006</td>
<td>ANIMATION</td>
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<tr>
<td>Plus elective 2</td>
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### Year 2, Semester 1

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<tr>
<td>ACM2003</td>
<td>INTERACTIVE PROGRAMMING</td>
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<td>ACM2009</td>
<td>INTERNATIONAL DESIGN</td>
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<td>BCO2149</td>
<td>DATABASE SYSTEMS</td>
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<td>Plus elective 3</td>
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### Year 2, Semester 2

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<tr>
<td>ACM2007</td>
<td>INNOVATION TECHNOLOGIES, RESEARCH AND APPLICATION</td>
<td>12</td>
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<tr>
<td>ACM2008</td>
<td>DYNAMIC WEB DEVELOPMENT</td>
<td>12</td>
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<td>ACM2010</td>
<td>INTERACTION STUDIO</td>
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<td>BCO2148</td>
<td>SYSTEMS ANALYSIS</td>
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### Year 3, Semester 1

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<tr>
<td>ACM3008</td>
<td>CAREER INTEGRATION</td>
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<tr>
<td>ACM3010</td>
<td>DIGITAL MEDIA PROJECT DEVELOPMENT</td>
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<tr>
<td>ACM3012</td>
<td>MOBILE TECHNOLOGY DEVELOPMENT</td>
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<td>Plus elective 4</td>
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### Year 3, Semester 2

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<tr>
<td>ACC3004</td>
<td>SOCIAL MEDIA</td>
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<tr>
<td>ACM2011</td>
<td>COMPUTER SUPPORTED LEARNING</td>
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<tr>
<td>ACM3011</td>
<td>MANAGING DIGITAL MEDIA PROJECTS</td>
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**BACHELOR OF MUSIC**

Course Code: ABMU

Campus: St Albans.

**About this course:** The Bachelor of Music is a three-year degree course which equips students with the artistic knowledge, musicianship, technical fluency, creativity, critical listening and analytical skills for the music, creative arts and music education industries. The focus of the course is on popular and contemporary music with an international perspective. Students study 6 practical music units, 4 music theory units, 4 additional core music units, 4 core arts and professional development units, and 6 electives. Electives may be taken from additional music units, or creative arts and arts specialisations. The course will qualify students for a range of potential career options beyond that of professional performers. It is widely recognised that a professional musician's career will take many turns as they move from one role to another in the industry; the course will prepare students for this likelihood. Students are able to apply their studies in preparation for a career in music through a range of Learning in the Workplace and Community assessments and projects. The internet is now the world's largest marketplace for music distribution and promotion, and students are introduced to a range of strategies for maximising success in this area.

Popular western music, jazz, electronic music, and non-western "world" music are explored through practice, theory, cultural analysis and critical listening. Cutting-edge music technology underpins units that explore songwriting and composition for a range of applications including film, TV and multimedia. Music cognition is a rapidly emerging field of study that will be explored in the context of developing students' listening skills and musicianship. This course allows advanced standing for students who have undertaken a Diploma or Advanced Diploma in Music Performance, or who have experience as a professional musician. Upon completion of this course, there are opportunities to continue further study for a career in secondary music teaching by undertaking a Graduate Diploma in Education with a double-music method.

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

- Demonstrate critical awareness and understanding of theory, practice and research in the fields of music performance, music theory, music technology, music culture and music cognition;
- Utilise a broad range of problem-solving and decision-making skills to implement emerging technologies and practices in music;
- Exercise knowledge and interpersonal skills to operate creatively as professionals in the music industry;
- Demonstrate an awareness of other creative arts disciplines, and to engage in the diversity of fields required for music practitioners;
- Connect specific knowledge and skills in music with the creative, cultural, technological and entrepreneurial acumen required for successful participation and employment in the music industry;
- Employ academic skills in independent research, critical analysis, reading, note-taking and collection and organisation of resource materials, including the presentation of oral and written material, and online and digital media resources;
- Use communication skills that enable the clear presentation of knowledge and ideas.
Careers: This course equips students to pursue a range of career paths in the music, creative arts and education industries. Careers include: music performer; composer/songwriter (freelance); composer (film/TV/multimedia); sound designer; sound artist; music producer; instrumental music teacher; music theory teacher; band leader; musical director; copyist; arranger; accompanist; music administrator.

Course Duration: 3 years

Admission Requirements Year 12: Prerequisites: VCE with a 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, including equivalent studies in music. IELTS minimum 6.0 (no band less than 6) or equivalent.

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

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

Admission Requirements Other: Required: interview/audition. Applicants who have completed VCE Music units 3 and 4, and/or AMEB grade 6 or higher in their primary instrument will be contacted for interview/audition. Applicants who have not completed VCE Music units 3 and 4, and/or AMEB grade 6 or higher in their primary instrument may be contacted for interview/audition.

COURSE STRUCTURE

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

- complete a total of 24 units of study;
- complete 6 practical music units;
- complete 4 music theory units;
- complete 4 additional core music units;
- complete 4 core arts and creative arts units;
- complete 6 elective* units. Electives may be chosen from elective music units, or units in a unit set from the following specialisations: creative writing, professional writing, visual art, performance studies, digital media, media studies, gender studies, literary studies, communication studies, public relations, Asian studies;
- complete no more than 10 first-year units.

Year 1, Semester 1

ACO1011  PRACTICAL MUSIC 1A  12
ACO1010  TECHNOLOGY OF MUSIC AND AUDIO  12
ACK1001  KNOWING AND KNOWLEDGE A  12

PLUS Elective Unit (12 credit points)

Year 1, Semester 2

ACO1012  PRACTICAL MUSIC 1B  12
ACO1014  MUSIC THEORY 1  12
ACO1013  CRITICAL LISTENING AND ELEMENTS OF MUSIC  12

PLUS Elective Unit (12 credit points)

Year 2, Semester 1

ACO2011  PRACTICAL MUSIC 2A  12
ACO2009  MUSIC THEORY 2  12
ACO2101  CREATIVE ARTS IN CONTEXT  12

PLUS Elective Unit (12 credit points)

Year 2, Semester 2

ACO2012  PRACTICAL MUSIC 2B  12
ACO2010  MUSIC THEORY 3  12
AC11009  ARTS INDUSTRIES: THE INSIDE STORY  12

PLUS Elective Unit (12 credit points)

Year 3, Semester 1

ACO3011  PRACTICAL MUSIC 3A  12
ACO3001  CULTURAL PERSPECTIVES ON MUSIC  12
ACK3003  PROFESSIONAL AND CAREER DEVELOPMENT  12

PLUS Elective Unit (12 credit points)

Year 3, Semester 2

ACO3012  PRACTICAL MUSIC 3B  12
ACO3009  MUSIC THEORY 4  12
ACO3010  ARRANGING FOR POPULAR MUSIC  12

PLUS Elective Unit (12 credit points)

Music Electives Semester 1:

ACO1015  POPULAR MUSIC HISTORY  12
ACO2013  MUSICS OF THE WORLD  12
ACO3003  MUSIC AND THE MIND  12

Music Electives Semester 2:

ACO2007  SONGWRITING  12
ACO2008  ELECTRONIC MUSIC PRODUCTION AND COMPOSITION  12
BACHELOR OF ARTS/DIPLOMA OF LIBERAL ARTS

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: 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) or equivalent.

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

Admission Requirements VET: VET applicants will be considered and pathways are available from a range of VET courses. Interview (some applicants only)

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 an 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:

- VBQU226 APPLY ESSENTIAL FURTHER STUDY SKILLS 90
- VBQU227 RESEARCH FIELDS OF STUDY AND ENQUIRY 40
- VBQU228 CRITIQUE APPROACHES TO CITIZENSHIP AND THE PUBLIC SPHERE 90
- VBQU230 ANALYSE THE HUMAN TRANSFORMATIONS OF NATURE 90
- VBQU231 RESEARCH APPROACHES TO ECONOMY AND SOCIETY 90
- VBQU232 ANALYSE A RANGE OF TEXTS 70
- VBQU233 ANALYSE TRADITION AND MODERNITY 180
- VBQU234 UNDERTAKE ACADEMIC RESEARCH 80

Plus one of the following:

- VBQU235 ANALYSE SOCIOCULTURAL UNDERSTANDINGS OF HUMAN RELATIONSHIPS 90
- VBQU238 ANALYSE LITERARY TEXTS AND GENRES 70

Plus one of the following:

- VBQU236 ANALYSE URBAN FORM OF CULTURE 90
- VBQU237 ANALYSE THEORIES OF SELF 90

Plus Higher Education Units:
ACX1001 KNOWING AND KNOWLEDGE A 12

Plus one elective*

*It is recommended that students undertaking a psychology specialisation take

APP1016 FOUNDATIONS OF PSYCHOLOGICAL RESEARCH 12

*It is recommended that students not undertaking a psychology specialisation take

ACX1002 KNOWING AND KNOWLEDGE B 12

Plus Specialisation One - unit 1 (students undertaking psychology as one of their specialisations must study APP1012)

Plus Specialisation One - unit 2 (students undertaking psychology as one of their specialisations must study APP1013)

REMAINING COURSE STRUCTURE FOR BACHELOR OF ARTS STUDENTS

Course structure for students NOT undertaking Psychology as a specialisation

CORE UNITS

ACX3003 PROFESSIONAL AND CAREER DEVELOPMENT 12

ACX3005 GRADUATING PROJECT 1 12

ACX3006 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

ACX3006 GRADUATING PROJECT 2 12

Plus Psychology specialisation - eight units (specialisation contains ten units but two units have already been completed in year 2 of Diploma of Liberal Arts)

Plus Specialisation Two - six units

Plus one elective

BACHELOR OF ARTS

Course Code: ABXM
Campus: St Albans.

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: The course will enable students to experience a range of educational processes and curricula which will best equip them for entry into a workforce in which there are likely to be significant career changes over their work life, in terms of which they will need effective intellectual, analytical and social skills. The course will provide 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 some research into the life of their community; develop critical analytical skills; develop academic skills in reading, note taking and collection and organisation of resource materials; develop their presentation of oral and written material; develop skill and confidence in group discussion and activity; develop interpersonal skills consistent with professional practice; develop intellectual skills; develop a range of skills and techniques adaptable to a rapidly changing labour market.

Careers: The general BA degree at St Albans can provide you with a very broad range of skills, which will enable you to embark on a wide range of careers. The skills you develop as an Arts student will be the foundation for you to move through quite different careers. The BA degree also provides a platform for students entering into postgraduate programs either by coursework or research.

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 VTAC Guide for details.

COURSE STRUCTURE

To be awarded the degree of Bachelor of Arts (St Albans) students must have successfully completed a total of 288 credit points. All first-year undergraduate Arts units of study are worth 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 two specialisations; complete the compulsory Knowing & Knowledge A & B units; a degree cannot contain more than ten first-year units; no more than eight units may be taken from outside the Faculty of Arts, i.e., at least 16 units must be Arts units; units may be swapped around or completed in a different semester or sequence, so long as prerequisites are met and the units you want to do are being offered.

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

SECOND SPECIALISATION

UNIT 4

ELECTIVE UNIT 3

YEAR 2, SEMESTER 2

FIRST SPECIALISATION

UNIT 5

SECOND SPECIALISATION

UNIT 5

ELECTIVE UNIT 4

YEAR 3, SEMESTER 1

FIRST SPECIALISATION

UNIT 6

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)

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

*ACG5097* PROFESSIONAL PUBLIC RELATIONS FOR THE 21ST CENTURY 12
*ACG5099* PUBLIC RELATIONS WRITING 12
*ACG5098* MANAGING PUBLIC RELATIONS CAMPAIGNS 12
*ACG5100* ETHICS AND REGULATIONS IN COMMUNICATIONS PRACTICE 12
*ACG5200* APPROACHES TO RESEARCH 12
*ACG5212* ORGANISATIONAL COMMUNICATION 12

Possible Communication Electives

*ACG5010* INTERNATIONAL COMMUNICATION 12
*ACG5050* COMMUNICATION ACROSS CULTURES 12
*ACG5203* PRINT AND WEB JOURNALISM 12
*ACG5204* VIDEO AND DOCUMENTARY 12
*ACG5205* RADIO FOR THE DIGITAL AGE 12
*ACG5208* CRISIS AND RISK COMMUNICATION 12
*ACG5209* PUBLIC HEALTH COMMUNICATION 12
*ACG5211* COMMUNICATING FOR THE ENVIRONMENT 12
*ACG5213* MEDIA AND AUDIENCES 12
*ACG5214* MEDIA 2.0 12
*ACG5215* PROFESSIONAL INTERNSHIP 12

Only a selection of these units are offered each year

Other electives are also available subject to timetable availability

**GRADUATE DIPLOMA IN COMMUNICATION**

**Course Code:** AGCO  
**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) 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
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
ACG5214 MEDIA 2.0 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
ACGM5000 WEB TECHNOLOGIES 12
ACGM5001 INTERACTIVE DESIGN FOR A GLOBAL WORLD 12
ACGM5002 DIGITAL AUDIO AND VIDEO PRODUCTION 12
The following Advanced English for Speakers of Other Languages (AESOL) units are only available to eligible students

ACAG507 COMMUNICATION FOR ACADEMIC PURPOSES A 12
ACAG508 COMMUNICATION FOR ACADEMIC PURPOSES B 12
ACAG516 ENGLISH AS AN INTERNATIONAL LANGUAGE 12
ACAG518 ENGLISH IN SPOKEN INTERACTION 12

Only a selection of these units are offered each year

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 relevant communication and multimedia theories and applications, as well as critical approaches to research and project management. The Graduate Diploma in Multimedia is part of a nested program which also includes the Graduate Certificate in Multimedia (ATMM) and the Master of Arts in Multimedia (AMMM).

Course Objectives: The course aims to:
- provide up to date higher degree education in contemporary multimedia and communication theory, analysis and practice in the context of a rapidly changing multimedia environment
- develop practical skills in current industry standard software
- broaden skills of students to enable participation in rapidly growing multimedia-related fields such as ICT and Media
- provide opportunities to students to participate in industry through placements and client based projects

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.

Course Duration: 1 year

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

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
4 x Multimedia units, 2 x Communication units, 1 x Information Technology unit of study, 1 x elective from Communication or Information Technology

CORE UNITS

ACGM5000 WEB TECHNOLOGIES 12
ACGM5001 INTERACTIVE DESIGN FOR A GLOBAL WORLD 12
ACGM5002 DIGITAL AUDIO AND VIDEO PRODUCTION 12
ACGM5010 DESIGN MANAGEMENT 12

PLUS

Two communication units selected from Communication list below
One business Unit selected from Information Technology list below

GRADUATE DIPLOMA IN MULTIMEDIA
Course Code: AGMM
Campus: City Flinders.
and one elective (selected from either of the lists below)

**RECOMMENDED COMMUNICATION UNITS**

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<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Points</th>
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<tbody>
<tr>
<td>ACG5001</td>
<td>PROFESSIONAL ENGLISH FOR NON-NATIVE SPEAKERS OF ENGLISH</td>
<td>12</td>
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<tr>
<td>ACG5002</td>
<td>INTERACTING IN THE PROFESSIONAL WORKPLACE</td>
<td>12</td>
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<td>ACG5003</td>
<td>PROFESSIONAL PRACTICE IN THE WORKPLACE</td>
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<td>ACG5010</td>
<td>INTERNATIONAL COMMUNICATION</td>
<td>12</td>
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<tr>
<td>ACG5050</td>
<td>COMMUNICATION ACROSS CULTURES</td>
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<tr>
<td>ACG5214</td>
<td>MEDIA 2.0</td>
<td>12</td>
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* Students planning to complete a minor thesis in the masters course must complete this unit

**RECOMMENDED INFORMATION TECHNOLOGY UNITS**

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<tr>
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<th>Points</th>
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</thead>
<tbody>
<tr>
<td>BCO6610</td>
<td>INTERNET TECHNOLOGIES IN BUSINESS</td>
<td>12</td>
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<tr>
<td>BCO6653</td>
<td>MANAGEMENT OF INFORMATION TECHNOLOGY</td>
<td>12</td>
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<td>BCO6672</td>
<td>THE INFORMATION SYSTEMS PROFESSIONAL</td>
<td>12</td>
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<tr>
<td>BCO6675</td>
<td>SECURITY MANAGEMENT</td>
<td>12</td>
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<tr>
<td>BCO6679</td>
<td>WEB SERVICES</td>
<td>12</td>
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**GRADUATE DIPLOMA IN MODERN LANGUAGES**

**Course Code:** AGXL

**Campus:** Footscray Park.

**About this course:** PLEASE NOTE: Vietnamese is the only language being offered in 2012. The Graduate Diploma in Modern Languages, is a fee-paying program comprising Spanish, Japanese, Chinese (Mandarin) and Vietnamese languages and is managed by the School of Communication, Culture and Languages within the Faculty of Arts, Education and Human Development. Students undertaking the course are required to complete eight sequential units over three years, in their chosen language. The course provides in-depth knowledge and skills in the study of the theoretical and practical aspects of language learning. It will also develop in the student increased cultural awareness and further insights for cross-cultural understanding and improved communication. Furthermore, students undertaking the course will benefit from an enhancement of their cognitive abilities, which will take place as their bilingual skills are developed. PROFESSIONAL RECOGNITION Students who have completed six post-VCE level language units of study will be recognised as having sufficient language competence to undertake teacher training for LOTE teaching.

**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  ACZ2002  CHINESE 2B  12
ACZ3011  CHINESE PEOPLE AND BELIEFS  12  Vietnamese:
ACZ2001  CHINESE 2A  12  The units of study offered in the Vietnamese Language Studies course are:

Year 3
ACZ3001  CHINESE 3A  12  ACZ3002  CHINESE 3B  12  Year 1
ACZ3001  CHINESE 3A  12  ACZ3002  CHINESE 3B  12
ACZ3032  CHINESE CALLIGRAPHY  12  Years 2 and 3
Additional Units Offered:
ACZ3012  CHINESE FILM AND STORIES  12  ACV1001  BASIC VIETNAMESE A  12
ACZ3021  CHINESE LANGUAGE AND SOCIETY  12  ACV1002  BASIC VIETNAMESE B  12
ACZ3031  BUSINESS CHINESE  12  ACV2001  INTERMEDIATE VIETNAMESE A  12
ACX2001  INTERNATIONAL STUDY  12  ACV2002  INTERMEDIATE VIETNAMESE B  12
ACX3002  SPECIAL PROJECT  12  ACV3001  VIETNAMESE CULTURE AND SOCIETY  12
Japanese:
The units of study offered in the Japanese Language Studies course are:

Year 1
ACJ1001  INTRODUCTION TO JAPANESE  12
ACJ1002  JAPANESE 2  12

Year 2
ACJ2001  JAPANESE 3  12  ACJ2002  JAPANESE 4  12

Year 3, Semester 1
ACJ2004  JAPANESE CONVERSATION  12
ACJ3001  JAPANESE 5  12

Year 3, Semester 2
ACJ2901  JAPANESE CULTURE AND SOCIETY  12
ACJ3002  JAPANESE 6  12
Additional Units Offered:
ACJ3003  ADVANCED JAPANESE 1  12  ACJ3004  ADVANCED JAPANESE 2  12
ACX2001  INTERNATIONAL STUDY  12  ACK3001  SPECIAL PROJECT  12
ACJ3003  ADVANCED JAPANESE 1  12  ACJ3004  ADVANCED JAPANESE 2  12

Spanish:
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  12
ACS1082  BEGINNERS SPANISH B  12

Year 2
ACS2083  INTERMEDIATE SPANISH A  12
ACS2084  INTERMEDIATE SPANISH B  12

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:
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  12
ACS1082  BEGINNERS SPANISH B  12

Year 2
ACS2083  INTERMEDIATE SPANISH A  12
ACS2084  INTERMEDIATE SPANISH B  12

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:
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  12
ACS1082  BEGINNERS SPANISH B  12

Year 2
ACS2083  INTERMEDIATE SPANISH A  12
ACS2084  INTERMEDIATE SPANISH B  12

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:
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  12
ACS1082  BEGINNERS SPANISH B  12

Year 2
ACS2083  INTERMEDIATE SPANISH A  12
ACS2084  INTERMEDIATE SPANISH B  12

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:
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  12
ACS1082  BEGINNERS SPANISH B  12

Year 2
ACS2083  INTERMEDIATE SPANISH A  12
ACS2084  INTERMEDIATE SPANISH B  12

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:
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  12
ACS1082  BEGINNERS SPANISH B  12

Year 2
ACS2083  INTERMEDIATE SPANISH A  12
ACS2084  INTERMEDIATE SPANISH B  12

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:
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  12
ACS1082  BEGINNERS SPANISH B  12

Year 2
ACS2083  INTERMEDIATE SPANISH A  12
ACS2084  INTERMEDIATE SPANISH B  12

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:
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  12
ACS1082  BEGINNERS SPANISH B  12

Year 2
ACS2083  INTERMEDIATE SPANISH A  12
ACS2084  INTERMEDIATE SPANISH B  12

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:
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  12
ACS1082  BEGINNERS SPANISH B  12

Year 2
ACS2083  INTERMEDIATE SPANISH A  12
ACS2084  INTERMEDIATE SPANISH B  12

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.
Year 3

Plus one unit of study from the list below:

**AC2005**  **CONSTRUCTION OF NATIONHOOD IN SPAIN AND LATIN AMERICA**  **12**  
**AC3085**  **INTRODUCTION TO INTERPRETING AND TRANSLATION**  **12**  
**AC3086**  **ADVANCED SPANISH TEXT AND CONTEXT**  **12**  
**AC3087**  **LANDSCAPE, MEMORY AND IDENTITY IN LATIN AMERICAN LITERATURE**  **12**  
**AC3083**  **SPANISH IN BUSINESS AND INTERNATIONAL TRADE**  **12**  
**ACX2001**  **INTERNATIONAL STUDY**  **12**  
**ACX3002**  **SPECIAL PROJECT**  **12**

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)**

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

**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:** The Creative Arts Honours degree offers graduates various pathways as researchers, as professionals and as academically enriched graduates. The degree provides eligibility for postgraduate study in either the Master of Arts (Research) or Doctor of Philosophy (PhD) degrees, both at Victoria University and universities worldwide. An Honours degree gives professionally oriented students an advantage over graduates with an undergraduate degree, when applying for employment in the highly competitive Creative Arts sector. The completion of a substantial individual Creative Arts project at Honours level also provides a foundation for entry into a career as an independent artistic practitioner.

**Course Duration:** 1 year

**Admission Requirements International:** The admission requirement for the Bachelor of Creative Arts (Honours) courses is a three-year first degree in Creative Arts Industries or equivalent degree. Students must normally have obtained Credit or higher results at second and third year levels, and a Distinction average in their chosen creative arts specialisation. All external applicants will be assessed on presentation of a folio and/or formal interview. At the discretion of the selection officer, students who satisfy entry requirements may be immediately offered a place in the Bachelor of Arts (Honours). IELTS minimum 6.5 (no band less than 6.0) or equivalent.

**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 in their chosen creative arts specialisation (or equivalent studies); and obtained results at a level of Credit or above (or equivalent grades) in at least 60% of the total number of undergraduate units attempted.

**Admission Requirements Other:** Students should contact the Honours Coordinator prior to application, in order to discuss the research proposal and availability of supervision. To apply for the Honours year, students must complete and submit a direct application form.

**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>Course Code</th>
<th>Course Name</th>
<th>Units</th>
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<tbody>
<tr>
<td>AC14001</td>
<td>PRACTICE-LED RESEARCH METHODOLOGY</td>
<td>24</td>
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<tr>
<td>AC14002</td>
<td>HONOURS INDIVIDUAL CREATIVE PROJECT A</td>
<td>24</td>
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<tr>
<td>AC14003</td>
<td>HONOURS INDIVIDUAL CREATIVE PROJECT B</td>
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</tr>
<tr>
<td>AC14004</td>
<td>HONOURS SPECIAL STUDY RESEARCH PROJECT</td>
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</tr>
</tbody>
</table>
MASTER OF COMMUNICATION

Course Code: AMCO
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 readmission 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 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 of Communication 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 or equivalent.

Admission Requirements Mature Age: The admission requirement for the Graduate Diploma and Graduate Certificate of Communication 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
- ACG6015 Minor Thesis

Select units from the following lists:

- ACG5050 COMMUNICATION ACROSS CULTURES
- ACG5200 APPROACHES TO RESEARCH
- ACG5203 PRINT AND WEB JOURNALISM
- ACG5204 VIDEO AND DOCUMENTARY
- ACG5205 RADIO FOR THE DIGITAL AGE
- ACG5206 CREATIVE WRITING
- ACG5208 CRISIS AND RISK COMMUNICATION
- ACG5209 PUBLIC HEALTH COMMUNICATION
- ACG5210 COMMUNICATION PROJECT
- ACG5211 COMMUNICATING FOR THE ENVIRONMENT
AG5212 ORGANISATIONAL COMMUNICATION 12
AG5213 MEDIA AND AUDIENCES 12
AG5214 MEDIA 2.0 12
AG5215 PROFESSIONAL INTERNSHIP 12
AG5097 PROFESSIONAL PUBLIC RELATIONS FOR THE 21ST CENTURY 12
AG5098 MANAGING PUBLIC RELATIONS CAMPAIGNS 12
AG5099 PUBLIC RELATIONS WRITING 12
AG5100 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

AC5007 COMMUNICATION FOR ACADEMIC PURPOSES A 12
AC5018 ENGLISH IN SPEAKED INTERACTION 12
AC5016 ENGLISH AS AN INTERNATIONAL LANGUAGE 12
AC5008 COMMUNICATION FOR ACADEMIC PURPOSES B 12

Students taking Option A or C must also enrol in either:

ACG6015 MINOR THESIS (FULL-TIME) 48
If part-time students must enrol in the following for two semesters:

ACG6020 MINOR THESIS (PART-TIME) 24

Only a selection of these units are offered each year

* Only available to Master students selecting to complete by course work units

MAY 2016 SEMESTER 1

MINOR THESIS (PART-TIME) 24

MINOR THESIS (FULL-TIME) 48

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 a variety of settings and platforms. Students undertake core studies in organisational and professional communication units as well as advanced professional English. This is integrated through an internship in a communication role. Students have further opportunities throughout the course to undertake activities to further enhance their access and exposure to professional workplaces.

Course Objectives: The Master of Professional and Organisational Communication aims to

- provide up to date higher 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 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 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 - AG5010, AG5212, AG5001, AG5002 and AG5003 (24 point internship unit) - 72 credit points, four units from the Recommended Units list - 48 credit points, two electives - 24 credit points. Minor thesis - 60 points. OR a further four units from the Recommended units list - 48 credit points.

YEAR 1 SEMESTER 1

AG5010 INTERNATIONAL 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

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 12
- ACG5200 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)

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
ACG5050  COMMUNICATION ACROSS CULTURES  12
ACG5097  PROFESSIONAL PUBLIC RELATIONS FOR THE 21ST CENTURY  12
ACG5099  PUBLIC RELATIONS WRITING  12
ACG5100  ETHICS AND REGULATIONS IN COMMUNICATIONS PRACTICE  12

ACG5200  APPROACHES TO RESEARCH  12
ACG5203  PRINT AND WEB JOURNALISM  12
ACG5204  VIDEO AND DOCUMENTARY  12
ACG5205  RADIO FOR THE DIGITAL AGE  12
ACG5212  ORGANISATIONAL COMMUNICATION  12
ACG5213  MEDIA AND AUDIENCES  12
ACG5214  MEDIA 2.0  12

** Students must complete ACG5200 before undertaking the thesis (option A)

RECOMMENDED INFORMATION TECHNOLOGY UNITS

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

DOCTOR OF PHILOSOPHY

Course Code: APSD
Campus: 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 admission to the 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
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.

Note that a creative thesis project takes the form of a major creative work by the candidate and a scholarly exegesis on such a work.

MASTER OF ARTS (RESEARCH)

Course Code: ARXF
Campus: 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 Musicology; 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 at 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 obtained 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 to present their proposal to a candidature panel. Students are fully admitted to candidature for the degree once their proposal is approved.

GRADUATE CERTIFICATE IN COMMUNICATION (PUBLIC RELATIONS)

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 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 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 co-ordinator.

ACG5097 PROFESSIONAL PUBLIC RELATIONS FOR THE 21ST CENTURY 12
ACG5099 PUBLIC RELATIONS WRITING 12
ACG5098 MANAGING PUBLIC RELATIONS CAMPAIGNS 12
Plus one of the following two units:
ACG5100 ETHICS AND REGULATIONS IN COMMUNICATIONS PRACTICE 12
ACG5200 APPROACHES TO RESEARCH 12

GRADUATE CERTIFICATE IN COMMUNICATION

Course Code: ACG5
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 co-ordinator’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 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: 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 courses 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:
ACG5010 INTERNATIONAL COMMUNICATION 12

Select units from the following lists:
ACG5050 COMMUNICATION ACROSS CULTURES 12
ACG5200 APPROACHES TO RESEARCH 12

(AG5200 is required for admission to MComm by minor thesis Option B)

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
Students will be expected to work on a higher degree level professional project or coordinator, professional program course coordinator and the host organisation. The course will enable them to gain competence and confidence with high level studies of professional English which are relevant to the employment market. The aim of the course is to enhance students' professional degrees to improve graduate outcomes in the English language professional environment. It is designed to complement and augment existing professional coursework Masters studies in English. Communication skills in the workplace is an important aspect of professional English in a professional setting, with a particular emphasis on developing an understanding of the critical elements of communication. The main focus is on attaining the skills necessary for effective communication in professional and workplace settings.

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 understanding 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 utilizing 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.

Course Structure

To pass the Graduate Certificate, students need to satisfactorily complete three 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

AGS5001 PROFESSIONAL ENGLISH FOR NON-NATIVE SPEAKERS OF ENGLISH 12
AGS5002 INTERACTING IN THE PROFESSIONAL WORKPLACE 12
AGS5003 PROFESSIONAL PRACTICE IN THE WORKPLACE 24

GRADUATE CERTIFICATE IN MULTIMEDIA
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 (AGMM) 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 (AGMM) 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 Information Technology 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:

- ACG5100 ETHICS AND REGULATIONS IN COMMUNICATIONS PRACTICE 12
- ACG5200 APPROACHES TO RESEARCH 12
- ACG5203 PRINT AND WEB JOURNALISM 12
- ACG5204 VIDEO AND DOCUMENTARY 12
- ACG5205 RADIO FOR THE DIGITAL AGE 12
- ACG5212 ORGANISATIONAL COMMUNICATION 12
- ACG5213 MEDIA AND AUDIENCES 12
- ACG5214 MEDIA 2.0 12

* Students planning to undertake a minor thesis in the masters course must complete this unit

Students select one of the following Information Technology units:

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

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SPECIALISATIONS

ASPAES 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

AC1005 COMMUNICATION FOR ACADEMIC PURPOSES A 12
AC1006 COMMUNICATION FOR ACADEMIC PURPOSES B 12

OTHER SPECIALISATION UNITS - Students select four

Second and/or Third Year

AC2005 WRITTEN GENRES AND CRITICAL LITERACY 12
AC2008 ENGLISH IN SPOKEN INTERACTION 12
AC3004 ASPECTS OF LANGUAGE: STRUCTURE AND USE 12
AC2010 ENGLISH IN THE AUSTRALIAN MEDIA 12
AC3041 LANGUAGE AND SOCIETY 12
AC3052 COMMUNICATION AND CULTURAL DIVERSITY 12
AC2006 ENGLISH AS AN INTERNATIONAL LANGUAGE 12

ASPCOM COMMUNICATION STUDIES

Locations: Footscray Park, St Albans
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

AC1047 CULTURE AND COMMUNICATION 12
AC1048 MEDIA, CULTURE AND SOCIETY 12

OTHER SPECIALISATION UNITS - Students select four

Second and/or Third Year

AC2012 MEDIA STORYTELLING 12
AC2013 NEW MEDIA 12
AC2014 INTERNATIONAL COMMUNICATION INDUSTRIES 12
AC3003 ETHICAL AND LEGAL ISSUES IN COMMUNICATION 12
AC3004 SOCIAL MEDIA 12
AC3006 MEDIA AUDIENCES 12
AC3041 LANGUAGE AND SOCIETY 12
AC3047 COMMUNICATING IN ORGANISATIONS 12
AC3052 COMMUNICATION AND CULTURAL DIVERSITY 12
AC3056 ADVANCED MEDIA PRODUCTION 12
ACP2078 PERFORMANCE WRITING 12
ACP3049 WRITING AND PRODUCING THE DOCUMENTARY 12

ASPCRE CREATIVE WRITING

Locations: St Albans
The Creative Writing specialisation is designed for students who enjoy writing and...
who want to develop practical and analytical skills, combined with a sound theoretical understanding, in the area of creative writing for publication and performance. In first year, lectures and practical writing workshops give students a firm foundation in a range of writing genres, including fiction writing, autobiography, scriptwriting and journalism. In second and third year students may choose from units focusing on fiction writing, editing and publishing, writing for children, autobiography and memoir, writing about place, performance writing and web journalism. All units balance the practical development of expertise in writing, and analysis of the writing of others, within a broader social and cultural context.

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

OTHER SPECIALISATION UNITS
Second and/or Third Year - Students select three

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
ACP2080 WRITING AND READING PLACE 12
ACP2085 FICTION WRITING 12

ASPDIG DIGITAL MEDIA
Locations: Footscray Park, St Albans
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’ and ‘Mobile Technologies’. 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 undertake an Information Technology teaching method must complete the four asterisked (*) units. It is recommended that students wishing to teach IT at Year 12 level undertake six units of study. Elective units: Students may choose any unit from Digital Media as an elective for any course of study.

First Year Only

ACP1006 DIGITAL SOUND AND VIDEO 12
ACP1009 VISUAL DESIGN FOR DIGITAL MEDIA 12
ACP1010 INTRODUCTION TO WEB TECHNOLOGIES 12

Second and/or Third Year

ACP2003 INTERACTIVE PROGRAMMING 12
ACP2005 SPECIAL EFFECTS AND MOTION GRAPHICS 12
ACP2006 ANIMATION 12
ACP2007 INNOVATION TECHNOLOGIES, RESEARCH AND APPLICATION 12
ACP2008 DYNAMIC WEB DEVELOPMENT 12
ACP2009 INTERNATIONAL DESIGN 12
ACP2010 INTERACTION STUDIO 12
ACP2011 COMPUTER SUPPORTED LEARNING 12
ACP3012 MOBILE TECHNOLOGY DEVELOPMENT 12
ACC2010 TELEVISION PRODUCTION 12
ACC2011 RADIO PRODUCTION 12
ACP3049 WRITING AND PRODUCING THE DOCUMENTARY 12

ASPGEN GENDER STUDIES
Locations: St Albans
Gender is one of the major ways that human society is organised, whether considered from a social or cultural perspective. Gender Studies is an academic discipline that branches into other fields of study such as sociology, anthropology, cultural studies, literary studies, politics, media studies, history. This discipline has developed over the last three decades into a complex and influential academic discipline. The ideas of Gender Studies, in particular the theories and practices of
feminism, have significantly shifted the ways of understanding gender across many academic fields of inquiry. The Gender Studies specialisation provides students with a critical understanding of major theories and practices of gender and sexualities.

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 Units' 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

ACW1020 SEX AND GENDER 12
ACW1021 FASHIONING GENDER 12

OTHER SPECIALISATION UNITS - Students select four

Second and/or Third Year

ACW20XX GENDER ON THE AGENDA 12
ACW20XX RESEARCHING GENDERED LIVES 12
ACW20XX WOMEN AND INTERNATIONAL DEVELOPMENT 12
ACP20XX GENDER AND GENRE IN SHORT FICTION 12
ACW30XX GENDER, SCREEN, IDENTITY 12
ACW30XX RETHINKING THE FAMILY 12
ACW30XX GENDER CROSS-CULTURALLY 12
ACW30XX VARIETIES OF FEMINIST THOUGHT 12
ACW30XX KNOWING BODIES 12
ACW30XX UNPACKING SEXUALITIES 12

ASPLIT LITERARY STUDIES

Locations: Footscray Park, St Albans

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

ACL200X TRANSGENDER LITERATURE: ABORIGINAL, NATIVE NORTH AMERICAN AND MAORI WRITING 12
ACL200X ROMANCE AND REALISM 12
ACL200X AUSTRALIAN LITERATURE 12
ACL2050 CHILDREN’S TEXTS 12
ACL30XX RE-PRESENTING EMPIRE: LITERATURE AND POSTCOLONIALISM 12
ACL3014 WRITING SELVES 12
ACL3016 WORKING CLASS WRITING 12
ACP20XX GENDER AND GENRE IN SHORT FICTION 12
ACP20XX WRITING AND READING PLACE 12
AEK3102 INDIGENOUS LITERACIES 12

ASPMED MEDIA STUDIES

Locations: Footscray Park, St Albans

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 in 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
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<td>ACC1047</td>
<td>CULTURE AND COMMUNICATION</td>
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<td>ACC1048</td>
<td>MEDIA, CULTURE AND SOCIETY</td>
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<td>ACC2010</td>
<td>TELEVISION PRODUCTION</td>
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<tr>
<td>ACC2011</td>
<td>RADIO PRODUCTION</td>
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<td>ACC2012</td>
<td>MEDIA STORYTELLING</td>
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</tr>
<tr>
<td>ACC2013</td>
<td>NEW MEDIA</td>
<td>12</td>
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<td>ACC2014</td>
<td>INTERNATIONAL COMMUNICATION INDUSTRIES</td>
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<td>ACC3004</td>
<td>SOCIAL MEDIA</td>
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<td>ACC3006</td>
<td>MEDIA AUDIENCES</td>
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<td>ACO1008</td>
<td>ELECTRONIC MUSIC PRODUCTION AND COMPOSITION</td>
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<tr>
<td>ACO3001</td>
<td>CULTURAL PERSPECTIVES ON MUSIC</td>
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<td>ACO3002</td>
<td>DIGITAL AUDIO ARTS</td>
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<td>ACO3003</td>
<td>MUSIC AND THE MIND</td>
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<td>ACO2005</td>
<td>MUSIC TECHNIQUES 2</td>
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<td>ACO2006</td>
<td>TECHNICAL ARTS</td>
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<td>ACT1001</td>
<td>GROUND, SELF AND OTHERS: EMBODIED ETHICS</td>
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<td>ACT1002</td>
<td>PERFORMANCE (RE):MAKING</td>
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<td>ACT2001</td>
<td>PERFORMANCE: SELF</td>
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<td>ACT2003</td>
<td>PERFORMANCE: OTHERS</td>
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<td>ACT2005</td>
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<td>ACT2006</td>
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<td>ACT2007</td>
<td>PERFORMANCE STUDIO C</td>
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Other Specialisation Units - Students select four

Second and/or Third Year

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<tr>
<th>Course Code</th>
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<th>Units</th>
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<td>ACO1008</td>
<td>MUSIC TECHNIQUES 1</td>
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<td>ACO1010</td>
<td>TECHNOLOGY OF MUSIC AND AUDIO</td>
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<td>ACT2008</td>
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<tr>
<td>ACT2007</td>
<td>PERFORMANCE STUDIO C</td>
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</tr>
</tbody>
</table>

ASPES 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 need 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 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

<table>
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<td>PERFORMANCE (RE):MAKING</td>
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<td>ACT2001</td>
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<td>ACT2003</td>
<td>PERFORMANCE: OTHERS</td>
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Other Specialisation Units - Students select two

Second and/or Third Year

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<td>ACT2004</td>
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<td>ACT2005</td>
<td>PERFORMANCE STUDIO A</td>
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<td>ACT2006</td>
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</tr>
<tr>
<td>ACT2007</td>
<td>PERFORMANCE STUDIO C</td>
<td>12</td>
</tr>
</tbody>
</table>
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 (e.g., 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 valuable knowledge and skills for employment in writing-related professions such as journalism, public relations, advertising, marketing, editing and publishing and technical writing, and also in more general information services such as writing and teaching. In some cases additional graduate level coursework may be required and/or may assist in gaining employment (e.g., Graduate Diplomas in Professional Writing, Journalism, Editing and Publishing, Public Relations, Marketing).

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
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
ACC2011  RADIO PRODUCTION  12
ACL2050  CHILDREN’S TEXTS  12
ACL3014  WRITING SELVES  12
ACP2002  PROFESSIONAL WRITING FOR SPORT  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

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

ACV1001  VIETNAMESE CULTURE AND SOCIETY  12
ACV1002  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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<td>ACF1004</td>
<td>DRAWING AND PAINTING</td>
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**OTHER SPECIALISATION UNITS - Students select four**

**Second and/or Third Year**

<table>
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<th>Code</th>
<th>Title</th>
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<td>INTRODUCTION TO DIGITAL ART</td>
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<td>ACF2002</td>
<td>AESTHETICS AND ART CRITICISM</td>
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<td>ACF2003</td>
<td>STILL LIFE PROJECTS</td>
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<td>ACF2005</td>
<td>EXPERIMENTAL ART</td>
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<td>12</td>
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AC1005 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: 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 i.e. 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%.

AC1006 COMMUNICATION FOR ACADEMIC PURPOSES B

Locations: Footscray Park.
Prerequisites: Entry to this unit of study will normally be open to students who fulfil the following criteria: English is not their first language; the major part of their formal schooling has not been conducted in the English language.
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, i.e. 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%.

AC2005 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. 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 elements of discourse and linguistic theory relevant to written genres;
- 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 - e.g. expository, narrative, argumentative, academic journal writing.

Class Contact: 1-hour lecture and 1.5-hour workshop per week.
Required Reading: AC2005 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%.

AC2006 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:**
- Assignments and class exercises 30%; Oral presentation 20%; Major essay (2500-3000 words) 50%.

**ACA2008 ENGLISH IN SPOKEN INTERACTION**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**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:**
- Assignments, 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 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:

- 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.

**Required Reading:** Cunningham, S & Turner, G (eds) 1993, The media in Australia: industries, texts, audiences, Allen and Unwin, Sydney.

**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.

**Prerequisites:** Nil.

**Description:** This unit examines a range of sports writing; journalism (features and hard news), biographies and 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 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:**
- Two reseaches (1500 words each) 35%; Oral presentation 20%; Written examination (two hours) 45%.

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

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 topical 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 appropriate written and oral pieces;
- Produce different forms of writing: informative, persuasive and argumentative essays.

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.
Assignment and class exercises 20%; Oral presentation 30%; Major essay 50%.

Required Reading:

Class Contact:

Credit Points:

English as a first and second language internationally. The unit will examine the place of English globally, giving cyberspace and will focus on recognising and analysing distinctive features of 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to 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;
- Demonstrate an understanding of cross-cultural communication issues;
- Describe linguistic features of English.

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.

ACAS016 ENGLISH AS AN INTERNATIONAL LANGUAGE

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 elements of discourse and linguistic theory relevant to written genres;
- Analyse different English genres of writing and to apply this knowledge in their own literacy practices;
- Demonstrate the skills to become critical writers and readers in a range and diversity of text forms - eg. expository, narrative, argumentative, academic journal writing.

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.

ACAS017 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 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 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%.

ACAS018 ENGLISH IN SPOKEN INTERACTION

Locations: Footscray Park.

Prerequisites: ACA1005 - COMMUNICATION FOR ACADEMIC PURPOSES ACA1006 - COMMUNICATION FOR ACADEMIC PURPOSES B

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 be able to:

- Demonstrate knowledge of the phonological system in English and apply this knowledge to enhancing the quality of their oral 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.
Learning Outcomes: On successful completion of this unit, students are expected to 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 per week.

Required Reading: To be advised by lecturer.

Assessment: Two written transcriptions and an oral delivery of one of them 30%; Two oral presentations 40%; A detailed conversation analysis of an interaction of the student’s choice 30%.

ACA5021 FOUNDATIONS OF LANGUAGE

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study examines the various hypotheses and theoretical underpinnings of first and second language acquisition. Aspects of the formal systems of English in both the spoken and written modes will be investigated, including grammar, phonology and semantics. This will provide the fundamental principles in these areas for students who have not previously acquired such knowledge.

Credit Points: 12

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

- 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: Footscray Park, St Albans.

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 2-hour lecture and one 1-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: Footscray Park, St Albans.

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 their 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, Sunway (Malaysia).

Prerequisites: Nil.

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.

Required Reading: Mollison, M 2003 2nd edn, Producing videos: a complete guide, Allen and Unwin, Sydney

Assessment: Exercise, Short narrative single camera with storyboard, 10%. Project, Group multi-camera television interview, 30%. Project, Group multi-camera television drama scenes, 40%. Journal, Chapter critiques, 20%. Equivalent word length 3000 words.

ACC2011 RADIO PRODUCTION

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

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: Footscray Park, St Albans.

Prerequisites: ACC1047 - CULTURE AND COMMUNICATIONACC1048 - MEDIA, CULTURE AND SOCIETYEither/ Or

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 written communication;
- Conduct research, including locating, managing and using information effectively.

**Class Contact:** Three hours per week: one-hour lecture/seminar and two hours screening/tutorial.

**Required Reading:** Media Storytelling Book of Readings

**Assessment:** Assignment, Analysis of a media narrative, 50%. Assignment, Short answer assignment on media storytelling, 50%. Total effective word limit 3000 words.

**ACC2013 NEW MEDIA**

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

**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 social networks like Facebook.

**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 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:** Footscray Park, St Albans.

**Prerequisites:** ACC1047 - CULTURE AND COMMUNICATION ACC1048 - MEDIA, CULTURE AND SOCIETY Either/Or

**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 formulation. 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 ways in which TV’s style of address and scheduling impact on social concerns and the social patterns of everyday life;
- 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:** Footscray Park, St Albans.

**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.
ACC3003 ETHICAL AND LEGAL ISSUES IN COMMUNICATION

Locations: St Albans.
Prerequisites: ACC1047 - CULTURE AND COMMUNICATION ACC1048 - MEDIA, CULTURE AND SOCIETY

Description: Ethical and Legal Issues in Communication (ACC3003) considers a range of ethical, regulatory and legal issues surrounding the ‘new media’ and ‘old media’ and telecommunications and the internet; in an age of convergence, globalisation and deregulation. The unit also considers Australian consumer laws, industry and market trends, the role of industry peak bodies and codes of practice, as well as the role of the Commonwealth government and its super-regulator the Australian Communications and Media Authority (ACMA), as well as the role of other key authorities including the Australian Competition and Consumer Commission (ACCC), the Australian Securities and Investments Commission (ASIC), and the Telecommunications Industry Ombudsman (TIO). The unit also focuses on laws related to media ownership rules, defamation, reputation management and protection, copyright and other aspects of intellectual property, deceptive conduct and false representation, privacy protection, censorship and whistleblower protection.

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 hours per week over 12 weeks or equivalent.

Required Reading: ACC3003 Ethical and Legal Issues in Communication Book of Readings.

Assessment: Literature Review, A short reflection on the required reading/s and class discussion, submitting a folio of the 5 preferred journal entries, 30%. Presentation, A class presentation (using Powerpoint or similar platform) from a set list, including: the challenge of regulating ‘new media’ and communications, 30%. Essay, Research and produce an essay on an inter-related theme (list of themes will be provided)., 40%. Total effective word limit 3000 words.

ACC3004 SOCIAL MEDIA

Locations: Footscray Park, St Albans.
Prerequisites: ACC1047 - CULTURE AND COMMUNICATION ACC1048 - MEDIA, CULTURE AND SOCIETY

Description: This unit of study examines the rise and impact of social media which results from the interaction between distributed digital networks and the global flow of user-generated content. Emphasis is placed on contemporary developments in social media which have reshaped the cultural and social practices of professional, institutional and everyday life. Thus unit aims to equip students with a critical understanding of the history, structure and political economy of the networks and applications in which social media transpire as well as the comprising social and cultural practices. Areas of discussion range across Web 2.0, blogging, microblogging, wikis, podcasts, and geo-social networking in addition to the broad
Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Identify and apply key approaches and debates related to developments in social media;
- Use critical thinking and conceptualisation skills for understanding social media;
- Use relevant concepts in the study of social media;
- Present complex ideas;
- Lead productive discussions;
- Demonstrate an ability to effectively express understanding of the unit through the use of social media.

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.

Prerequisites: ACC1047 - CULTURE AND COMMUNICATION; ACC1048 - MEDIA, CULTURE AND SOCIETY; Either/Or

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; identity 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:

- Demonstrate a broad understanding of the history and developments in audience research;
- Demonstrate an understanding of a variety of research methods;
- Design and conduct an empirical research project;
- Identify and address methodological issues;
- Design and produce an overview of approaches by drawing on a range of other research;
- Demonstrate an ability to communicate with research subjects and research partners;
- Organise time and logistics to complete a research project, alone or in a small group;
- Design and 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: Book of readings to be made available by the unit coordinator.

Assessment: Assessment: ICT (Wiki, Web sites), Contribution to class blog, 20%. Project, Research, 50%. Examination, Final examination, 30%. Total effective word limit 3000 words.

ACC3041 LANGUAGE AND SOCIETY

Locations: Footscray Park, St Albans.

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; sociolinguistic 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.

Credit Points: 12

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

- Locate, evaluate, manage and use a range of relevant information from a critical perspective;
- Communicate with peers on complex topics in informal settings;
- Synthesise moderately complex material and write in an essay or research project format at a level approximating employment entry level with guidance;
- Follow complex instructions and manage time with minimal guidance;
- Apply and evaluate strategies relating to issues of social and cultural diversity in tasks and projects, seeking information where necessary.

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

Required Reading: Unit of Study Book of Readings.

Assessment: In-class tests 45%; Research project/major essay 55%.

ACC3047 COMMUNICATING IN ORGANISATIONS

Locations: Footscray Park, St Albans.

Prerequisites: ACC1047 - CULTURE AND COMMUNICATION; ACC1048 - MEDIA, CULTURE AND SOCIETY; Either/Or

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
ACC3056 ADVANCED MEDIA PRODUCTION

**Description:** This 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 are expected to 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, cooperation, mutual respect and assessable outcomes.

**Class Contact:** One hour lecture and one hour tutorial

**Required Reading:** Reader to be supplied by the lecturer.

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

ACC3061 WORLD CINEMAS

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

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

**Description:** This unit 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 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;

**Class Contact:** Two-hour seminar each week.

**Required Reading:** Reader to be supplied by the lecturer.

**Assessment:** Report, Project brief that outlines the aims and output of the project, including timelines and resources., 20%. Report, A work in progress report that includes details of activities undertaken., 20%. Project, The completed video, audio or multimedia project produced for the external client., 60%. Total effective word limit 3000 words or equivalent.

ACC3052 COMMUNICATION AND CULTURAL DIVERSITY

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

**Prerequisites:** ACC1047 - CULTURE AND COMMUNICATION 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 will 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

**Required Reading:** Shockley-Zalabak, PS 2006, Fundamentals of organizational communication: knowledge, sensitivity, skills, values, Boston: Pearson/Allyn & Bacon

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

CULTURE AND SOCIETY

**Either/Or**

**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 are expected to 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, cooperation, mutual respect and assessable outcomes.

**Class Contact:** Two-hour seminar each week.

**Required Reading:** Reader to be supplied by the lecturer.

**Assessment:** Report, Project brief that outlines the aims and output of the project, including timelines and resources., 20%. Report, A work in progress report that includes details of activities undertaken., 20%. Project, The completed video, audio or multimedia project produced for the external client., 60%. Total effective word limit 3000 words or equivalent.

ACC3061 WORLD CINEMAS

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

**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 be able to:

- Demonstrate knowledge of key concepts in the study of issues related to 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-hour lecture and one-hour 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 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 are expected to 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, cooperation, mutual respect and assessable outcomes.

**Class Contact:** Two-hour seminar each week.

**Required Reading:** Reader to be supplied by the lecturer.

**Assessment:** Report, Project brief that outlines the aims and output of the project, including timelines and resources., 20%. Report, A work in progress report that includes details of activities undertaken., 20%. Project, The completed video, audio or multimedia project produced for the external client., 60%. Total effective word limit 3000 words or equivalent.

ACC3061 WORLD CINEMAS

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

**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 be able to:

- Demonstrate knowledge of key concepts in the study of issues related to 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-hour lecture and one-hour tutorial and three hours mixed-mode.

**Required Reading:** To be advised by lecturer.

**Assessment:** Research project 55%; Class tests 45%.
 Assessments: Site visits and workshops, project and portfolio development in collaboration with a group and individual presentation of folio and associated documentation.

Credit Points: 12

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

- Develop a critical understanding of the impact of traditional approaches to life drawing and the contemporary art context.
- Demonstrate an ability to analyse and critique visual works and the processes of drawing and painting.
- Develop a working knowledge of the principles and techniques of traditional life drawing.
- Engage in a range of artistic production and respond to critical questions in a written and oral presentation.
- Demonstrate the ability to articulate 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.

ACF1003 LIFE DRAWING

Description: This is an introductory course in traditional life drawing. The emphasis will be on introducing observational visual technique and practical studio work. 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 three-hour workshop per week.

Required Reading: Simboli, 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

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 inform students' understanding of contemporary art practices of drawing and painting. Practical studio projects and lectures 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 involve discussion and constructive critique of the artworks produced. Materials incorporated includes charcoal, coloured conte, ink and wash, watercolour and acrylic paint on canvas. Assessment involves 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:

- Assemble research about and respond in writing to a major current exhibition of art;
- Collate, archive and develop ideas, visually and in writing, consistently over time in a visual diary;
- Develop an understanding of 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;
- Critique the qualities of works of art 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 Paper, Analysis of three works of art from a major exhibition, 20%. Test, Studio practices and methodologies including visual literacy test, 20%. Portfolio, Eight completed artworks, one artwork selected from each weekly studio project, 40%. Journal, Weekly visual diary practical work and visual literacy exercises, 20%. Total effective word limit 3000 words.

ACF2001 INTRODUCTION TO DIGITAL ART

Locations: St Albans.

Prerequisites: Nil.

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: Nil.

Description: This unit of study introduces students to the philosophical underpinning of postmodern discourse as a way to deepen their understanding of contemporary art, aesthetics and art criticism. Lectures draw upon basic analytical tools of philosophy and traditional concepts, arguments and theories of art and the art. The unit aims to equip students with an understanding of the history and structures within art theory and criticism and contextualising this with contemporary art practice. Lectures address key topics of contemporary art. Weekly group discussions explore pertinent issues and develop critical dialogues. One of the sessions is conducted on site at various galleries.

Credit Points: 12

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

- Develop an understanding of some of the theories underpinning contemporary art theory and criticism 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;
- Demonstrate, in both verbal and written essay form, an understanding of aspects of contemporary art theory in response to set topics;
- Assemble independent and collaborative research in art theory and criticism and locate and evaluate appropriate and meaningful information in text-based and practice-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 US/Oxford University Press Further reading will be given during lectures and seminars.

Assessment: Research Paper, Masterpiece study and exhibition, 60%. Review, Art exhibition critique and review, 20%. Exercise, A series of group discussions and activities on key contemporary theories, 20%. Total effective word limit 3000 words.

ACF2003 STILL LIFE PROJECTS

Locations: St Albans.

Prerequisites: Nil.

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%.

ACF3002 INSTALLATION ART

Locations: St Albans.

Prerequisites: Nil.

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 are expected to be able to:

- Apply and articulate an understanding, verbally and in writing, of a range of issues in relation to installation art in historical and contemporary art contexts;
- Discuss theoretical issues in installation art related to their individual and collaborative artistic practice;
- Demonstrate originality and creativity in concept development;
- Develop the ability to 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: Research Paper, Site Specific Installation Proposal, 20%. Presentation, Group Installation in a Public Space, 40%. Portfolio, Documentation of practical research undertaken and journal, 20%. Practicum, Collaborative Studio Practice, 20%. Total effective word limit 3000 words.

ACF3003 DIGITAL FINE ART PHOTOGRAPHY

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

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:

- Develop and sustain a visual art studio practice;
- Develop a language and means for articulating a visual art studio
  practice in a creative arts industry context in the form of visual artist’s
  statements and CVs/bios;
- Identify opportunities available to practising (particularly emerging)
  artists and the skills necessary to take advantage of those opportunities
  — ie. to apply for grants and employment opportunities, submit
  exhibition proposals etc;
- Establish project proposals such as exhibition proposals and the
  understanding of how to sustain an artistic/studio practice outside of a
  university context (including budgets, promotion etc);
- Compile a resource collection from websites, available publications,
galleries and industry organisations that will form a basis for the future;
- Contribute to peer critiques.

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

Required Reading: National Association for the Visual Arts (Australia), 2010 10th
edn, Money for visual artists, Sydney; NAVA National Association for the Visual Arts
(Australia), 2009 3rd edn, The code of practice for the professional Australian visual
arts, craft and design sector Sydney: NAVA Further reading will be allocated during the
lecture

Assessment: Journal, Journal and/or folder containing CV, relevant grant/funding
opportunities, 30%. Portfolio, Documentation of artworks supported by artist’s
statement and exhibition proposal, 50%. Presentation, Presentation of completed
funding application/exhibition proposal, 20%. Total effective word limit 3000
words.

ACF3096 COMPUTER MEDIATED ART

Locations: St Albans.

Prerequisites: Nil.

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 are expected to be
able to:

- Develop and apply an understanding of what a three dimensional
computer-generated model is;
- Plan the production of a three dimensional computer-generated model
art piece;
- Assemble and manipulate a three dimensional computer-generated
model using LightWave®;
- Demonstrate familiarity with the utilisation of the tools and interface
of the 3D modelling software application.

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

Required Reading: Blundell, B 2008, 1st edn, An Introduction to Computer Graphics
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%.

ACG5001 PROFESSIONAL ENGLISH FOR NON-NATIVE SPEAKERS OF ENGLISH
Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit focuses on the development of professional English communication skills appropriate to workplace and professional settings. Students are introduced to different communication models and to the specific features involved in communicative processes. The unit develops awareness of the differences between spoken and written language and the implications for self-presentation in professional contexts. Students develop skills in the analysis of structures of written and oral language as well as an awareness of language variation relative to professional contexts. The unit gives practise in writing and interpreting documents of the kinds encountered in areas of professional life. The areas covered include: English grammar, syntax and idioms; the format of workplace documents; persuasive writing; constructing logical arguments and business presentations; developing skimming and scanning skills and understanding meaning from context.
Credit Points: 12

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

- Identify the processes involved in communication, particularly in 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;
- Evaluate and produce typical workplace documents such as employment applications, letters, emails and CVs;
- Demonstrate use of more sophisticated sentences and vocabulary;
- Present an oral report in English relevant for a professional work setting.

Class Contact: One-hour seminar and one hour workshop per week.
Assessment: Portfolio, A professional writing portfolio based on weekly tasks assigned by the lecturer, 30%. Presentation, Students present an oral presentation, including a written summary, about an aspect of their chosen professional field, 20%. Report, Students will produce a written report about an aspect of professional communication in the workplace of their interest and qualification, 50%. Minimum effective word limit 5000 words.
ACG5002 INTERACTING IN THE PROFESSIONAL WORKPLACE

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit focuses 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. Skills are 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. Emphasis is placed 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;
- Demonstrate an understanding of cross-cultural issues in working in English speaking workplaces in Australia;
- Use appropriate written and spoken skills in an Australian workplace in the areas of interviewing, negotiating and conflict management;
- Apply appropriate communication within a group and in teams to achieve professional goals.

Class Contact: Equivalent to two hours per week for one semester.
Assessment: Assignment, An evaluation of skills required in the workplace., 20%. Exercise, Students participate in a mock interview for a chosen job with a panel of interviewers., 20%. Portfolio, Students prepare a professional portfolio covering resume., 60%. Minimum effective word limit 5000 words.

ACG5003 PROFESSIONAL PRACTICE IN THE WORKPLACE

Locations: Footscray Park.
Prerequisites: Nil.
Description: In this unit students have the opportunity to participate in 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. Placements occur within a local Australian professional workplace. It is expected that students undertake tasks under supervision that reflect a range of work undertaken by employees with similar areas of expertise in that organisation. Students have the benefit of developing their research and interpersonal skills while learning in the workplace. Placement is negotiated on the basis of the student’s personal interest, their area of professional specialisation and placement availability. Students are 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 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 professional presentation and career opportunities.

Class Contact: One hour seminar per week and 15 days practicum.
Assessment: Journal, Reflective account of the workplace experience., 20%. Report, Placement report with supporting portfolio outlining/demonstrating work undertaken during the placement and including employer/mentor evaluation., 30%. Report, Professional report that analyses the workplace., 50%. Minimum effective word limit 8000 words.

ACG5010 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 media 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:

- Understand the ways in which international communication shapes the personal and the social.
- Use research skills related to the study of international communication;
- Apply analytical thinking and conceptualisation skills;
- Identify approaches and research areas related to the study of international communication;
- Present complex ideas and lead productive discussions;
- Demonstrating advanced workplace English skills;
- Developing an appreciation for the Australian workplace environment;
- Reflecting critically on the experience, and using this reflection to plan how to improve professional presentation and career opportunities.

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).

ACG5050 COMMUNICATION ACROSS CULTURES

Locations: City Flinders.
ACG5099 PROFESSIONAL PUBLIC RELATIONS FOR THE 21ST CENTURY

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 context, 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).

ACG5098 MANAGING PUBLIC RELATIONS CAMPAIGNS

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

ACG5097 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: Research report (2000 words) 40%; Campaign plan (2000 words) 40%; Professional presentation 20%.
ACG5099 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, background 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 a 12 week semester.

Required Reading: Mahoney, J 2008, Public relations writing in Australia, Melbourne: Oxford University Press.

Assessment: Assignment, Media release exercise, 10%. Project, Group media kit and work report, 40%. Presentation, Seminar leading exercise, 10%. Portfolio, 4 x detailed portfolio exercises, 40%. Minimum effective word limit 5000 words.

ACG5100 ETHICS AND REGULATIONS IN COMMUNICATIONS PRACTICE

Locations: City Flinders.
Prerequisites: Nil.

Description: Ethics and Regulations for Communication Practice (ACG5100) considers a range of ethical, regulatory and legal issues surrounding the ‘new media’ and ‘old media’ and telecommunications and the internet; in an age of convergence, globalisation and deregulation. The unit also considers Australian consumer laws, industry and market trends, the role of industry peak bodies and codes of practice, as well as the role of the Commonwealth government and its super-regulator the Australian Communications and Media Authority (ACMA), as well as the role of other key authorities including the Australian Competition and Consumer Commission (ACCC), Australian Securities and Investments Commission (ASIC), and the Telecommunications Industry Ombudsman (TIO). The unit also focuses on laws related to media ownership rules, defamation, reputation management and protection, copyright and other aspects of intellectual property, deceptive conduct and false representation, privacy protection, censorship and whistleblower protection.

Credit Points: 12

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

- Discuss issues of ethical behaviour in organisational and industry settings, and specific laws, regulations and policies connected to the regulation of the convergent fields of telecommunications, media and the internet in Australia;
- Locate scholarly articles and other authoritative source material;
- Use scholarly articles and other authoritative source material in an essay and in a class presentation;
- Participate in small-group and class discussions in ways that encourage fellow students to contribute;
- Produce an essay and a formal presentation which follow standard academic conventions and that are clearly and effectively expressed, proof-read or quality-checked and submitted or presented in a timely fashion;
- Critique own learning through the completion of weekly journal entries.

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: Journal, Produce a short reflection on the required reading/s and class discussion, submitting a folio of 5 preferred journal entries, 30%. Presentation, Class presentation from a set list of topics, including: ethical behaviour in organisational settings, codes of ethics and ‘ethics literacy’, 30%. Essay, Research and produce an essay (specific questions provided) on one of the inter-related themes, 40%. Minimum effective word limit 5000 words.

ACG5200 APPROACHES TO RESEARCH

Locations: City Flinders.
Prerequisites: Nil.

Description: This unit of study is designed to provide students with an understanding of some key methodologies and research strategies. Students 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 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:

- Select appropriate research tools for a project;
- Construct the appropriate research tools for a project;
- Propose different ways of using data for research;
- Produce an effective visual presentation of a research question.

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


Assessment: Exercise, Advanced library search exercise., 20%. Assignment, Developing questions for social research., 20%. Presentation, Class presentation and final research proposal and report., 60%. Minimum effective word limit 5000 words.

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: City Flinders, St Albans.

Prerequisites: Nil.

Description: This unit of study provides students with an understanding of the creative and management processes involved in writing, directing and producing a digital 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 to the industry standard expected for programming on public television networks by the end of the semester. Topics include: program needs analysis; video directing techniques; digital production techniques; stages of production; composition theory; scripting techniques; narration and dramatisation; off-line and on-line editing; graphics; the sound track mix; interviewing techniques; interpersonal communication techniques; production exercises. The unit also provides students with the opportunity to work on a project that conforms to and mirrors industry practice and standards. A guest lecturer/s also provide students with the ability to network with an industry professional/s.

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;
- Demonstrate effective budgeting of a documentary;
- Apply the scripting process for a documentary;
- Demonstrate the ability to work as part of a diversely skilled production team.

Class Contact: Equivalent to two hours per week for one semester. The seminars include screenings and partial screenings of Australian and international documentaries.

Required Reading: ACG5204 Class Reader to be made available at the start of semester.

Assessment: Presentation, Presentation of a pitch document and first draft script, 40%. Creative Works, Video production and/or documentary script, 60%. Minimum effective word limit 5000 words.

ACG5205 RADIO FOR THE DIGITAL AGE

Locations: City Flinders, St Albans.

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 includes field interviewing with portable digital equipment, studio work, writing for radio, digital sound editing and mixing and voice performance. Production exercises have the opportunity to 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 are discussed with reference to recent developments in digital and web technologies. The unit provides students with the opportunity to work on a project that conforms to and mirrors industry practice and standards. A guest lecturer also provides students with the ability to network with an industry professional.

Credit Points: 12

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

- List the requirements for a successful 'pitch' document;
- Identify the pre-production, production and post-production processes;
- Demonstrate effective budgeting of a documentary;
- Apply the scripting process for a documentary;
- Demonstrate the ability to work as part of a diversely skilled production team.
- Explain how radio is 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;
- 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. Classes include listening to professional produced radio programs and spoken-word material.


Assessment: Exercise, Production work: 10 min interview, 15 min music feature and 30 min magazine program, 80%. Assignment, Written assignment: analysis of radio programs, 20%. Minimum effective word limit 5000 words.

ACG5206 CREATIVE WRITING

Locations: City Flinders.

Prerequisites: Nil.

Description: This unit provides students with an awareness of contemporary theory and practice in writing. The unit aims to build students’ ability to critically evaluate their own and others’ creative writing, and provides an understanding of Australian and international markets for creative writing. The unit focuses on creative writing genres related to the self, fiction and creative non-fiction, in both print and digital forms. The unit requires reading and analysis of short and long forms of creative writing, including memoir, autobiography, short story, novel and literary journalism. Workshops focus on the analysis and discussion of reading; on student presentations based on reading and creative writing, and on the 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;
- Critique the compositional and stylistic elements of different forms of creative writing;
- Apply key theories underlying creative writing practice;
- Identify possible markets for creative writing;
- Produce creative writing for publication.

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


Assessment: Report, Report on one creative and one craft or theory reading, 20%. Exercise, Short autobiographical vignette, 40%. Creative Works, Creative non-fiction piece aimed for publication in a newspaper, magazine or journal, 40%. Minimum effective word limit 5000 words.

ACG5208 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).

ACG5209 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 introduces students to the field of health communication. The major focus is 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 are also
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.

**Required Reading:** Schiavo, R 2007 1st edn, Health communication: from theory to practice, Hoboken: John Wiley & Sons (e book).

**Assessment:** Case Study, Evaluative report examining one public health communication strategy or campaign, 30%. Presentation, A 15 minute group presentation outlining key features of a public health communication strategy to a target audience, 20%. Assignment, Group work with a client to develop a public health communication strategy, 50%. Minimum effective word limit 5000 words.

**ACG5210 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 suitable 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.

**ACG5211 COMMUNICATING FOR THE ENVIRONMENT**

**Locations:** City Flinders.

**Prerequisites:** Nil.

**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 governments, companies, 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 effect 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 environment 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

**Required Reading:** Cox, R 2010, 2nd edn, Environmental communication and the public sphere, Thousand Oaks: SAGE. UNEP, 2005, Communicating sustainability: How to produce effective public campaigns, London: UNEP SCP Branch and Futerra Sustainability Communications Ltd,

**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.

**ACG5212 ORGANISATIONAL COMMUNICATION**

**Locations:** City Flinders.

**Prerequisites:** Nil.

**Description:** This unit of study introduces students to prominent concepts and theories governing the field of organisational communication. It aims to develop students’
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: Miller, K. 2009, 5th edn, Organisational communication approaches and processes, 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.

ACG5213 MEDIA AND AUDIENCES

Locations: City Flinders.

Prerequisites: Nil.

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/users make sense of these systems of representation will also be introduced. Discussion will include such topics as: theories of media effects 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 microblogs.

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), Weekly reading posts, 30%. Minimum effective word limit 5000 words.
ACG5215 PROFESSIONAL INTERNSHIP

Locations: City Flinders.

Prerequisites: Nil.

Description: The Professional Internship unit offers students the opportunity to apply their learning in this course, along with their previous learning and experience in a task-oriented work integrated learning environment. Students undertake one day a week for 12 weeks (or equivalent) in an organisation where they can actively pursue the application of their communication learning in a supported environment. Students may use the opportunity to extend their existing areas of expertise and/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

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

- Plan and conduct a project that involves self-management and reflection on process;
- Apply the skills and knowledge acquired in their communication studies to a professional setting;
- Articulate the role and value of communication expertise in an organisational environment;
- Critically reflect on communication practices in relation to a particular project.

Class Contact: One day per week for 12 weeks in workplace (or equivalent). Regular meetings with unit coordinator.

Required Reading: WU postgraduate communication internship handbook.

Assessment: Journal, Project research and development journal, 30%. Portfolio, Documentation or artefacts emerging from project activities, 20%. Report, 2,500 word evaluative report, 50%. Minimum effective word limit 5000 words.

ACG6020 MINOR THESIS (PART-TIME)

Locations: City Flinders.

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

Description: In this unit, students 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, collection and analysis of data, findings and conclusion or equivalent processes, if choosing the creative work option;
- Apply technical and communication skills to design, evaluate, analyse and theorise about developments within the fields of communication, media and public relations;
- Critically reflect on theories and professional practice in media, communications and public relations;
- Develop and consolidate research skills;
- Develop and consolidate capacities in synthesising complex information.

Class Contact: Regular individual contact with supervisor for at least one semester.

Required Reading: Key reading appropriate to topic. To be advised by supervisor.

Assessment: Thesis, 10,000 - 15,000 words, or equivalent creative project, with exegetical component, 100%.

ACG6015 MINOR THESIS (FULL-TIME)

Locations: City Flinders.

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

Description: In this unit, students 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;
- Develop and consolidate technical and communication skills to design, evaluate, analyse and theorise about developments within the fields of communication, media and public relations;
- Develop and consolidate capacity to critically reflect on theories and professional practice in media, communications and public relations;
- Develop and consolidate research skills;
- Develop and consolidate capacities in synthesising complex information.

Class Contact: Regular individual contact with supervisor for at least two semesters.

Required Reading: Key reading appropriate to topic. To be advised by supervisor.

Assessment: Thesis, 10,000 - 15,000 words, or equivalent creative project, with exegetical component, 100%.

AC11007 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%.

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**ACI1008 CREATIVE ARTS IN CONTEXT**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**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 significant 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.

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**ACI1009 ARTS INDUSTRIES: THE INSIDE STORY**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**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 skill requirements for that industry. This unit aims to: introduce students to the range of industries that incorporate arts professionals; examine the rise in 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:

- Identify the roles of arts professionals across industries;
- Assess the history and growth of arts industries;
- Plan for employment in an arts industry;
- Demonstrate practical experience in the arts industry through the mentorship program;
- Comment on the professional environments in which they will be employed;
- Demonstrate awareness of professional practices, behaviour and attitudes.

**Class Contact:** One hour lecture per week Two hour tutorial per week

**Required Reading:** Flew, T 2012, The creative industries: culture and policy, California: SAGE Publications.

**Assessment:**

- Presentation, Research presentation, 40%. ICT (Wiki, Web sites), Ideas blog, 40%. Report, Written report, 20%. The research presentation includes LiWC in a simulated environment. Total effective word limit 3000 words.

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**ACI2100 ARTS INDUSTRIES: THE INSIDE STORY**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**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 skill requirements for that industry. This unit aims to: introduce students to the range of industries that incorporate arts professionals; examine the rise in 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, Collegial Feedback, 20%. Assignment, Final proposal, 30%. Total effective word limit 3000 words.

ACI2101 CREATIVE ARTS IN CONTEXT

Locations: Footscray Park.

Prerequisites: Nil.

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 significant 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 differentiate creative arts practices, and relevant historical, theoretical and philosophical contexts;
- Identify and evaluate appropriate and meaningful information from text, web, audio-visual and studio-based resources; and
- 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.

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 external 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: Nil.

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:
- Apply knowledge of resources relevant to production;
ACI4001 PRACTICE-LED RESEARCH METHODOLOGY

Locations: Footscray Park, St Albans.

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.


ACI4002 HONOURS INDIVIDUAL CREATIVE PROJECT A

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

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.

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: Footscray Park, St Albans.

Prerequisites: Nil.

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: Footscray Park, St Albans.

Prerequisites: Nil.

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 be able to:

- Understand the particular methodologies that inform their individual creative project and exegesis;
- Develop a command of the body of theory relevant to their field of Creative Arts practice and research, appropriate for Honours level;
- 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 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, Structuring 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 for a simulated professional context as a learning in the workplace activity. Effective word limit 5000 words.

ACL1001 READING CONTEMPORARY FICTION

Locations: Footscray Park, St Albans.

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 some 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 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%.

ACL1002 STUDYING POETRY AND POETICS

Locations: Footscray Park, St Albans.

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 and performing texts and discussing them with others. The poems covered will range from the traditional to the contemporary, with significant reference to the recent resurgence of youth-oriented and ‘new wave’ poetry writing, reading and performing in Australia: this includes attention to ‘spoken word’ poetry and the poetry of popular song lyrics.

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: Footscray Park, St Albans.

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

Description: This unit 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 Māori 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 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: Footscray Park, St Albans.

Prerequisites: ACL1001 - READING CONTEMPORARY FICTION 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: Footscray Park, St Albans.

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: Christos Tsiolkas, Dead Europe, Kenneth Cook, Wake in fright, Katharine Prichard, Coonardoo, Christopher Lee (ed), Turning the century, 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: Footscray Park, St Albans.
Prerequisites: Nil.
Description: This unit of study introduces some issues concerned with the production, circulation and reading of texts written for children. Through examination and analysis of these texts, 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;
- Demonstrate skills in critical reading, analysis and application of literary theory;
- Show further development of writing and research skills.

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

Required Reading: ACL2050 Book of Readings available at the St Albans and Footscray Park bookshops.

Assessment: Assignment, Creative writing piece with drafts, 30%. Essay, Book review essay - portfolio of 2 revised pieces, 30%. Assignment, Major Assignment. Carefully constructed and revised piece of fiction for children or adolescents, 40%. Total effective word limit 3000 words.

ACL3007 RE-PRESENTING EMPIRE: LITERATURE AND POSTCOLONIALISM
Locations: Footscray Park, St Albans.
Prerequisites: ACL1001 - READING CONTEMPORARY FICTIONACL1002 - 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%.

ACL3014 WRITING SELVES
Locations: Footscray Park, St Albans.
Prerequisites: Must have passed 2 units in (ACL1001, ACL1002) OR (ACP1053, ACP1054)

Description: This unit of study examines issues of the text as auto/biography. Examples will be drawn not only from work traditionally classified as autobiography, but also from diaries, letters, 'fictional' biography, journalism and ephemera. Issues of privacy and publication, and the role of editors, will be discussed. Some contemporary theorising of the writing subject will be examined. Gender, race and ethnicity will be a continuing focus.

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: Thirty hours over one 12-week semester comprising lectures, tutorials and workshops.

### ACM1009 VISUAL DESIGN FOR DIGITAL MEDIA

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

### ACM1010 INTRODUCTION TO WEB TECHNOLOGIES

**Locations:** Footscray Park, St Albans.  
**Prerequisites:** Nil.  
**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 also 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.

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**ACM2003 INTERACTIVE PROGRAMMING**

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

**Prerequisites:** ACM1010 - INTRODUCTION TO WEB TECHNOLOGIES

**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.

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**ACM2005 SPECIAL EFFECTS AND MOTION GRAPHICS**

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

**Prerequisites:** Nil.

**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 LWC 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:** 2 hour workshop

**Required Reading:** Book of Readings, Victoria University

**Assessment:** Literature Review, Literature review, 25%. Exercise, Workshop-based exercise, 25%. Journal, Production diary and documentation, 25%. Creative Works, Motion graphics composition, 25%. Total effective word limit 3000 words.

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**ACM2006 ANIMATION**

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

**Prerequisites:** Nil.

**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, storyboard 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, Fifth and storyboard, 20%. Review, Animation review, 20%. Creative Works, Major animation, 40%. Total effective word limit 3000 words.

ACM2008 DYNAMIC WEB DEVELOPMENT

Locations: Footscray Park, St Albans, and Sunway (Malaysia)

Prerequisites: ACM2003 - INTERACTIVE PROGRAMMING

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 5 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 hour lecture and one two hour workshop.


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

ACM2009 INTERNATIONAL DESIGN

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

Prerequisites: Nil.

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. Thackara, J 2006 In the Bubble: Designing in a Complex World 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 point 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 uses 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: Unit Coordinator Readings 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: Footscray Park, Off-shore, St Albans.

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: Unit Coordinator Computer Supported Learning Reader Victoria University


ACM3008 CAREER INTEGRATION

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

Prerequisites: Nil.

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 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: Unit Coordinator Book of Readings 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: Footscray Park, St Albans.
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: ACM3010 - DIGITAL MEDIA PROJECT DEVELOPMENT
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.


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 APPLICATIONS; ACM2008 - DYNAMIC WEB DEVELOPMENT
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 2 hour tutorial

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

Assessment: Research Paper, Analysis of existing product, 35%. Presentation, Application proposal, 15%. Creative Works, Mobile application development, 50%. Total effective word limit 3000 words.
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 research skills in planning and implementation;
- Complete the initial phases of their research undertaking.

Required Reading: To be advised by lecturer.
Assessment: Review essay, 25%; Annotated bibliography 25%; Thesis proposal 50%.

ACM4002 MULTIMEDIA RESEARCH PROJECT

Locations: Footscray Park, St Albans.
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
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 skills of analysis to existing works and self-reflection to own work through the production of analysis journal.

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

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.

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:
Learning Outcomes:
- 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:
- 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: Footscray Park, St Albans, May be offered at one or both campuses depending on enrolments.
Prerequisites: Nil.
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
poplar 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.

**Prerequisites:** Nil.

**Description:** This unit is only available to Bachelor of Education students.

**Assessment:**
- Performance, Recital, 25%.
- Theory exam, 25%.
- 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:** Footscray Park, St Albans, May be offered at one or both campuses depending on enrolments.

**Prerequisites:** Nil.

**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 techniques 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.

**Required Reading:**

**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.

**ACO1011 PRACTICAL MUSIC 1A**

**Locations:** St Albans.

**Prerequisites:** Students must be enrolled in ABMU Bachelor of Music.
**Description:** This unit introduces technical, interpretive and self-evaluation skills in instrumental music practice. Students are assisted in evaluating their technical, interpretive and improvisation skills. Students are instructed in a range of underpinning knowledge in general musicianship. Students are guided in setting goals, strategies, exercises and practice routines. A program of repertoire and technical work is selected to present technical, improvisational and interpretive challenges. Students are expected to maintain a regular practice schedule and will be required to keep a practice journal.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit students are expected to be able to:
- Develop and perform repertoire for a first-year recital program;
- Develop and maintain a written practice journal;
- Establish an understanding of foundation interpretative skills and overall musicianship; and
- Apply foundation interpretative skills and overall musicianship.

**Class Contact:** 1.5 hours per week workshop - small ensemble groups 1.5 hours per week tutorial. In addition, students will undertake 1.5 hours of self-directed ensemble rehearsal and 3 hours of self-directed individual instrumental rehearsal per week, as evidenced by maintenance of electronic journals.

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

**Assessment:** Performance, Ensemble group recital., 25%. Performance, Solo recital., 25%. Journal, Electronic journal (blog), 20%. Test, 6 x 5% in-class tests., 30%. Total effective word limit 3000 words.

**ACO1013 CRITICAL LISTENING AND ELEMENTS OF MUSIC**

**Locations:** St Albans.

**Prerequisites:** Students must be enrolled in ABMU Bachelor of Music

**Description:** This unit introduces students to the four main elements of music — pitch, rhythm, dynamics, and timbre — in the contexts of aural identification and discrimination. Students are introduced to the physical properties of sound and human hearing physiology in order to understand how the ear and brain process musical sounds. Students are trained to listen critically and analytically to music in order to discern elements both in isolation, and in musical phrases and compositions. Students are taught the nomenclature required to accurately describe musical sound.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:
- Describe the main components of the human hearing mechanism and how they process sound;
- Distinguish differences in musical pitch, intonation and interval;
- Distinguish differences in musical rhythm, tempo, meter and pulse;
- Distinguish differences in musical dynamics;
- Distinguish the timbres of musical instruments and synthesized sounds; and
- Apply appropriate nomenclature to explain pitch, rhythm, dynamics and timbre in musical sound.

**Class Contact:** One hour lecture Two hours tutorial

**Required Reading:** Everest, F.A. 2007, Critical listening for audio professionals, Boston: Course Technology PTR

**Assessment:** Test, In-class aural and written tests 6 x 10%, 60%. Examination, Aural and written examination., 40%. Total effective total word limit 3000 words.

**ACO1014 MUSIC THEORY 1**

**Locations:** St Albans.

**Prerequisites:** Students must be enrolled in ABMU Bachelor of Music

**Description:** This unit introduces students to key concepts in functional music theory that musicians need to understand and apply in performance, composition, arrangement and musicological environments. This unit focuses on recognition and construction of melody, harmony and rhythm. Students learn chord nomenclature, chord construction, and how chords are derived from scale systems. Students learn to recognise interval usage in melody, chord voicings, key signatures, note values and time signatures. They also learn to understand melodic and motivic development.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:
- Identify major, melodic minor and harmonic minor scales;
- Identify major and minor triads, extended, augmented and diminished chords;
- Construct major and minor triads, extended, augmented and diminished chords;
- Identify note values and time signatures;
- Explain how melody, harmony and rhythm function within notated music.

**Class Contact:** One hour lecture Two hour tutorial

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

**Assessment:** Examination, Written and aural examination, 50%. Test, 10 x 5% progressive in-class tests, 50%. Total effective word limit 3000 words.

**ACO1015 POPULAR MUSIC HISTORY**

**Locations:** St Albans.

**Description:** This unit introduces students to the history and development of western popular music styles from the late 19th century to the early 21st century. The unit covers seminal popular music styles from jazz and blues through to rock and commercial pop, including relevant sub genres and styles. Popular music styles are examined from aesthetic, historical, local and international perspectives and are illustrated in particular through critical listening of musical works. There is an emphasis on the different and complex ways in which music develops stylistically to inform and form, new musical genres. Students will also have the opportunity to develop a more in-depth understanding of a chosen style of popular music through a research project.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Identify the major popular western musical styles of the late 19th century and the 20th and 21st centuries;
- Critique musical works and their musical elements from a stylistic perspective;
- Explain how music develops to create new musical styles; and
- Establish an understanding of the history and development of the major popular western musical styles of the late 19th, 20th and 21st centuries.

**Class Contact:** One hour per week lecture Two hours per week tutorial

**Required Reading:** A collection of class readings will be distributed by the lecturer

**Assessment:** Test, 6 x 5% in class tests, 30%. Essay, Research essay, 40%. Presentation, Class presentation, 30%. Total effective word limit 3000 words.

**ACO2006 INSTRUMENTAL STUDY 2**

**Locations:** Footscray Park, St Albans, May be offered at one or both campuses depending on enrolments.

**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 in 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


**Assessment:** Exercise, Weekly theory and aural exercises, 25%. Examination, Theory exam, 25%. Performance, Recital (30 minutes), 25%. Journal, Written practice journal, 25%. Total effective word limit 3000 words.
• 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), 50%. 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.

**ACO2007 SONGWRITING**

**Locations:** Footscray Park, St Albans, May be offered at one or both campuses depending on enrolments.

**Prerequisites:** Nil.

**Description:** This unit of study introduces students to the techniques and aesthetics of writing popular vocal songs in a variety of genres. An historical overview of European folk and American blues traditions forms the background for studies in modern styles such as rock and pop. The unit also explores sampling, turntablism and beat poetry in reference to styles such as hip hop and rap. Conceptual issues of theme, style and emotional intent are linked to various compositional techniques regarding melody, harmony, rhythm and form. Students explore the meanings behind lyrics and their relationship to rhythm and melody. A selection of well-known songs are analysed for style, compositional structure, lyrical meaning and emotional intent.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Demonstrate knowledge and understanding of the main genres, theoretical concepts and terminology related to popular electronic music;
- Operate a range of industry-standard music software including MIDI sequencers, digital audio workstations, synthesisers, samples and signal processors;
- Apply their skills and knowledge of technology to creative compositional and remixing projects;
- Demonstrate knowledge and understanding of the legal and ethical issues surrounding the sampling and replication of copyright music.

**Class Contact:** One hour lecture, plus two hours tutorial/practicum in a computer lab environment.


**Assessment:** Creative Works, Composition project, 40%. Creative Works, Remixing project, 40%. ICT (Wiki, Web sites), Discussion forum, 20%. Total effective word limit 3000 words.

**ACO2008 ELECTRONIC MUSIC PRODUCTION AND COMPOSITION**

**Locations:** Footscray Park, St Albans, May be offered at one or both campuses depending on enrolments.

**Prerequisites:** Nil.

**Description:** This unit of study explores the concepts and techniques of composing, remixing and producing electronic music in popular and dance genres. Students learn to differentiate various genres in popular electronic music, and study the contribution of electronic instruments to other genres such as rock, jazz and ‘World’ music. Computer-based techniques are explored such as: MIDI sequencing; digital synthesis and sampling; digital mixing; digital signal processing; real-time MIDI control; time-stretch and pitch-shift; loop and pattern-based applications. Essential compositional elements of rhythm, timbre, harmony and form are reviewed in a genre-specific context. The aesthetics and techniques of remixing are studied, including discussion regarding legal and ethical issues related to sampling and copyright. Students are introduced to various vocational possibilities for producing electronic music in multimedia, film, video games and the Internet.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Demonstrate knowledge and understanding of the main genres, theoretical concepts and terminology related to popular electronic music;
- Operate a range of industry-standard music software including MIDI sequencers, digital audio workstations, synthesisers, samples and signal processors;
- Apply their skills and knowledge of technology to creative compositional and remixing projects;
- Demonstrate knowledge and understanding of the legal and ethical issues surrounding the sampling and replication of copyright music.

**Class Contact:** One hour lecture, plus two hours tutorial/workshop in a computer lab environment.

**Required Reading:** Citron, S 2008, Songwriting: a complete guide to the craft, New York: Limelight Editions.

**Assessment:** Exercise. Compositional analysis of selected songs, 30%. Creative Works, Original song, 50%. Creative Works, Notated score or chart of the song, 10%. Report. Composer’s notes - log of hours, resources used, 10%. Total effective word limit 3000 words.

**ACO2009 MUSIC THEORY 2**

**Locations:** St Albans.

**Prerequisites:** ACO1014 - MUSIC THEORY 1

**Description:** This unit of study develops key concepts in functional music theory that musicians need to understand and apply in performance, composition, arrangement and musicological environments. This unit focuses on analysis and construction of melody, harmony and rhythm. Students learn advanced chord nomenclature, inversions, transposition techniques, analysing chords and their relationship to scale systems, and voice-leading. Students learn to recognise syncopation, accent and feel and to construct modes and analyse modal harmony. Students also learn to understand advanced melodic and motivic development, including jazz and blues stylistic characteristics.

**Credit Points:** 12
**Prerequisites:** On successful completion of this unit, students are expected to be able to:

- Identify modal scales and melodic voice-leading;
- Analyse major and minor triads, extended, augmented and diminished chords;
- Construct extended and inverted chords;
- Demonstrate an understanding of transposition techniques;
- Identify syncopation, accent and feel within the context of a notated score; and
- Explain how melodic development and stylistic characteristics function within the context of a notated score.

**Class Contact:** One hour lecture One hour tutorial

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

**Assessment:** Examination, Written and aural examination., 50%. Test, In-class tests 10 x 5%, 50%. Total effective word limit 3000 words.

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**ACO2010 MUSIC THEORY 3**

**Locations:** St Albans.

**Prerequisites:** ACO2009 - MUSIC THEORY 2

**Description:** This unit further develops key concepts in functional music theory that musicians need to understand and apply in performance, composition, arrangement and musico-logical environments. It focuses on further analysis and construction of melody, harmony and rhythm. Students learn advanced transposition techniques, further analysing chords and their relationship to scale systems and cadences. Students learn to recognise and construct polyrhythms and polymeter and to understand and construct counterpart and polyphony. Students also learn how to transcribe basic melody and rhythm.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Analyse major and minor triads, extended, augmented and diminished chords, and cadences;
- Identify polyrhythms and polymeter;
- Apply advanced transposition techniques;
- Analyse syncopation, accent and feel within the context of a notated score;
- Demonstrate how melodic development and stylistic characteristics function within the context of a notated score; and
- Transcribe basic melody and rhythm.


**Assessment:** Examination, Written and aural examination., 50%. Test, In-class tests 10 x 5%, 50%. Total effective word limit 3000 words.

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**ACO2012 PRACTICAL MUSIC 2B**

**Locations:** St Albans.

**Prerequisites:** ACO2011 - PRACTICAL MUSIC 2A

**Description:** This unit develops technical, interpretive and self-evaluation skills in instrumental music practice. Students are assisted in evaluating their technical, interpretive and improvisation skills. Students are instructed in a range of intermediate skills in general musicianship and guided in setting goals, strategies, exercises and practice routines. A program of repertoire and technical work is selected to present intermediate technical, improvisational and interpretive challenges. Students are expected to maintain a regular practice schedule and will be required to keep a practice journal.

**Credit Points:** 12

**Learning Outcomes:** On completion of this unit, students are expected to be able to:

- Develop and perform repertoire for a second-year recital program;
- Contribute effectively within an ensemble context;
- Develop and maintain a written practice journal;
- Establish an understanding of intermediate interpretative skills and overall musicianship; and
- Apply intermediate interpretative skills and overall musicianship.

**Class Contact:** One hour per week workshop - small ensemble groups One hour per week tutorial. In addition, students will undertake two hours of self-directed ensemble rehearsal and four hours of self-directed individual instrumental rehearsal per week, as evidenced by maintenance of electronic journals.

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**ACO2011 PRACTICAL MUSIC 2A**

**Locations:** St Albans.

**Prerequisites:** ACO1012 - PRACTICAL MUSIC 1B

**Description:** This unit develops technical, interpretive and self-evaluation skills in instrumental music practice. Students are assisted in evaluating their technical, interpretive and improvisation skills. Students are instructed in a range of intermediate skills in general musicianship and guided in setting goals, strategies, exercises and practice routines. A program of repertoire and technical work is selected to present intermediate technical, improvisational and interpretive challenges. Students are expected to maintain a regular practice schedule and will be required to keep a practice journal.

**Credit Points:** 12

**Learning Outcomes:** On completion of this unit, students are expected to be able to:

- Develop and perform repertoire for a second-year recital program;
- Contribute effectively within an ensemble context;
- Develop and maintain a written practice journal;
- Establish an understanding of intermediate interpretative skills and overall musicianship; and
- Apply intermediate interpretative skills and overall musicianship.

**Class Contact:** One hour per week workshop - small ensemble groups One hour per week tutorial. In addition, students will undertake two hours of self-directed ensemble rehearsal and four hours of self-directed individual instrumental rehearsal per week, as evidenced by maintenance of electronic journals.
Required Reading: There are no required readings for this unit. Learning materials will be provided by the lecturer.

Assessment: Performance, Ensemble group recital, 25%. Performance, Solo recital, 25%. Journal, Electronic journal (Blog), 20%. Test, 6 x 5% in-class tests, 30%. Total effective word limit 3000 words.

ACO2013 MUSICS OF THE WORLD

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit explores the development of a selection of indigenous musical styles from around the world, from cultural, historical and musical perspectives. Students are introduced to the aesthetic nature of music from regions such as northern and southern Africa, the Middle-East, India, China, Japan, south-east Asia, and South America. Students learn basic concepts in ethnomusicology, including: defining 'World Music', globalisation, hybridisation and musical diaspora. Learning is illustrated through reference to the history and development of exemplar indigenous musics.

Credit Points: 12

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

- Identify stylistic characteristics of a selection of indigenous musics;
- Critique musical differences of a selection of indigenous musics;
- Develop an understanding of basic concepts in ethnomusicology

Class Contact: One hour lecture One hour tutorial

Required Reading: Readings will be provided in class by the lecturer

Assessment: Test, In-class tests 4 x 15%, 60%. Presentation, Class presentation - individual or collaborative, 40%. Total effective word limit: 3000 words.

ACO3001 CULTURAL PERSPECTIVES ON MUSIC

Locations: Footscray Park, St Albans, May be offered at one or both campuses depending on enrolments.

Prerequisites: Nil.

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 musicalological research methods employed and the ways that this research can be documented.

Class Contact: One 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: Footscray Park, St Albans, May be offered at one or both campuses depending on enrolments.

Prerequisites: Nil.

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 Concrète, serialism, microtonalism 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 advanced applications of music technology in contemporary composition and performance;
- Operate a range of industry-standard music software and hardware including MIDI sequencers, MIDI controllers, digital audio workstations and digital signal processors;
- Create contemporary musical or sonic works within the framework of larger, collaborative mixed-media projects;
- Demonstrate an appreciation and understanding of contemporary music aesthetics and techniques.

Class Contact: One hour lecture, plus two hours tutorial/practicum in a computer lab environment.


Assessment: Creative Works, Musical composition or sound design piece, 30%. Project, Mixed-media collaborative project, 30%. Report, Composer's notes, 20%. ICT (Wiki, Web sites), Discussion forum, 20%. The mixed-media collaborative project is to be undertaken in conjunction with an artist from another discipline such as: theatre, film, video games, animation, graphic design, web design, visual art or writing. The composition may be used for the project. The written report addresses both the composition itself and the collaborative project. Total effective word limit 3000 words.
ACO3003 MUSIC AND THE MIND

Description: This unit of study explores how musical sound is identified and processed by the human ear and brain (psychoacoustics), and the subsequent effect music has on our moods, thoughts and physical wellbeing. Students begin with a review of hearing anatomy and function, including the neural processes that transfer sound from the ear to the brain. This leads to an exploration of how different sounds may create sensations of pleasure or pain in the listener, and the emotional responses that typically ensue from these. The unit then continues with studies in human perception and cognition (understanding) of sound, including: localisation, masking, timbre identification, and pitch perception. These essentially physiological factors are then linked to the broader impacts of memory, life experience and cultural influence on our responses to different types of sound and music. An overview of ‘musical intelligence’ is presented, addressing issues such as the potential effects that studying music has on other forms of learning in young people. The unit concludes with an introduction to the principles of music therapy and the potential effects music can have on treating people with illnesses and disabilities.

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.

ACO3009 MUSIC THEORY 4

Description: This unit introduces key concepts in advanced contemporary music theory. It focuses on extended theoretical techniques and concepts. Students are introduced to the stylistic foundations of serialism, minimalism, postmodernism, Musique Concrète, and stochastic techniques. Students learn to identify and construct atonal and non-tonal harmonic structures. Students learn to identify and analyse timbre-based music and how to transcribe advanced melody, harmony and rhythm.

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

- Demonstrate an understanding of contemporary theoretical techniques and concepts;
- Identify atonal, non-tonal, polytonal and timbre-based structures;
- Apply advanced transposition techniques;
- Analyse melody, harmony and rhythm elements within a contemporary musical score;
- Transcribe advanced melody, harmony and rhythm.

Class Contact: One hour lecture One hour tutorial


Assessment: Assignment, Score analysis., 50%. Test, In-class tests 10 x 5%, 50%. Total effective word limit 3000 words.

ACO3010 ARRANGING FOR POPULAR MUSIC

Description: This unit focuses on the principles and techniques of arranging for popular music. Students are introduced to: the characteristics of instruments; idiomatic writing as part of the arranging process; scoring techniques; voicings; melodic embellishment and guide tones; form; combining acoustic and electronic instruments. Students apply these techniques in illustrative arrangement contexts.

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

- Demonstrate familiarity with arranging techniques within a variety of styles and genres of music;
- Explain how issues and problems of arranging affect different musical instruments;
- Apply an understanding of idiomatic phenomena connected with different musical instruments; and
- Produce arrangements for various popular music forms.

Class Contact: One hour lecture On hour tutorial

Required Reading: Learning materials will be provided by the lecturer.

Assessment: Other, Musical score of song arrangement., 50%. Performance, Performance of musical score., 20%. ICT (Wiki, Web sites), Blog discussion of selected musical repertoire., 30%. Total effective word limit 3000 words.

ACO3011 PRACTICAL MUSIC 3A

Description: On successful completion of this unit, students are expected to be able to:

- Apply an understanding of idiomatic phenomena connected with different musical instruments; and
- Produce arrangements for various popular music forms.

Class Contact: One hour lecture One hour tutorial

Required Reading: Learning materials will be provided by the lecturer.

Assessment: Other, Musical score of song arrangement., 50%. Performance, Performance of musical score., 20%. ICT (Wiki, Web sites), Blog discussion of selected musical repertoire., 30%. Total effective word limit 3000 words.

ACO3011 PRACTICAL MUSIC 3B

Description: This unit consolidates technical, interpretive and self-evaluation skills in instrumental music practice. Students are assisted in evaluating their technical, interpretive and improvisation skills. Students are instructed in a range of advanced skills in general musicianship and guided in setting goals, strategies, exercises and practice routines. A program of repertoire and technical work is selected to present advanced technical, improvisational and interpretive challenges. Students are expected to maintain a regular practice schedule and will be required to keep a
practice journal.

Credit Points: 12

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

- Develop and perform repertoire for a third-year recital program;
- Contribute effectively within an ensemble context;
- Develop and maintain a written practice journal;
- Establish an understanding of advanced interpretative skills and overall musicianship; and
- Apply advanced interpretative skills and overall musicianship.

Class Contact: One hour per week workshop - small ensemble groups. One hour per week tutorial. In addition, students will undertake three hours of self-directed ensemble rehearsal and five hours of self-directed individual instrumental rehearsal per week, as evidenced by maintenance of electronic journals.

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

Assessment: Performance, Ensemble group recital, 25%. Performance, Solo recital, 25%. Journal, Electronic journal (blog), 20%. Test, 6 x 5% in-class tests, 30%. Total effective word limit 3000 words.

ACO3012 PRACTICAL MUSIC 3B

Locations: St Albans.

Prerequisites: ACO3011 - PRACTICAL MUSIC 3A

Description: This unit consolidates technical, interpretive and self-evaluation skills in instrumental music practice. Students are assisted in evaluating their technical, interpretive and improvisation skills and instructed in a range of advanced skills in general musicianship. Students are guided in setting goals, strategies, exercises and practice routines. A program of repertoire and technical work is selected to present advanced technical, improvisational and interpretive challenges. Students are expected to maintain a regular practice schedule and will be required to keep a practice journal.

Credit Points: 12

Learning Outcomes: On successful completion of this unit students are expected to be able to:

- Develop and perform repertoire for a third-year recital program;
- Contribute effectively within an ensemble context;
- Develop and maintain a written practice journal;
- Establish an understanding of advanced interpretative skills and overall musicianship; and
- Apply advanced interpretative skills and overall musicianship.

Class Contact: One hour per week workshop - small ensemble groups 1 hour per week tutorial. In addition, students will undertake three hours of self-directed ensemble rehearsal and five hours of self-directed individual instrumental rehearsal per week, as evidenced by maintenance of electronic journals.

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

Assessment: Performance, Ensemble group recital, 25%. Performance, Solo recital, 25%. Journal, Electronic journal (blog), 20%. Test, 6 x 5% in-class tests, 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 scriptwriting;
- 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;
- Explain 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: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit of study introduces students to the media writing strand in the Professional Writing specialisation. 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;
- Apply key elements of advertising copywriting and design, journalistic research and feature writing, and PR writing for media campaigns;
- Critique media writing in relation to media writing conventions and to the work of published media writers;
- Critique the work of peers;
- Describe the historical and contemporary social and industrial contexts of the advertising, journalism and PR industries, and current work practices in these industries;
- Show an understanding of the above contexts and work practices in 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: Assignment, Assignment 1 involves writing and laying out an advertisement (15%), and writing a critique explaining the advertisement (10%), 25%. Assignment, Assignment 2 involves writing a news feature (25%), and writing a critique explaining the feature (10%), 35%. Assignment, Assignment 3 involves writing a crisis media release (15%) for hard copy distribution and a critique explaining the media release (5%), 20%. Test. Five short tests will cover material from the readings, the lectures and the tutorials., 20%. Total effective word limit 3000 words.

ACP2002 PROFESSIONAL WRITING FOR SPORT

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit examines a range of sports writing: journalism (features and hard news), biographies and sports books in general. The unit includes an examination of the writing styles of journalists and authors including guest speakers who discuss their craft. The main emphasis of the unit is on writing exercises, which are worked up and in class and then redrafted. This unit focuses on the skills and knowledge required to find a good story, discover interesting angles and employ writing and editing required to produce a final product.

Credit Points: 12

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

- Characterise a range of sports writing: journalism (features and hard news), biographies and sports books in general;
- Identify writing styles of journalists and authors;
- Produce a range of writing exercises worked up in class and then redrafted independently;
- Locate good stories and/or interesting angles;
- Develop writing and editing skills.

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

Required Reading: ACP2002 Book of Readings available at the Footscray Park bookshop.

Assessment: Project, 1000 word interview-based sports feature article targeted at sports publication., 40%. Portfolio, Students present a portfolio of 3 reworked pieces from exercises presented in class. Fails will be assessed as a whole., 60%. Total effective word limit 3000 words.

ACP2020 WRITING FOR ONLINE MEDIA

Locations: Footscray Park, St Albans.

Prerequisites: Must have passed 2 units in (ACL1001, ACL1002) OR (ACP1053, ACP1054)

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; writing structures; story packages 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;
- Refine and develop a package of online media writing for publication in the VU online writing website;
- Show evidence of an 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: Footscray Park, St Albans.
Prerequisites: Must have passed 2 units in (ACP1053, ACP1054) OR (ACL1001, ACL1002) OR (ACW1020, ACW1021)

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: Footscray Park, 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: Footscray Park, St Albans.
Prerequisites: Must have passed 2 units in (ACP1053, ACP1054) OR (ACC1047, ACC1048)

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: Must have passed the following two units: Either: ACP1053 and ACP1054 OR ACC1047 and ACC1048

Description: This unit of study examines the principles and processes of contemporary publishing in their cultural, political and economic contexts, with a special focus on their practical application. Students learn advanced desktop publishing skills using a range of software programs. The unit also involves 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 an understanding of the publishing industry and its relationship to society in general;
- Solve simple and complex publishing problems in a range of social and employment contexts;
- Work collectively and communicate effectively as a result of group assessment;
- Demonstrate familiarity with desktop and electronic publishing systems.
**INTRODUCTION TO MEDIA WRITING**

**Prerequisites:**
- Must have passed 2 units in (ACP1053, ACP1054) OR (ACL1001, ACL1002)

**Description:**
- Assignment, A critique of Offset Magazine, 15%. Exercise, Completion of draft publishing layout, 15%. Test, Based on the lecture material presented in the first 10 lectures in this unit, 20%. Project, Group production of a newsletter, fanzine, anthology or other collection of writing, 50%. Total effective word limit 3000 words.

**ACP2080 WRITING AND READING PLACE**

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

**Prerequisites:**
- Must have passed 2 units in (ACP1053, ACP1054) OR (ACL1001, ACL1002)

**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 will blur 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, memoir, 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:**
- 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 redrafting 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:**
- Must have passed: (ACP1053 and ACP1054) or ACC2010 or equivalent

**Description:**
- This unit of study introduces students to the knowledge and skills involved in writing and producing documentaries for different markets. Students view a wide range of Australian and international documentaries, which use a variety of story-telling techniques. Current theories about documentary-making are explored. There is a focus on working as part of a diversely-skilled production team. Topics covered 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 documentaries. The unit and its assessment are structured in a way that will enable students to choose whether they would prefer to specialise in scripting or producing/directing. Students shoot their films on HDV digital cameras and edit using Mac-based digital technology. Some use of WebCT is required. This unit provides students with the opportunity to work on a project that conforms to and mirrors industry practice and standards – students are required to produce a 25-minute documentary that meets broadcast standards. Guest lecturers also provide students with the ability to network with an industry professional.

Credit Points: 12

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

- Critique a documentary with respect to scripting, direction and production;
- Demonstrate an understanding of current theoretical issues in documentary making and criticism;
- Apply pre-production, production and post-production processes involved in making a documentary;
- Develop the scripting process for a documentary;
- Work as part of a diversely-skilled production team.

Class Contact: One 1-hour lecture/screening and one 1.5-hour workshop.

Required Reading: ACP3049 Book of Readings to be made available to students at the St Albans Book Shop at the start of semester.

Assessment: Project. A two page pitch document with some appropriate supporting visuals and two pages of a first draft script for a document., 20%. Project. Write and post one critical paragraph on each pitch document and script and production exercise, 20%. Project. Final pitch and script, but will have posted previous drafts every fortnight via WebCT as evidence of changes and revisions, 60%. Total effective words limit 3000 words.

ACP3051 WRITING FOR PUBLIC RELATIONS AND ADVERTISING

Locations: Footscray Park, St Albans.

Prerequisites: Must have passed 2 units in (ACP1053, ACP1054) or must have passed 1 unit in (ACP2070)

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: Mahoney, J 2008, Public relations writing in Australia, 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: Footscray Park, City Flinders, 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: 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: Footscray Park, City Flinders, 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: 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 group 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%.

Progressive assessment (attention to and completion of practical tasks and processes within workshop classes) 50%; Documentation of process 20%; 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.

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.


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 will comprise the equivalent of 2.5 hours per week contact with the lecturer for one semester including workshop, seminar, rehearsal and performance.

Required Reading: Students will be provided with a Class reader including extracts from the following: Batschele O 1997, The artist in the modern world: the conflict between market and self-expression, Yale University Press, New Haven. Berger J 1972, Ways of seeing, British Broadcasting Corporation, London. Elliot A 2001,

Assessment: Progressive assessment (attention to and completion of practical tasks 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: This unit is designed to provide students with an opportunity to pursue projects with performance practitioners and theorists. Projects may include traditional academic work, small scale performance projects, and intensive practical/technical sessions. Project content is driven by the expertise and interests of the practitioner and/or theorist. These projects represent an opportunity 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 are expected to be able to:

- Synthesise and articulate current critical thinking and practice in significant areas of the arts, in verbal, written, and other performance forms;
- Critique the work of other students;
- Demonstrate an understanding of the complex contextual and conceptual role of dance, drama and performance in contemporary critical thought.

Class Contact: This unit of study comprises a one hour lecture and 1.5 hour workshop/tutorial per week for one semester.
Required Reading: A unit reader will be produced and made available to students at the beginning of semester.
Assessment: Exercise, Completion of practical tasks and processes in workshops, 30%. Presentation, Individual and group work presentations, 30%. Research Paper, Individual research paper based on unit materials and themes, 40%. Total effective word limit 3000 words.

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 are 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 are explored in performance, social and cultural contexts.
Credit Points: 12

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

- 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 group improvisation structures.

Class Contact: This unit of study comprises the equivalent of 2.5 hours contact per week for one semester, seminar/workshop.
Required Reading: Performance Others unit reader will be made available to students.
Assessment: Exercise, In-class, practice-based exercises, 40%. Assignment, Written reflection in which students report on their experiences in the workshops and external research, 30%. Performance, Small group and final ensemble performances, 30%. Total effective word limit 3000 words.

ACT2004 CRITICAL PRACTICE B
Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit exposes students to the diversity and depth of research, practice and critical thought in performance and related disciplines (dance, drama, performance, philosophy etc.). The unit provides a forum in which students can investigate specific theoretical and practical knowledges around current critical thinking in the arts. This enables 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.
Credit Points: 12

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

- Synthesise and articulate current critical thinking and practice in significant areas of the arts, 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 comprises a one hour lecture and 1.5 hour tutorial per week for one semester.
Required Reading: A unit reader will be produced and made available to students at the beginning of semester.
Assessment: Workshop, Practical exercises and processes within workshop classes, 40%. Report, Documentation and reflection on process, 30%. Presentation, Incorporates performance, 30%. Total effective word limit 3000 words.

ACT2005 PERFORMANCE STUDIO A
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 Co-ordinator. 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.

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: This unit develops skills and knowledge in performance studio practices. Content is drawn from a wide range of areas, including practical exercises in traditional and contemporary forms encompassing: 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; processes for the selection and transformation of either movement material, written text, visual imagery, memory, and/or sound into a performance.

Credit Points: 12

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

- Develop the ability to work both independently and collaboratively on practical problem-solving tasks in the studio;
- Demonstrate an increased understanding of how performances can be created;
- Perform and communicate ideas verbally and in writing.

Class Contact: One 2.5 hour workshop per week.

Required Reading: Specific readings will be distributed in the workshop relevant to the work being investigated by students.

Assessment: Exercise, in-class, practice-based exercises, 30%. Performance, Solo and group performances, 40%. Assignment, Workbook and written proposal, 30%. Total effective word limit 3000 words.

ACT2007 PERFORMANCE STUDIO C

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit further develops skills and knowledge in performance studio practice. Content for this unit is drawn from a wide range of areas incorporating practical exercises in traditional and contemporary forms, 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; processes for the selection and transformation of either movement material, written text, visual imagery, memory, and/or sound into a performance.

Credit Points: 12

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

- Develop the ability to work both independently and collaboratively on practical problem-solving tasks in the studio;
- Demonstrate the skills and processes required to compose, organise, rehearse and perform an original performance;
- Use research skills to evaluate both their own and others’ performance-making processes;
- Demonstrate an awareness of the variations of dynamic and meaning created via the body’s presence and placement in relation to other performers, the audience and the site or space of performance;
- Perform and communicate ideas verbally and in writing.

Class Contact: Intensive contact of 5 hours a day over 6 days.

Required Reading: Specific readings will be distributed in the workshop relevant to the work being investigated by students.

Assessment: Exercise, in-class practice-based exercises, 40%. Assignment, Written reflection in which students reflect upon their experiences in the workshops, as well as
as performance/s they have seen, 20%. Performance, Small group and final ensemble performances, 40%. Total effective word limit 3000 words.

**ACT2008 PERFORMANCE STUDIO D**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** Content for this unit is drawn from a wide range of areas incorporating practical exercises in traditional and contemporary forms, 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; processes for the selection and transformation of either movement material, written text, visual imagery, memory, and/or sound into a performance.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Develop the ability to work both independently and collaboratively on practical problem-solving tasks in the studio;
- Demonstrate the skills and processes required to compose, organise, rehearse and perform an original performance;
- Use research skills to evaluate both their own and others’ performance-making processes;
- Demonstrate an awareness of the variations of dynamic and meaning created via the body’s presence and placement in relation to other performers, the audience and the site or space of performance;
- Perform and communicate ideas verbally and in writing.

**Class Contact:** Intensive contact of 5 hours a day over 6 days.

**Required Reading:** Specific readings will be distributed in the workshop relevant to the work being investigated.

**Assessment:** Exercise, In-class practice-based exercises, 40%. Assignment, Students reflect in writing upon their experience in the workshop and performances they have seen, 20%. Performance, Small group and final ensemble performances, 40%. Total effective word limit 3000 words.

**ACT3021 CRITICAL PRACTICE C**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** 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) to provide a forum to which students can investigate specific ‘theoretical’ and ‘practical’ knowledges around current thinking in the arts, sciences, and humanities. This will enable students to foster knowledge and debate contemporary themes, issues and artistic processes, and to find ways of realising and exploring them through performance.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to 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 a 90-minute lecture and 90-minute workshop/tutorial 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: Nil.
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.
Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:
- Construct simple conversations in Vietnamese;
- Demonstrate an understanding of aspects of Vietnamese culture; and
- Demonstrate cross-cultural communicative skills.

Class Contact: Three hours per week for one semester, comprising two 1.5 hour workshops.
Required Reading: Basic Vietnamese A textbook (written by the coordinator) will be supplied.
Assessment: Test, In-class tests, 40%. Essay, Narrative composition of 400 words, 20%. Presentation, Report of community observations, 15%. Examination, Final written, 25%. Total effective word limit 3000 words.

ACV1002 BASIC VIETNAMESE B
Locations: Footscray Park.
Prerequisites: ACV1001 - BASIC VIETNAMESE A
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: listening, speaking, 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 3000 words.

ACV2001 INTERMEDIATE VIETNAMESE A
Locations: Footscray Park.
Prerequisites: ACV1002 - BASIC VIETNAMESE B
Description: This unit 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. Audiotapes, 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.

ACV2002 INTERMEDIATE VIETNAMESE B
Locations: Footscray Park.
Prerequisites: ACV2001 - INTERMEDIATE VIETNAMESE A
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.
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.

Assessment: Review, Film/book review, 20%. Essay, Analytical essay on aspects of Vietnamese diaspora in Australia, 40%. Examination, Final written, 40%. Total effective word limit is 3000 words.

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: 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.

ACV3011 VIETNAMESE FOR BUSINESS

Locations: Footscray Park.

Prerequisites: ACV2002 - INTERMEDIATE VIETNAMESE B

Description: Through a close reading of various texts including advertisements, business correspondence, commercial documents, newspaper items and magazine articles, this unit of study is intended to strengthen students’ linguistic and cultural base. It aims to enhance their ability in comprehending and writing Vietnamese and to familiarise students with aspects of contemporary Vietnamese society, especially in relation to business organisations and practices. It will also prepare students who wish to work in a Vietnamese-speaking business environment.

Credit Points: 12

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

- Demonstrate understanding of the terminology of the Vietnamese-speaking business world;
- Demonstrate an ability to write business letters and documents;
- Demonstrate understanding of the Vietnamese business culture and mercantile practice; 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.

ACV3013 VIETNAMESE FOLKLORE

Locations: Footscray Park.

Prerequisites: ACV2002 - INTERMEDIATE VIETNAMESE B

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, Analytical essay, 30%. Examination, Final written, 30%. Total effective word limit is 3000 words.

ACV3022 VIETNAMESE FILM AND MEDIA

Locations: Footscray Park.

Prerequisites: ACV2002 - INTERMEDIATE VIETNAMESE B

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, paying close attention to the use of language, from verbal to non-verbal, the stylistic conventions, and 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 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, Analytical essay on 'close reading' of Vietnamese newspaper items, 30%. Examination, Final written, 30%. Total effective word limit 3000 words.

ACV3023 VARIATION AND CHANGE IN THE VIETNAMESE LANGUAGE

Locations: Footscray Park.

Prerequisites: ACV2002 - INTERMEDIATE VIETNAMESE B

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.


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 3000 words.

ACV3032 SPECIAL TOPICS IN VIETNAMESE LITERATURE

Locations: Footscray Park.

Prerequisites: ACV2002 - INTERMEDIATE VIETNAMESE B

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
ACW1020 SEX AND GENDER

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

**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, political science, 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 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 two-hour lecture and one two-hour seminar.

**Required Reading:** A Book of Readings will be supplied. Nguyen Hung Quoc 2000, Van Hoe Viet Nam Tu Dien Nhin H(au H)ien Dai, 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.

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ACW1021 FASHIONING GENDER

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

**Prerequisites:** Nil.

**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 of 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:

- 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 a familiarity with resourcing 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.

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ACW2021 GENDER ON THE AGENDA

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

**Prerequisites:** Nil.

**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 of 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:

- Demonstrate greater understanding of theories of gender representation;
- Engage with a variety of texts (written, visual and spoken) in which gender is represented;
- Read and demonstrate understanding of 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 hour lecture and a two hour tutorial.

**Required Reading:** Unit reader

**Assessment:** Review, Critical review of chosen text to develop reflective and critical analysing skills, 30%. Presentation, Tutorial presentation on chosen topics to develop verbal and research skills, 30%. Essay, Major Essay - critically analysing popular media using ideas and theory from the unit, 40%. Total effective word limit 3000 words.
- 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: Footscray Park, St Albans.

Prerequisites: ACW1020 - SEX AND GENDER

Description: This unit 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 hour lecture and one-hour tutorial per week, and three hours per semester of mixed-mode or self-directed learning.

Assessment: Unit reader

ACW2023 QUEER IDENTITIES

Locations: Footscray Park, St Albans.

Prerequisites: ACW1020 - SEX AND GENDER

Description: Queer identities introduce 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 deconstruct intellectual and cultural traditions and dominant discourses around sexuality and gender. The unit challenges traditional thinking and presents new theoretical paradigms. Queer identities also navigate 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 unit, 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: Footscray Park, St Albans.

Prerequisites: Must have passed units in (ACW1020, ACW1021) OR (ASS1051, ASS1052) OR (ASA1023)

Description: This unit 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-hour lecture and one-hour tutorial per week, and three hours per semester of mixed-mode or self-directed learning

Required Reading: Momsen, JH 2004, Gender and development, Routledge, New York. Women and International Development: Book of Readings

Assessment: Case study 70%; Class exercises 30%.

ACW3019 GENDER, SCREEN, IDENTITY

Locations: Footscray Park, St Albans.

Prerequisites: Nil

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: Footscray Park, St Albans.

Prerequisites: Nil.

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: Footscray Park, St Albans.

Prerequisites: Nil.

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 multiculturalism, 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: Footscray Park, St Albans.

Prerequisites: Nil.

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 at 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: Footscray Park, St Albans.

Prerequisites: ACW1020 - SEX AND GENDER - 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-hour lecture and 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%.

ACW3030 UNPACKING SEXUALITIES

Locations: Footscray Park, St Albans.

Prerequisites: ACW1020 - SEX AND GENDER

Description: This unit explores the study of gay, lesbian, bisexual, queer, trans and intersex identities, politics and culture. It examines the politics of contemporary sexualities by deconstructing a range of intellectual approaches to cultural representations and dominant discourses around sexuality and gender. The unit challenges current thinking around sexualities by exploring a range of theoretical paradigms. It also investigates the complexities of sexual orientation and gender identity through cultural and political change, life and health experiences and post-queer politics.

Credit Points: 12

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

- Identify dominant discourses around sexuality and gender;
- Apply, identify and articulate issues around discrimination;
- Demonstrate a familiarity with contemporary debates around sexuality;
- Utilise academic texts and e-learning in the study of sexuality and gender.
- Demonstrate comprehensive communication skills appropriate to an academic setting.

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

Required Reading: Unit reader

Assessment: Assignment, Exploration of a field of study around sexuality, 20%. Literature Review, Critical text review on sexualities theorist, 30%. Essay, Major research essay on answering a theoretical question relating to the field of sexualities, 50%. Total effective word limit is 3000 words.

ACX1000 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 across a range of culturally and linguistically diverse settings, both within Australia and in the broader international context. Topics covered will include: diversity, identity, language and cultural pluralism in contemporary social contexts; ethnocentrism and stereotyping; cultural values, beliefs and practices and their impact on communication strategies, styles and practices; cultural awareness, respect and sensitivity; the concept of cultural competence as a response to cultural and linguistic diversity; the measurement of cultural competence and its application in various individual, group, organisational or systemic contexts; skill development in culturally competent communication models and strategies in contexts of linguistic and cultural diversity.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will 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: Three hours per week, comprising one-hour lecture and one-two-hour weekly seminar/workshop.

Required Reading: Ting-Toomey, S 1999, Communicating across cultures, New York: Guilford Press.

Assessment: Written assignments 50%; Interactive exercise 20%; Exam 30%.

ACX1001 KNOWING AND KNOWLEDGE A

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit aims to build a solid foundation of core study skills for use at university as well as in other professional and community settings. This includes skills ranging from essay writing to research (including library and online database resources) and critical thinking. Second, this unit probes how we know what we know; one of its key themes relates to the way knowledge is constructed, contested and changing phenomenon. Throughout this semester, we will therefore engage with debates around various, often contentious, issues facing contemporary Australia and Australian society. How does academic study equip us better to understand such questions?

Credit Points: 12

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

- Engage critically with topical debates;
- Locate relevant texts through advanced library searches, including other catalogues and online services;
- Write in a clear and well argued manner suitable for academic purposes;
- Use Harvard referencing system appropriately.

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

Required Reading: ACX1001 Book of Readings (current year), available from the
University Campus bookshop.

Assessment: Assignment, Comparative analysis - building academic summarising and analytical skills, 30%. Annotated Bibliography, Building academic research skills, 30%. Essay, Essay building on analytical and research skills, 40%. Total effective word limit 3000 words.

**ACX1002 KNOWING AND KNOWLEDGE B**

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: Knowing and Knowledge B (ACX1002) is an academic skills building unit which consolidates and extends the knowledge and skills students will have acquired through the successful completion of Knowing and Knowledge A (ACX1001) or some equivalent transitions unit of study. The unit consolidates students' academic writing and research skills, including their formal essay writing and their searching and use of academic peer-reviewed articles and other authoritative sources of knowledge. The unit equips students to work collaboratively in class discussions and to present confidently and effectively to groups of fellow students; including through formal class presentations. Students are encouraged and supported to engage in higher-level thinking about some complex contemporary social issues. For instance, the unit focuses on questions of identity in a globalising world and within a multicultural society, and on questions of social change produced through the impacts of information and communication technologies in their daily lives.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Critique scholarly articles — and a range of other source material — dealing with the complex social issues of identity formation in a globalising world, and the impact of ICTs on social change;
- Use appropriate research materials in an essay and in a class presentation;
- Participate in small-group and class discussions;
- Produce an essay and a formal presentation which follow standard academic conventions and that are clearly and effectively expressed, proof-read or quality-checked and submitted or presented in a timely fashion;
- Discuss learning through the completion of weekly journal entries.

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

Required Reading: ACX1002 Knowing and Knowledge B: Book of Readings (current year).

Assessment: Journal, A short reflection on required reading/s and a folio of chosen journal entries, 30%. Presentation, A presentation on a major theme of the unit, 30%. Essay, An essay on a major set theme of the unit, 40%. Total effective word limit 3000 words.

**ACX2000 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 across a range of culturally and linguistically diverse settings, both within Australia and in the broader international context. Topics covered will include: diversity, identity, language and cultural pluralism in contemporary social contexts; ethnocentrism and stereotyping; cultural values, beliefs and practices and their impact on communication strategies, styles and practices; cultural awareness, respect and sensitivity, the concept of cultural competence as a response to cultural and linguistic diversity; the measurement of cultural competence and its application in various individual, group, organisational or systemic contexts; skill development in culturally competent communication models and strategies in contexts of linguistic and cultural diversity.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Recognise cultural and linguistic diversity and difference;
- Apply this knowledge to the analysis of intercultural encounters, whether at the level of individual, group, organisation or system;
- Explain the concept of cultural competence and its application in intercultural encounters;
- Assess cultural competence using appropriate tools; and
- Communicate in a range of culturally and linguistically diverse contexts.

**Class Contact:** Three hours per week, comprising one one-hour lecture and one two-hour weekly seminar/workshop.

Required Reading: ACX2000 Book of Readings (prepared by the unit lecturer)

Assessment: Assignment, Research project essay on cross-cultural communication which relates to a workplace or community, 50%. Exercise, Presentation and class activity/discussion which relates to selected readings on cross-cultural communication, 20%. Test, An in-class test will be held during the normal session time, 30%. Total effective word limit 3000 words.

**ACX2001 INTERNATIONAL STUDY**

Locations: Footscray Park.

Prerequisites: Nil.

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 are expected to be able to:

- Demonstrate an understanding of other cultures and societies through experiential learning (a program of study in another country);
- Apply knowledge and skills in culturally diverse environments to solve problems, communicate and work individually and in groups;
- Produce work within the specific discipline area 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
ACX3002 SPECIAL PROJECT

Locations: Not applicable.

Prerequisites: Nil.

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 project in their final year of undergraduate study. Students form project teams based on the complementary knowledge and skills required for each specifically identified project. Students 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 specialisation 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 are expected to 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: Distributed by lecturer, dependent on the negotiated program.

Assessment: Project, Negotiated group project, 80%. Journal, Project journal, 20%. Total effective word limit 3000 words.

ACX3003 PROFESSIONAL AND CAREER DEVELOPMENT

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit of study offers an overview of the contemporary workplace, examining the ways in which a number of social forces have impacted on the range of careers available, the likely developments over the next few years and outlines the legislative framework which governs employment practices. It offers students the opportunity to explore vocational typologies, to identify their personal type, and look at their potential for job satisfaction in various areas of work analysing their values and likely sources of personal and professional fulfilment. It includes material on conflict resolution and working with others in a collegial environment. Students will construct a personal career plan, building on their working style and interests and the likely developments in their field of interest. As part of an assessment task they will interview an employee in that field, and be taught to network using informal as well as formal methods of orientating themselves as professionals. They will be assisted in the preparation of their curriculum vitae and a resume, in preparing an effective job application and in presenting themselves at an interview.

Credit Points: 12

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

- Demonstrate understanding of the contemporary workplace;
- Practise strategies for finding potential employment;
- Recognise vocational typologies and assess themselves within them;
- Practise conflict resolution and other common workplace problems;
- Construct a personal career plan.

Class Contact: Two hours per week.

Required Reading: Required readings provided to students during semester.

Assessment: Assignment, Personal career plan and presentation, 20%. Project, Major project - simulated job selection analysis, 60%. Total effective word limit 3000 words.

ACX3004 RESEARCH PROJECT

Locations: Not applicable.

Prerequisites: Nil.

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 usually form teams based on the complementary knowledge and skills required for each specifically identified project. Students 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 research project, where appropriate. The unit can be credited to a specialisation 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 are expected to be able to:

- Produce research for the project outcome;
- 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 research practice;
- Apply specific disciplinary knowledge and skills in areas of the negotiated content of the research 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: Project, Negotiated research project production, 80%. Journal, Reflective diary, 20%. Total effective word limit 3000 words.
ACX3005 GRADUATING PROJECT 1
Locations: Footscray Park, St Albans.
Prerequisites: Nil.
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 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 is 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 the unit, non-creditable.
Required Reading: Arts Graduating Project manual and reader.
Assessment: Required reading 50%; Project documentation 45%; Project, Project presentation 20%. Total effective word limit 3000 words.

ACX3006 GRADUATING PROJECT 2
Locations: Footscray Park, St Albans.
Prerequisites: Nil.
Description: The purpose of this unit is to execute the project planned in ACX3005 Graduating Project 1. This project provides the opportunity for students to implement knowledge and practical skills acquired across their course and to choose their own area of interest within their specialisation. 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 be individually assessed within the group project.
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 timelines, technical matters, human resources and budgets;
- Work successfully in interdisciplinary teams to bring a project to completion; and
- Produce, present and advocate a professional project result.

Class Contact: Thirty-six hours over one semester comprising a two-hour workshop or equivalent.
Required Reading: Graduating Project manual and reader.
Assessment: Journal, working journal including self-evaluation, 20%. Mid-point work-in-progress report and presentation to class and client, where appropriate, 20%. Project, Final product or outcome, 60%. Total effective word limit 3000 words. Placement students will work within a clearly developed contract with the organisation commissioning or sponsoring the group project.

ACX4001 HUMANITIES HONOURS 4
Locations: Footscray Park, St Albans.
Prerequisites: Admission by coordinator into unit.
Description: A study of the theoretical and epistemological issues of contemporary literary, historiographical and epistemological theories and of methods of research in the humanities and social sciences.
Credit Points: 24

Learning Outcomes:

- Account for the increasing role of public relations in the mass media;
- Explain the ethical and social contexts of public relations;
- Articulate a range of principles and practices of public relations;
- Critically examine different public relations paradigms operating in corporate areas, government, non-government organisations, community groups and social movements;
- Understand the critical issues involved in crisis management.

Class Contact: Two hours per week for one semester comprising a two-hour workshop or equivalent.
Required Reading: Graduating Project manual and reader.
Assessment: Journal, working journal including self-evaluation, 20%. Mid-point work-in-progress report and presentation to class and client, where appropriate, 20%. Project, Final product or outcome, 60%. Total effective word limit 3000 words. Placement students will work within a clearly developed contract with the organisation commissioning or sponsoring the group project.

ACY1001 PRINCIPLES AND PRACTICE OF PUBLIC RELATIONS
Locations: Footscray Park, St Albans.
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: On successful completion of this unit, students are expected to be able to:

- 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;
- Understand the critical issues involved in crisis management.
ACY1002 PUBLIC SPEAKING AND COMMUNICATION

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: On successful completion of this unit, students are expected to be able to:

- Describe the processes involved in oral communication, particularly in professional contexts;
- Prepare and perform a variety of interpersonal and presentation functions involving oral communication in professional/organisational contexts;
- Use a high level of spoken language in a variety of professional contexts with confidence, accuracy and the use of appropriate grammar and vocabulary;
- Distinguish and apply the theoretical and practical requirements of typical interpersonal and organisational/communications, especially presentations, committee proceedings, and interview work;
- Demonstrate the interfaces between written preparation, oral performance, and written and oral evaluation in interpersonal and organisational communication.

Class Contact: 3 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: Lucas, S 2009, The art of public speaking, 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

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

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 familiarize 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 familiarized 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).

ACY3004 CAREER DEVELOPMENT FOR COMMUNICATION PROFESSIONALS

Locations: St Albans.

Prerequisites: Nil.

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;
- Present and interpret data in a professional manner.
- 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:** Nil.

**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-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).

**Prerequisites:** Nil.

**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).
Below are details of courses offered by the School of Education in 2013.

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

**BACHELOR OF EDUCATION (EARLY CHILDHOOD/PRIMARY)**

**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 Year 12:** VTAC Course Code 42061 Bachelor of Education (Early Childhood/Primary) - units 1 and 2 - two units of general mathematics or mathematical methods (either). Units 3 and 4 - a study score of at least 25 in English (any). VTAC Course Code 42091 Bachelor of Education (Early Childhood/Primary) Accelerated - a two year TAFE Diploma of Children's Services (or equivalent), with a minimum of 60 days supervised practical placement as required by Early Childhood Australia.

**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.

**COURSE STRUCTURE**

The course structure provides a community and school-based approach to teacher education with substantial opportunities for students to pursue studies in early childhood education and primary school education, curriculum and teaching in each year. Students also undertake practical experience: minimum of 100 days in early childhood settings and 45 days of supervised teaching practice in primary schools over the four years of the course.

**Major studies:** Childhood development, Curriculum studies, Early childhood education, Early childhood studies, Education, Education studies, Teaching (pre-school), Teaching (primary).

**Year 1, Semester 1**

- AEB1101 Learning in a Changing World 12
- AEB1171 History and Philosophy of Early Childhood Education 12
- AEB1181 Play Development and Learning 12
- AEB1301 Inquiry for Mathematical Understanding 12

**Year 1, Semester 2**

- AEB1261 Languages and Literacy in Early Childhood 12
- AEB1262 Music, Movement and Dramatic Arts 12
- AEB1282 Development Studies 1 12

Plus one General Studies Elective (see ABED course structure for list of electives)

**Year 2, Semester 1**

- AEB2160 Mathematics and Numeracy in Early Childhood 12
- AEB2163 Visual and Creative Arts 12
- AEB2164 Health, PE and Motor Development 12
- AEB2283 Development Studies 2 12

**Year 2, Semester 2**

- AEB2210 Making the Conditions for Learning 12
- AEB2265 Science Environment and Society 12
- AEB2266 Practice and Partnership (ECE 0-2) 12

Plus one General Studies Elective (see ABED course structure for list of electives)

**Year 3, Semester 1**

- AEB3100 Student Diversity in Early Years Education 12
- AEB3172 Management, Advocacy and Leadership 12
- AEB3184 Curriculum Theory 12
- AEB3268 Practice in Partnership 1 (ECE 3-6 Years) 12

**Year 3, Semester 2**

- AEB3167 Language and Literacy in Primary 12

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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 score 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 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 fulfil 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).

### Year 1, Semester 1

**COURSE STRUCTURE FOR STUDENTS WHO ENROL INTO YEAR ONE (ie not the accelerated program)**

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<td>LEARNING IN A CHANGING WORLD</td>
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<td>AEB1301</td>
<td>INQUIRY FOR MATHEMATICAL UNDERSTANDING</td>
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**Discipline Specialisation A**

**Discipline Specialisation B**

### Year 1, Semester 2

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<td>UNDERSTANDING LEARNING</td>
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**Discipline Specialisation A**

**Discipline Specialisation B**

### Year 2, Semester 1

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<td>REASONING FOR PROBLEM SOLVING</td>
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**Discipline Specialisation A**

**Discipline Specialisation B**

### Year 2, Semester 2

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**Year 2 Primary PCK Unit**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>AEB2210</td>
<td>MAKING THE CONDITIONS FOR LEARNING</td>
<td>12</td>
</tr>
<tr>
<td>AEB1250</td>
<td>COMMUNICATION AND SOCIAL ACTION</td>
<td>12</td>
</tr>
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</table>

**Discipline Specialisation A**

**Discipline Specialisation B**

### Year 3, Semester 1

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>AEB3301</td>
<td>INQUIRY INTO ADOLESCENT TEACHING AND LEARNING</td>
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**Secondary PCK A:** Choose from Secondary PCK units to match Discipline Specialisation A

**Elective:** Choose from Education and Pedagogy Electives or Discipline Specialisation units

**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**

### Year 3, Semester 2

<table>
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<td>CRITICAL PRACTICES FOR TEACHERS IN SECONDARY SCHOOLS</td>
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**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:** 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**

### Year 4, Semester 1

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<tr>
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<tr>
<td>AEB4301</td>
<td>CURRICULUM AND PEDAGOGY FOR THE 21ST CENTURY</td>
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**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

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<tr>
<td>AEB4211</td>
<td>JOINING THE PROFESSION</td>
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**Year 3, Semester 1**

**COURSE STRUCTURE FOR STUDENTS WHO ENROL IN THE ACCELERATED PROGRAM**

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**Discipline Specialisation A**

**Discipline Specialisation B**

**Elective:** Choose from Year 3 Primary PCK units, Education and Pedagogy electives and Discipline Specialisations

**Discipline Specialisation B**

### Year 3, Semester 2

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<tr>
<td>AEB3302</td>
<td>CRITICAL PRACTICES FOR TEACHERS IN SECONDARY SCHOOLS</td>
<td>12</td>
</tr>
</tbody>
</table>
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
ASPASI  ASIAN STUDIES
ASPHIS  HISTORY
ASPSOC  SOCIOLOGY
ASPVIS  VISUAL ARTS

BACHELOR OF EDUCATION (VET/SECONDARY TEACHING)

Course Code: ABVS
Campus: Newport, Footscray Park, St Albans.

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; 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 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 Mature Age: 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 granted 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 TAE40110 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
AEB3301 INQUIRY INTO ADOLESCENT TEACHING AND LEARNING  12
Course Objectives: The objectives, to be achieved through self-engagement in learning, include:

- an understanding and appreciation 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 (eg. oral and written communication, self-reliance, teamwork, research);
- 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: This course is well placed to train professionals to use the tools of recreation to assist young people to fulfil their potential. It produces graduates who are qualified to work in community organisations, local government and community recreation services. Graduates may also apply 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 (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) or equivalent.

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

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

COURSE STRUCTURE

To be awarded the double degree of Bachelor of Youth Work/Bachelor of Sport and Recreation Management, students must have satisfactorily completed a total of 384 credit points. 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
<table>
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<th>Course Title</th>
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<td>ASW2203</td>
<td>INTERPERSONAL AND COMMUNICATION SKILLS</td>
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<tr>
<td>AEB1801</td>
<td>YOUTH WORK PRACTICE 2</td>
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<td>AHS1107</td>
<td>SPORT, LEISURE AND SOCIETY</td>
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<td>ASW2090</td>
<td>GROUPWORK THEORY AND PRACTICE</td>
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<td>AHS0134</td>
<td>INCLUSIVE RECREATION STRATEGIES</td>
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<td>SPORT AND RECREATION CAREER DEVELOPMENT 1</td>
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<td>AEB2800</td>
<td>WORKING WITH DIVERSE YOUNG PEOPLE</td>
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<td>YOUNG PEOPLE, DIVERSION AND RESTORATIVE PRACTICES</td>
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<td>AHS2301</td>
<td>SPORT AND RECREATION SERVICES MARKETING</td>
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<tr>
<td>AHS3114</td>
<td>SPORT AND RECREATION FACILITY MANAGEMENT</td>
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<td>AHS2404</td>
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<td>AEB3802</td>
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<td>GANGS AND GROUPS: THE CULTURE OF YOUNG PEOPLE</td>
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<tr>
<td>AHS3600</td>
<td>SPORT AND RECREATION CAREER DEVELOPMENT</td>
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</table>

**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 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) 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) or equivalent.

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

**Admission Requirements VET:** Pathways are available from a range of VET courses. 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**

<table>
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**Year 1, Semester 2**

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**Year 2, Semester 1**

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Plus one elective

**Year 2, Semester 2**

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**Year 3, Semester 2**

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**GRADUATE DIPLOMA IN EDUCATIONAL LEARNING AND LEADERSHIP**

**Course Code:** AGED

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

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

**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**

<table>
<thead>
<tr>
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<td>AED5001</td>
<td>EDUCATION RESEARCH DESIGN AND METHODS</td>
<td>24</td>
</tr>
</tbody>
</table>

plus

ONE core unit selected from the core unit list

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

**Year 1, Semester 2**

ONE core unit selected from the core unit list

plus

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

**CORE UNITS**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Credit Points</th>
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</thead>
<tbody>
<tr>
<td>AED5007</td>
<td>CURRICULUM</td>
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<tr>
<td>AED5009</td>
<td>INNOVATION</td>
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</tr>
<tr>
<td>AED5011</td>
<td>APPROACHES TO LEARNING</td>
<td>24</td>
</tr>
<tr>
<td>AED5012</td>
<td>EDUCATIONAL LEADERSHIP</td>
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**ELECTIVE UNITS**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Credit Points</th>
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</thead>
<tbody>
<tr>
<td>AED5002</td>
<td>THEORIES OF EDUCATION, TRAINING AND SOCIAL CHANGE</td>
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</tr>
<tr>
<td>AED5003</td>
<td>WORKPLACE RESEARCH PROJECT</td>
<td>24</td>
</tr>
<tr>
<td>AED5004</td>
<td>CURRENT ISSUES IN COMMUNITY ARTS</td>
<td>24</td>
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<td>AED5005</td>
<td>PORTFOLIO DEVELOPMENT</td>
<td>24</td>
</tr>
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<td>AED5006</td>
<td>ACTION RESEARCH PROJECT</td>
<td>24</td>
</tr>
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<td>AED5008</td>
<td>EVALUATION</td>
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</tr>
<tr>
<td>AED5010</td>
<td>INTERACTIVE WEB DESIGN AND PUBLISHING</td>
<td>24</td>
</tr>
<tr>
<td>AED5013</td>
<td>EXPERIENTIAL LEARNING OUTDOORS: PROGRAMMING THE JOURNEY</td>
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<td>AED5014</td>
<td>MANAGING SITES FOR TEACHING AND LEARNING</td>
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<td>AED5015</td>
<td>TRAINING DESIGN AND PRACTICE</td>
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<td>AED5016</td>
<td>FACILITATING LEARNING ORGANISATIONS</td>
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<td>AED5017</td>
<td>MENTORING AND COACHING IN THE WORKPLACE</td>
<td>24</td>
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<td>AED5018</td>
<td>ASSESSMENT</td>
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<tr>
<td>AED5019</td>
<td>PROFESSIONAL PRACTICE IN EDUCATIONAL CONSULTANCY</td>
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<td>VOCATIONAL EDUCATION AND TRAINING: POLICY AND PRACTICE</td>
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<td>DEVELOPING THE VET PROFESSIONAL</td>
<td>24</td>
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<tr>
<td>AED5026</td>
<td>POSTCOMPULSORY EDUCATION: POLICY AND PRACTICE</td>
<td>24</td>
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<tr>
<td>AED5027</td>
<td>ORGANISATIONAL CULTURE AND CHANGE IN EDUCATION AND TRAINING</td>
<td>24</td>
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<tr>
<td>AED5028</td>
<td>INTERNATIONALISATION IN EDUCATION AND TRAINING</td>
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<tr>
<td>AED5029</td>
<td>ADVANCED QUANTITATIVE RESEARCH METHODS</td>
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<tr>
<td>AED5030</td>
<td>POSITIVE EDUCATION</td>
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**GRADUATE DIPLOMA IN EARLY CHILDHOOD EDUCATION**

**Course Code:** AGEE

**Campus:** St Albans.

**About this course:** No intake 2013, Next intake 2014 The Graduate Diploma in Early Childhood Education will provide three-year trained, early childhood teaching graduates with:
The Graduate Diploma in Early Childhood is a 96 credit point (eight unit) award which may be studied in part-time mode.

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

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

**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**

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AEE5101</td>
<td>ACTION RESEARCH 1</td>
<td>12</td>
</tr>
</tbody>
</table>
English language requirements. IELTS minimum 7.5 overall (Speaking & Listening 7.5, Reading & Writing 7.0) or equivalent.

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

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

Year 1, Semester 2
AEG5116 EARLY CHILDHOOD DEVELOPMENT, LEARNING AND TEACHING 2 12
AEG5118 EARLY CHILDHOOD CURRICULUM AND PEDAGOGY 2: THE ARTS 12
AEG5120 PROFESSIONAL ISSUES 12
AEG5122 INCLUSIVE PRACTICE IN EDUCATION 12

GRADUATE DIPLOMA IN TESOL
Course Code:AGTL
Campus:Footscray Park.

About this course: The Graduate Diploma in TESOL 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. Note: Usually only part time places are offered for applicants who wish to enrol mid-year (except in special circumstances - see the course coordinator).

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 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 International: The admission requirement for the Graduate Diploma in TESOL course is an approved three year first degree. All applicants must have a minimum IELTS of 7.0 overall (no band less than 6.0) or approved equivalent.
There are four units in Semester 1.

AEG5107  NEW LEARNING  12
AEG5112  NUMERACY IN EDUCATION  12
AEG5114  INTEGRATED STUDIES 2  12
AEG5136  TEACHING AND LEARNING 2 (PRIMARY)  12

GRADUATE DIPLOMA IN YOUTH SERVICES MANAGEMENT
Course Code: AGYS
Campus: Footscray Park, 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

The course comprises eight units of study. The eight units are:

Year 1, Semester 1

There are four units in Semester 1.

AEG5108  SOCIAL CONTEXT OF TEACHING AND LEARNING  12
AEG5111  LITERACY IN EDUCATION  12
AEG5113  INTEGRATED STUDIES 1  12
AEG5135  TEACHING AND LEARNING 1 (PRIMARY)  12

Year 1, Semester 2

There are four units in Semester 2.

AEG5107  NEW LEARNING  12
AEG5112  NUMERACY IN EDUCATION  12
AEG5114  INTEGRATED STUDIES 2  12
AEG5136  TEACHING AND LEARNING 2 (PRIMARY)  12
Students are required to complete two semesters of study equalling 96 credit points as per the structure below.

**Year 1, Semester 1**

AEY5001 Young People and Social Policy 12

AEY5002 Professional Practice for Youth Development 12

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

**Year 1, Semester 2**

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.

AEY5003 Experiential and Applied Learning 24

Plus

AED5001 Education Research Design and Methods 24

#Compulsory unit for students intending to undertake the minor thesis option in the Master of Youth Services Management

Or

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

Or

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

**Elective Units**

**Master of Business (Management) units**

BMO5533 Organisational Consulting and Counselling 12

BMO5544 Industrial Relations 12

BMO5564 Human Resource Management 12

BMO5567 Managing Workplace Conflict 12

BMO5568 Teamworking 12

BMO5602 Business Project Management 12

BMO5650 Managing Organisation Knowledge 12

BMO6506 Work and Organisation Systems 12

BMO6511 Strategic Management and Business Policy 12

BMO6622 Managing Innovation and Entrepreneurship 12

BMO6624 Organisation Change Management 12

BMO6625 Performance Management and Rewards 12

**Master of Education units**

AED5002 Theories of Education, Training and Social Change 24

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

**Check timetable to see which semester and campus units are offered at.**

**MASTER OF EDUCATION**

**Course Code:** AMEB

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

**Admission Requirements Mature Age:** To qualify for admission to the course, applicants must have a university degree completed at a meritorious level, or an equivalent qualification as approved by the 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.

**COURSE STRUCTURE**

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

**Year 1**

AED5001  EDUCATION RESEARCH DESIGN AND METHODS  24

Plus

TWO units selected from the CORE unit list

Plus

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

**Year 2, Semester 1**

In the final semester students have two options.

Option 1: Complete TWO units

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

**OPTION 1:**

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

**OPTION 2:**

AED6001  MINOR THESIS (FULL-TIME)  48

Or if part-time enrol in the following unit for two semesters:

AED6002  MINOR THESIS (PART-TIME)  24

**CORE UNITS**

Students must complete at least TWO of these:

AED5007  CURRICULUM  24

AED5009  INNOVATION  24

AED5011  APPROACHES TO LEARNING  24

AED5012  EDUCATIONAL LEADERSHIP  24

**ELECTIVES UNITS**

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

AED5008  EVALUATION  24

AED5010  INTERACTIVE WEB DESIGN AND PUBLISHING  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

AED5018  ASSESSMENT  24

AED5019  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  POSTCOMPELUSORY 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). Students can exit after Semester 2 with the Graduate Diploma in Educational Learning and Leadership (AGEB).

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: 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.

Students who have completed the Graduate Certificate in Tertiary Education (available to University staff only) or the Graduate Certificate of Educational Learning and Leadership will receive credit for semester one. Students who have completed the Graduate Diploma of Educational Learning and Leadership will receive credit for semesters one and two.

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

AEM6100 EDUCATION RESEARCH DESIGN AND METHODS 16

AEG1501 CURRICULUM 16

AEG1504 INNOVATION 16

AEG5001 APPROACHES TO LEARNING 16

AEG5002 EDUCATIONAL LEADERSHIP 16

AEG1411 ACTION RESEARCH PROJECT 16

AEM6101 THEORIES OF EDUCATION, TRAINING AND SOCIAL CHANGE 16

AEM6102 WORKPLACE RESEARCH PROJECT 16

AEG1003 CURRENT ISSUES IN COMMUNITY ARTS 16
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 intellectud, 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; Shore 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.

Careers: The Master of Teaching (Secondary) will equip graduates with broad educational qualifications in any of a wide range of curriculum areas suitable to secondary teaching.

Course Duration: 2 years

Admission Requirements International: 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 IELTS (Academic Module) of 6.5 or equivalent are eligible to apply with the intention of reaching an overall score of 7.0 (no band less than 6.0) at the completion of their degree. “If a student applies for the course and does not require an IELTS score then they would normally start the course in semester one and their course would comprise of eight core units relating to secondary teaching (96 credit points) and eight approved electives (96 credit points). If a student applies for the course with an IELTS score of 6.5 or greater then they would normally start the course in semester two with the same course structure as above” except that four of the approved electives (48 credit points) will be replaced by specified English Communication units (48 credit points) and these units will be studied at the beginning of the course.

Admission Requirements Mature Age: An undergraduate degree, with appropriate prerequisites for two Learning Area Study sequences, as required by the Victorian Institute of Teaching (VIT).

COURSE STRUCTURE

THE FOLLOWING IS THE COURSE STRUCTURE FOR STUDENTS WITHOUT AN IELTS SCORE:

Semester One

AE55108 SOCIAL CONTEXT OF TEACHING AND LEARNING 12
AE55109 APPROACHES TO TEACHING AND LEARNING 1 12

Plus First Discipline Study - Unit 1
Plus Second Discipline Study - Unit 1

Semester Two

AEG5107 NEW LEARNING 12
AEG5110 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

THE FOLLOWING IS THE COURSE STRUCTURE FOR STUDENTS WITH AN IELTS SCORE:

Semester One

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

Semester Two

AEG5108 SOCIAL CONTEXT OF TEACHING AND LEARNING 12
AEG5109 APPROACHES TO TEACHING AND LEARNING 1 12

Plus First Discipline Study - Unit 1

Plus Second Discipline Study - Unit 1

Semester Three

AEG5107 NEW LEARNING 12
AEG5110 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 Four

Approved Elective Study 1
Approved Elective Study 2
Approved Elective Study 3
Approved Elective Study 4

MASTER OF TEACHING
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:

- To enable relationships between the course supporting the individual’s teaching experience, their stage of teaching e.g. those in their induction period, those more experienced teachers;
- Ability to connect to professional, personal and political level (Grounded in political agendas e.g. literacy/numeracy focus);
- Build and extend relationships — bring people together about their practice. Collaboration with school personnel;
- Create opportunities for professional discourse i.e. the course becomes a forum for dialogue;
- It’s not about content delivery but the course contains an inquiry approach;
- Making practice public e.g. presentations, publications;
- To provide the 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 International:** 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. IELTS minimum 7.0 overall (Speaking & Listening 7.0, Reading & Writing 7.0) or equivalent.

**Admission Requirements Mature Age:** Applicants must have satisfactorily completed an undergraduate degree of three or more years’ duration; or an equivalent qualification, which has sector appropriate prerequisites as required by the Victorian Institute of Teaching (VIT). Applicants with an undergraduate degree from a non-English speaking country will have to meet the English language requirements, IELTS minimum 7.0 overall (with no less than 7.0 in any band) or equivalent.

**Admission Requirements Other:** International students with overseas qualifications are required to submit supplementary information to the Victoria University International (VUI) office. Students may be required to attend an interview with School of Education staff.

**COURSE STRUCTURE**

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

**IELTS STUDENTS**

**First semester**

- **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 International:** To qualify for admission to the Master of TESOL, applicants must have successfully completed an approved Graduate Diploma in TESOL at a minimum average of ‘Distinction’ (70%) or equivalent. All applicants must have a minimum IELTS of 7.0 overall (no band less than 6.0) or approved equivalent.

**Admission Requirements Mature Age:** To qualify for admission to the Master of TESOL, applicants must have successfully completed an approved Graduate Diploma in TESOL at a minimum average of ‘Distinction’ (70%) or equivalent. Applicants who are working towards teacher registration with the Victorian Institute of Teaching (VIT) need to be aware of the VIT English Language Competence Policy and requirements.

**Admission Requirements Other:** English Language Proficiency: All applicants must have a minimum overall IELTS score of 7.0 (no band less than 6.5) or approved equivalent.

**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).
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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
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</thead>
<tbody>
<tr>
<td>AEG5123</td>
<td>TESOL METHODOLOGY</td>
<td>24</td>
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<tr>
<td>AEG5125</td>
<td>LITERACY METHODOLOGY</td>
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<tr>
<td>ACA5021</td>
<td>FOUNDATIONS OF LANGUAGE</td>
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Year 1 Semester 2

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>AEG5124</td>
<td>PROFESSIONAL PRACTICE - TESOL</td>
<td>24</td>
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<tr>
<td>AEG5126</td>
<td>TECHNIQUES IN TESOL</td>
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</tr>
<tr>
<td>ACA5022</td>
<td>COMMUNICATION CULTURE AND DIVERSITY</td>
<td>12</td>
</tr>
</tbody>
</table>

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 Master of Education (AMEB) research unit of study (AED5001) and two other units of study 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>AED5001</td>
<td>EDUCATION RESEARCH DESIGN AND METHODS</td>
<td>24</td>
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<tr>
<td>AEG5107</td>
<td>NEW LEARNING</td>
<td>12</td>
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<tr>
<td>AEG5108</td>
<td>SOCIAL CONTEXT OF TEACHING AND LEARNING</td>
<td>12</td>
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<td>AEG5109</td>
<td>APPROACHES TO TEACHING AND LEARNING 1</td>
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<tr>
<td>AEG5110</td>
<td>APPROACHES TO TEACHING AND LEARNING 2</td>
<td>12</td>
</tr>
<tr>
<td>AED5004</td>
<td>CURRENT ISSUES IN COMMUNITY ARTS</td>
<td>24</td>
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<tr>
<td>AEG5107</td>
<td>NEW LEARNING</td>
<td>12</td>
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<tr>
<td>AEG5108</td>
<td>SOCIAL CONTEXT OF TEACHING AND LEARNING</td>
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<td>AEG5109</td>
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<td>AEG5110</td>
<td>APPROACHES TO TEACHING AND LEARNING 2</td>
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</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
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<tbody>
<tr>
<td>AED5002</td>
<td>THEORIES OF EDUCATION, TRAINING AND SOCIAL CHANGE</td>
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<tr>
<td>AED5003</td>
<td>WORKPLACE RESEARCH PROJECT</td>
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<tr>
<td>AED5004</td>
<td>CURRENT ISSUES IN COMMUNITY ARTS</td>
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<td>AED5005</td>
<td>PORTFOLIO DEVELOPMENT</td>
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<td>AED5006</td>
<td>ACTION RESEARCH PROJECT</td>
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<tr>
<td>AED5007</td>
<td>CURRICULUM</td>
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<tr>
<td>AED5008</td>
<td>EVALUATION</td>
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<td>AED5009</td>
<td>INNOVATION</td>
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<tr>
<td>AED5010</td>
<td>INTERACTIVE WEB DESIGN AND PUBLISHING</td>
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<tr>
<td>AED5011</td>
<td>APPROACHES TO LEARNING</td>
<td>24</td>
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<tr>
<td>AED5012</td>
<td>EDUCATIONAL LEADERSHIP</td>
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<tr>
<td>AED5013</td>
<td>EXPERIENTIAL LEARNING OUTDOORS: PROGRAMMING THE JOURNEY</td>
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<tr>
<td>AED5014</td>
<td>MANAGING SITES FOR TEACHING AND LEARNING</td>
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<tr>
<td>AED5015</td>
<td>TRAINING DESIGN AND PRACTICE</td>
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<td>AED5016</td>
<td>FACILITATING LEARNING ORGANISATIONS</td>
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<td>AED5017</td>
<td>MENTORING AND COACHING IN THE WORKPLACE</td>
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<tr>
<td>AED5018</td>
<td>ASSESSMENT</td>
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<tr>
<td>AED5019</td>
<td>PROFESSIONAL PRACTICE IN EDUCATIONAL CONSULTANCY</td>
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<td>AED5020</td>
<td>REFORMING PEDAGOGY</td>
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<tr>
<td>AED5021</td>
<td>PROMOTING MATHEMATICS UNDERSTANDING</td>
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<td>APPROACHES TO CAREER EDUCATION</td>
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<tr>
<td>AED5023</td>
<td>E-LEARNING</td>
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<tr>
<td>AED5024</td>
<td>VOCATIONAL EDUCATION AND TRAINING: POLICY AND PRACTICE</td>
<td>24</td>
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<tr>
<td>AED5025</td>
<td>DEVELOPING THE VET PROFESSIONAL</td>
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<td>AED5026</td>
<td>POSTCOMPULSORY EDUCATION: 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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<td>AED5028</td>
<td>INTERNATIONALISATION IN EDUCATION AND TRAINING</td>
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<tr>
<td>AED5029</td>
<td>ADVANCED QUANTITATIVE RESEARCH METHODS</td>
<td>24</td>
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<tr>
<td>AED5030</td>
<td>POSITIVE EDUCATION</td>
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<td>AEG5107</td>
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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

OPTION 2 (Onshore Students only)
AED6001 MINOR THESIS (FULL-TIME) 48

Or if part-time enrol in the following unit for two semesters:
AED6002 MINOR THESIS (PART-TIME) 24

The usual course of study for offshore students is the following: AED5001 Education Research Design and Methods AED5009 Innovation AED5008 Evaluation

Masters of Education (VET)
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 International: 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. IELTS minimum 6.5 (no band less than 6.0) or equivalent.

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.

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 fourteen electives:
AED5001 EDUCATION RESEARCH DESIGN AND METHODS 24
AED5003 WORKPLACE RESEARCH PROJECT 24
AED5008 EVALUATION 24
AED5011 APPROACHES TO LEARNING 24
AED5012 EDUCATIONAL LEADERSHIP 24
AED5018 ASSESSMENT 24
AED5019 PROFESSIONAL PRACTICE IN EDUCATIONAL CONSULTANCY 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

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
AED5001 EDUCATION RESEARCH DESIGN AND METHODS 24
AED5029 ADVANCED QUANTITATIVE RESEARCH METHODS 24

Minor Thesis Units
AED6001 MINOR THESIS (FULL-TIME) 48
AED6002 MINOR THESIS (PART-TIME) 24

ELECTIVES
Select two units from the following eleven electives:
AED5008 EVALUATION 24
AED5011 APPROACHES TO LEARNING 24
AED5012 EDUCATIONAL LEADERSHIP 24
AED5018 ASSESSMENT 24
AED5019 PROFESSIONAL PRACTICE IN EDUCATIONAL CONSULTANCY 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

MASTER OF YOUTH SERVICES MANAGEMENT
Course Code: AMYS
Campus: Footscray Park, 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: Students are expected to have successfully completed the Graduate Diploma in Youth Services Management or its equivalent. Students undertaking this course will usually be working in a youth work setting. To undertake the minor thesis option, the 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 (AYPS) or semester 2 with the Graduate Diploma of Youth Services Management (AGYS).

Year 1, Semester 1
AEY5001 YOUNG PEOPLE AND SOCIAL POLICY 12
AEY5002 PROFESSIONAL PRACTICE FOR YOUTH DEVELOPMENT 12

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

Year 1, Semester 2
# Compulsory unit for students intending to undertake the minor thesis option in the Master of Youth Services Management

Or

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

Or

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

Year 2, Semester 1

Students select one of the following four options:

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

AED6001 MINOR THESIS (FULL-TIME) 48

Or

OPTION 2 (Enrol in this unit for two semesters - 2 x 24 credit points)

AED6002 MINOR THESIS (PART-TIME) 24

Or

OPTION 3

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

Or

OPTION 4

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

Plus

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

**Elective Units**

Master of Business (Management) Units

BMO5533 ORGANISATION CONSULTING AND COUNSELLING 12

BMO5544 INDUSTRIAL RELATIONS 12

BMO5564 HUMAN RESOURCE MANAGEMENT 12

BMO5567 MANAGING WORKPLACE CONFLICT 12

BMO5568 TEAMWORKING 12

BMO5602 BUSINESS PROJECT MANAGEMENT 12

BMO5650 MANAGING ORGANISATION KNOWLEDGE 12

BMO6506 WORK AND ORGANISATION SYSTEMS 12

BMO6511 STRATEGIC MANAGEMENT AND BUSINESS POLICY 12

BMO6622 MANAGING INNOVATION AND ENTREPRENEURSHIP 12

BMO6624 ORGANISATION CHANGE MANAGEMENT 12

BMO6625 PERFORMANCE MANAGEMENT AND REWARDS 12

Master of Education Units:

AED5002 THEORIES OF EDUCATION, TRAINING AND SOCIAL CHANGE 24

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**

Course Code: APED

Campus: Footscray Park, St Albans.

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**

**Course Code:** ATEB

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

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

**COURSE STRUCTURE**

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

**Year 1, Semester 1**

AED5001 EDUCATION RESEARCH DESIGN AND METHODS 24

Plus ONE additional unit from the list below:

AED5007 CURRICULUM 24
AED5009 INNOVATION 24
AED5011 APPROACHES TO LEARNING 24
AED5012 EDUCATIONAL LEADERSHIP 24
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
AED5008 EVALUATION 24
AED5010 INTERACTIVE WEB DESIGN AND PUBLISHING 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
GRADUATE CERTIFICATE IN TERTIARY EDUCATION
Course Code: ATHE
Campus: Footscray Park.

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

- Demonstrate knowledge of educational theories and practices in tertiary education generally, and in application to the student’s disciplines and contexts;
- Plan and design a learning and teaching programme from a course outline, syllabus, Training Package, industry specifications and/or equivalent to meet the needs of the different student cohorts which Victoria University caters for;
- Use a mix of peer observation, student feedback, student work and self-reflection to critically evaluate a wide range of learning and teaching activities;
- Monitor and critically examine the way teachers provide educational and pastoral support to students through teacher interventions as well as through the use of VU’s referral services;
- Design assessment that identifies and strengthens student learning, provides feedback and informs future planning; and
- Investigate an issue in teaching in the student’s discipline and show resulting changes in practice.

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 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

This course will normally be completed part-time over one to two years. Participants must complete four, 12-credit point units, a total of 48 credit points.

STUDENTS COMPLETE THE FOLLOWING THREE CORE UNITS:

AET4001 FOUNDATIONS OF LEARNING AND TEACHING IN TERTIARY EDUCATION 12
AET4002 CURRICULUM DESIGN AND STUDENT ASSESSMENT 12
AET4003 IMPROVING PRACTICE 12

PLUS ONE OF THE FOLLOWING ELECTIVES:

AET4004 IMPROVING PRACTICE: INVESTIGATION AND EVALUATION 12
AET4005 SUPERVISION OF STUDENT RESEARCH 12
AET4006 LEADERSHIP FOR EDUCATIONAL CHANGE 12
AET4007 TEACHING PRACTICUM 12

GRADUATE CERTIFICATE IN TESOL
Course Code: ATTL
Campus: Footscray Park.

About this course: The Graduate Certificate in TESOL comprises two compulsory units of study and one elective unit of study. The compulsory units are AEG5123 (TESOL Methodology) and AEG5021 (Foundations of Language). The electives are AEG5125 (Literacy Methodology), AEG5126 (Techniques in TESOL) and AEG5020 (Communication, Culture and Diversity). These units of study are related to language teaching methodologies and the nature of the English language. The Certificate is usually completed on a part-time basis. The Certificate can only be completed on a full time basis if enrolled in semester 1.

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: 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 educational providers locally or internationally.

**Course Duration:** 0.5 years

**Admission Requirements International:** The admission requirement for the Graduate Certificate in TESOL course is an approved three year first degree. All applicants must have a minimum IELTS of 7.0 overall (no band less than 6.0) or approved equivalent.

**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. Applicants who are working towards teacher registration with the Victorian Institute of Teaching (VIT) need to be aware of the VIT’s English Language Competence Policy and requirements.

**Admission Requirements Other:** All applicants must have a minimum IELTS of 7 overall (no band less than 6.0) or approved equivalent.

**COURSE STRUCTURE**

NOTE: This course is part of a postgraduate program which includes AGTL Graduate Diploma in TESOL and AMTL Master of TESOL. The Graduate Certificate in TESOL comprises two compulsory units of study and one elective unit of study. The compulsory units are AEG5123 (TESOL Methodology) and ACA5021 (Foundations of Language). The electives are AEG5125 (Literacy Methodology), AEG5126 (Techniques in TESOL) and ACA5022 (Communication, Culture and Diversity). These units of study are related to language teaching methodologies and the nature of the English language.

- **AEG5123** TESOL METHODOLOGY 24
- **ACA5021** FOUNDATIONS OF LANGUAGE 12

PLUS one of the following three units:

- **AEG5125** LITERACY METHODOLOGY 12
- **AEG5126** TECHNIQUES IN TESOL 12
- **ACA5022** COMMUNICATION CULTURE AND DIVERSITY 12

AEG5123, ACA5021 and AEG5125 are usually offered in semester 1 and AEG5126 and ACA5022 are usually offered in semester 2. AEG5123 is a prerequisite for AEG5126.

**GRADUATE CERTIFICATE IN YOUTH SERVICES MANAGEMENT**

**Course Code:** ATYS

**Campus:** Footscray Park, 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 semester 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 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.

**Year 1, Semester 1**

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.

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

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

BMO5533  ORGANISATION CONSULTING AND COUNSELLING  12
BMO5544  INDUSTRIAL RELATIONS  12
BMO5564  HUMAN RESOURCE MANAGEMENT  12
BMO5567  MANAGING WORKPLACE CONFLICT  12
BMO5568  TEAMWORKING  12
BMO5602  BUSINESS PROJECT MANAGEMENT  12
BMO5650  MANAGING ORGANISATION KNOWLEDGE  12
BMO6506  WORK AND ORGANISATION SYSTEMS  12
BMO6511  STRATEGIC MANAGEMENT AND BUSINESS POLICY  12
BMO6622  MANAGING INNOVATION AND ENTREPRENEURSHIP  12
BMO6624  ORGANISATION CHANGE MANAGEMENT  12
BMO6625  PERFORMANCE MANAGEMENT AND REWARDS  12

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: Footscray Park, St Albans.
This course is for Continuing students only.

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

Course Objectives: The aims of the course are to offer a four-year pre-service teacher education program for students from diverse educational backgrounds; graduate teachers who are competent to teach in both primary and secondary schools; graduate competent teachers who participate actively in the teaching, curriculum, administrative and community life of schools; graduate teachers with social commitment and critical understanding of the changing nature of society; 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
AEB1101  LEARNING IN A CHANGING WORLD  12
AEB1102  INQUIRY FOR UNDERSTANDING  12
Elective General Studies Unit 1
Elective General Studies Unit 2

Year 1, Semester 2
AEB1210  UNDERSTANDING LEARNING  12
AEB1250  COMMUNICATION AND SOCIAL ACTION  12
Elective General Studies Unit 3
Elective General Studies Unit 4

Year 2, Semester 1
AEB2110  TEACHER'S KNOWING STUDENTS  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 PKC 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 INPARTNERSHIP  24

AEB4250  PROFESSIONAL ORIENTATION  12

AEB4211  JOINING THE PROFESSION  12

AEPCKT  YEAR 2 PRIMARY PCK UNITS

AEPCKS  YEAR 3 SECONDARY PCK UNITS

BACHELOR OF ARTS (KYINANDOO)

Course Code: HBHK

Campus: St Albans.

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

Course Objectives: The objectives of the Kyinandoo course are to provide: A culturally appropriate learning environment for Indigenous Australians Indigenous Australians with the knowledge and skills to undertake leadership positions within their communities Indigenous Australians with the opportunity and/or ability to articulate and contextualise their individual experiences of their Indigeneity Non-Indigenous Australians with an understanding of the historical, spiritual, social, economic and political contexts of Indigenous Australia so as to allow them the context and skills to be able to work for and with Indigenous Australians Students with knowledge about global Indigenous peoples, and their similarity to, and differences with Indigenous Australia Students with a base from which they can access further programs in both TAFE and Higher Education Students with the opportunity to undertake electives in their areas of interest and future careers.

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

Course Duration: 3 years

Admission Requirements Year 12: 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

AEX101  INDIGENOUS AUSTRALIAN ISSUES AND UNDERSTANDINGS  12

AEX102  GLOBAL INDIGENOUS CULTURES  12

AEX103  INDIGENOUS CAREERS DEVELOPMENT  12

AEX104  MANAGING LEARNING AND INQUIRY  12

AEX1201  INDIGENOUS AUSTRALIAN KNOWING  12

AEX1202  GLOBAL INDIGENOUS COMMUNITIES  12

AEX2101  WORKING IN INDIGENOUS AUSTRALIAN COMMUNITIES  12

AEX2102  ORAL TRADITIONS IN INDIGENOUS COMMUNITIES  12

AEX2201  LEARNING IN INDIGENOUS AUSTRALIAN COMMUNITIES  12

AEX2202  GLOBAL INDIGENOUS ISSUES  12

AEX3101  KNOWING INDIGENOUS AUSTRALIAN COMMUNITIES  12
### Bachelor of Arts (Youth Studies)

**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 and facility with computer technologies which extend the information base and service delivery options for practitioners working with young people; enhance the knowledge base and skills of 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.

### Elective Units of Study

Ten approved electives

**Bachelor of Arts (Youth Studies)**

**ELECTIVE UNITS OF STUDY**

At least 2 units from the following:

- **CHCAO2B** A SUPPORT FOR THE INTERESTS, RIGHTS AND NEEDS OF CLIENTS WITHIN DUTY OF CARE REQUIREMENTS 75
- **CHCSSC3** CO-ORDINATE THE PROVISION OF SERVICES AND PROGRAMS 75
- **CHCNM4A** WORK WITH OTHER SERVICES 70
- **CHCCOM4B** DEVELOP, IMPLEMENT AND PROMOTE EFFECTIVE COMMUNICATIONS TECHNIQUES 75
- **CHCYTH5C** SUPPORT YOUTH PROGRAMS 150
- **CHCYTH6C** PROVIDE APPROPRIATE SERVICES FOR YOUNG PEOPLE 150
- **CHCYTH8B** MANAGE SERVICE RESPONSE TO YOUNG PEOPLE IN CRISIS 150
- **CHCSC402A** RESPOND HOLISTICALLY TO CLIENT ISSUES 75
- **CHCGROUP3C** PLAN AND CONDUCT GROUP ACTIVITIES 50
- **CHCNM401A** IMPLEMENT AND MONITOR OHS POLICIES AND PROCEDURES FOR A WORKPLACE 50
- **CHCCHILD1C** IDENTIFY AND RESPOND TO CHILDREN AND YOUNG PEOPLE AT RISK OF HARM 30

**Semester 5**

- **CHCCW14A** DESIGN AND SUPERVISE FAMILY INTERVENTION STRATEGIES 90
- **CHCDFV5B** COUNSEL CLIENTS AFFECTED BY DOMESTIC AND FAMILY VIOLENCE 70
- **CHCPOL4A** DEVELOP AND IMPLEMENT POLICY 70
- **CHCYTH10A** WORK EFFECTIVELY WITH THE FAMILIES OF YOUNG PEOPLE 50
- **CHCCW14A** DESIGN AND SUPERVISE FAMILY INTERVENTION STRATEGIES 90
- **CHAD08C** ASSESS THE NEEDS OF CLIENTS WHO HAVE ALCOHOL AND/OR OTHER DRUGS ISSUES 150
- **CHCCS405A** WORK EFFECTIVELY WITH CULTURALLY DIVERSE CLIENTS AND CO-WORKERS 30
- **CHCCS501A** ASSESS AND RESPOND TO INDIVIDUALS AT RISK OF SELF-HARM OR SUICIDE 150
- **CHCORG2B** RECRUIT AND CO-ORDINATE VOLUNTEERS 70
- **CHCORG27A** PROVIDE MENTORING SUPPORT TO COLLEAGUES 60
- **SRXTEM003A** WORK AUTONOMOUSLY 7

133
### Course Duration
1 year

### Admission Requirements International
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. IELTS minimum 7.5 overall (Speaking & Listening 7.5, Reading & Writing 7.0) or equivalent.

### Admission Requirements Mature Age
Applicants must have satisfactorily completed an undergraduate degree of three or more years’ duration, or an equivalent qualification, which has sector appropriate prerequisites as required by the Victorian Institute of Teaching (VIT). Applicants with an undergraduate degree from a non-English speaking country will have to meet the English language requirements, IELTS minimum 7.0 overall (with no less than 7.0 in any band) or equivalent.

### Admission Requirements Other
PRACTICAL PLACEMENT: Students should note that they will be subject to safety screenings (police checks) before practice placements, in accordance with Department of Education and Early Childhood Development policy.

### COURSE STRUCTURE
Students will complete four units in each semester, two core units and two elective discipline studies from the list below.

#### FULL-TIME OPTION

<table>
<thead>
<tr>
<th>Year 1, Semester 1</th>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Points</th>
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<tbody>
<tr>
<td>AEG5108</td>
<td>SOCIAL CONTEXT OF TEACHING AND LEARNING</td>
<td>12</td>
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<tr>
<td>AEG5109</td>
<td>APPROACHES TO TEACHING AND LEARNING</td>
<td>12</td>
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<tr>
<td></td>
<td>First Discipline Study - Unit 1 (12 credit points)</td>
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<tr>
<td></td>
<td>Second Discipline Study - Unit 2 (12 credit points)</td>
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(AEG5109 incorporates 20 days of supervised teaching practice and 5 days Project Partnership)

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<th>Course Code</th>
<th>Course Name</th>
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<tr>
<td>AEG5107</td>
<td>NEW LEARNING</td>
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<tr>
<td>AEG5110</td>
<td>APPROACHES TO TEACHING AND LEARNING</td>
<td>12</td>
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<td></td>
<td>First Discipline Study - Unit 1 (12 credit points)</td>
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(AEG5110 incorporates 30 days of supervised teaching practice and 5 days Project Partnership)

#### PART-TIME OPTION

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<td></td>
<td>First Discipline Study - Unit 1 (12 credit points)</td>
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<table>
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<th>Course Name</th>
<th>Credit Points</th>
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<tr>
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<td>First Discipline Study - Unit 1 (12 credit points)</td>
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</table>
### APPLIED DISCIPLINE STUDIES

**First Discipline Study - Unit 2 (12 credit points)**

**Year 2, Semester 1**

AEG5109 APPROACHES TO TEACHING AND LEARNING 12

**Second Discipline Study - Unit 1 (12 credit points)**

**Year 2, Semester 2**

AEG5108 SOCIAL CONTEXT OF TEACHING AND LEARNING 12

### 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

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
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<tr>
<td>AEG5201</td>
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<td>AEG5203</td>
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<td>TEACHING COMPUTING 2</td>
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<td>TEACHING CREATIVITY AND THE ARTS 1</td>
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<td>AEG5206</td>
<td>TEACHING CREATIVITY AND THE ARTS 2</td>
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<tr>
<td>AEG5207</td>
<td>TEACHING ENGLISH 1</td>
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<td>AEG5209</td>
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<td>TEACHING HUMANITIES 1</td>
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<td>AEG5213</td>
<td>TEACHING LANGUAGES OTHER THAN ENGLISH 1</td>
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<tr>
<td>AEG5214</td>
<td>TEACHING LANGUAGES OTHER THAN ENGLISH 2</td>
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<td>AEG5215</td>
<td>TEACHING MATHEMATICS 1</td>
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<tr>
<td>AEG5216</td>
<td>TEACHING MATHEMATICS 2</td>
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<td>AEG5217</td>
<td>TEACHING MUSIC 1</td>
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<td>AEG5218</td>
<td>TEACHING MUSIC 2</td>
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<td>AEG5219</td>
<td>TEACHING OUTDOOR EDUCATION 1</td>
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<tr>
<td>AEG5220</td>
<td>TEACHING OUTDOOR EDUCATION 2</td>
<td>12</td>
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</tbody>
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### GRADUATE DIPLOMA IN TESOL

**Course Code:** HGTT

**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.

**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 ELCOS 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.

ACA5001 FOUNDATIONS OF LANGUAGE 16
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: AEG1501 Curriculum, AEG1502 Evaluation, AEG1504 Innovation, AEG5005 Managing Sites for Teaching and Learning, AEG5018 E-Learning, AEG5019 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

and

AEM1659 MINOR THESIS (FULL-TIME) 32

or

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AEG1501</td>
<td>CURRICULUM</td>
<td>16</td>
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<tr>
<td>AEG1504</td>
<td>INNOVATION</td>
<td>16</td>
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<tr>
<td>AEG5001</td>
<td>APPROACHES TO LEARNING</td>
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<tr>
<td>AEG5002</td>
<td>EDUCATIONAL LEADERSHIP</td>
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### Research Units Of Study

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<th>Course Name</th>
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<tr>
<td>AEG1411</td>
<td>ACTION RESEARCH PROJECT</td>
<td>16</td>
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<tr>
<td>AEM6101</td>
<td>THEORIES OF EDUCATION, TRAINING AND SOCIAL CHANGE</td>
<td>16</td>
</tr>
<tr>
<td>AEM6102</td>
<td>WORKPLACE RESEARCH PROJECT</td>
<td>16</td>
</tr>
<tr>
<td>AEM1659</td>
<td>MINOR THESIS (FULL-TIME)</td>
<td>32</td>
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<tr>
<td>AEM1660</td>
<td>MINOR THESIS (PART-TIME)</td>
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### Specialisation Units Of Study

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<tr>
<td>AEG1504</td>
<td>INNOVATION</td>
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<tr>
<td>AEG5001</td>
<td>APPROACHES TO LEARNING</td>
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<tr>
<td>AEG5002</td>
<td>EDUCATIONAL LEADERSHIP</td>
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### Professional Development

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<tr>
<th>Course Code</th>
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<tr>
<td>AEG5004</td>
<td>INNOVATION</td>
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<tr>
<td>AEG5008</td>
<td>MENTORING AND COACHING IN THE WORKPLACE</td>
<td>16</td>
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<tr>
<td>AEG5011</td>
<td>REFORMING PEDAGOGY</td>
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<tr>
<td>AEG5012</td>
<td>PROMOTING MATHEMATICS UNDERSTANDING</td>
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<tr>
<td>AEG5007</td>
<td>FACILITATING LEARNING ORGANISATIONS</td>
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<tr>
<td>AEG5008</td>
<td>MENTORING AND COACHING IN THE WORKPLACE</td>
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<tr>
<td>AEG5010</td>
<td>LISSING PEDAGOGY</td>
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<tr>
<td>AEG5012</td>
<td>PROMOTING MATHEMATICS UNDERSTANDING</td>
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### Digital Technologies and Education

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<th>Course Name</th>
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<tr>
<td>AEG4217</td>
<td>INTRODUCTION TO INTERACTIVE MULTIMEDIA</td>
<td>16</td>
</tr>
<tr>
<td>AEG4219</td>
<td>CD AND DVD-ROM COURSEWARE PRODUCTION</td>
<td>16</td>
</tr>
<tr>
<td>AEG4222</td>
<td>INTERACTIVE WEB DESIGN AND PUBLISHING</td>
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### Tertiary Education*

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<tr>
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<th>Course Name</th>
<th>Credits</th>
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<tr>
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<td>LEARNING MATTERS AT VICTORIA UNIVERSITY</td>
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<tr>
<td>AET4101</td>
<td>NEGOTIATING LEARNING</td>
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<tr>
<td>AET4102</td>
<td>LEARNING AND DIVERSITY</td>
<td>6</td>
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<tr>
<td>AET4103</td>
<td>STUDENT ASSESSMENT</td>
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<td>AET4104</td>
<td>DESIGNING FOR LEARNING</td>
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<td>AET4105</td>
<td>MANAGING LEARNING</td>
<td>6</td>
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<tr>
<td>AET4106</td>
<td>IMPROVING PRACTICE</td>
<td>6</td>
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<tr>
<td>AET4107</td>
<td>TEACHING PORTFOLIO</td>
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### MASTER OF TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

**Course Code:** HMTT  
**Campus:** Footscray Park, 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.

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 the Graduate Diploma in TESOL at a minimum average of second class honours (H2A - 70%) or equivalent.

COURSE STRUCTURE

Onshore: The Master of TESOL comprises the Graduate Diploma of TESOL plus one of the following two options: Option 1: Thesis AEM6100 Education Research Design and Methods PLUS AEM1659 Minor Thesis (Full-Time) OR AEM1660 Minor Thesis (Part-Time) Option 2: Course Work AEM6100 Education Research Design and Methods PLUS Two approved units of study offered from the course 'AMED Master of Education' where the assessment tasks are based on the TESOL field. Offshore: The Master of TESOL comprises the Graduate Diploma of TESOL (or approved equivalent) plus the following course work: AEM6100 Education Research Design and Methods AEG1504 Innovation AEG1502 Evaluation

The onshore Master of TESOL comprises the Graduate Diploma in TESOL (or approved equivalent) plus one of two options: One research unit of study plus minor thesis or coursework including one research unit of study. The offshore Master of TESOL comprises the Graduate Diploma in TESOL (or approved equivalent) plus coursework including one research unit of study.

Onshore: Option 1: Minor Thesis

AEM6100 EDUCATION RESEARCH DESIGN AND METHODS 16

Plus either:

AEM1659 MINOR THESIS (FULL-TIME) 32

or for 2 semesters

AEM1660 MINOR THESIS (PART-TIME) 16

Option 2: Coursework

AEM6100 EDUCATION RESEARCH DESIGN AND METHODS 16

Plus two approved units of study offered from the AMED Master of Education course where the assessment tasks for these units must be based on the TESOL field.

Offshore

AEM6100 EDUCATION RESEARCH DESIGN AND METHODS 16

AEG1504 INNOVATION 16

AEG1502 EVALUATION 16

DOCTOR OF PHILOSOPHY

Course Code: HPED

Campus: Footscray Park.

This course is for Continuing students only.

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; computer-mediated art; experiential learning. Students who have areas of interest in education other than those listed above are nevertheless encouraged to discuss enrolment possibilities with the School, which can facilitate co-supervisory links with other schools or institutions.

Course Duration: 3 years

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

COURSE STRUCTURE

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

MASTER OF EDUCATION

Course Code: HPED

Campus: Footscray Park.

Course Objectives: The School of Education offers a Master of Education degree by major research thesis. This is an alternative to the Master of Education and Training specialisation, which is done by a combination of coursework and minor thesis. Students are invited to contact the School to discuss the selection of a major research topic and to explore ways in which preparation for the major thesis by research can be arranged. Staff in the School have research interests in the following areas: teaching, learning and evaluation in education and training; effects 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
Course

Graduate Certificate in Tertiary Education aims to:

- enable students to demonstrate an integrated and developmental approach to curriculum design and delivery;
- foster the habit of reflective practice for evaluating and improving teaching;
- foster the development of a scholarly and research-based approach to teaching and learning in tertiary education and in our disciplines;
- foster collegial and interdisciplinary dialogue; and
- demonstrate core values of respect for principles of social justice and global citizenship amongst our students and ourselves.

COURSE LEVEL LEARNING OBJECTIVES On completion of the GCTE, students should be able to:

- demonstrate knowledge of educational theories and practices in tertiary education generally, and in application to their disciplines and contexts (1, 2, 7);
- plan and design a learning and teaching program from a course outline, document or syllabus (4);
- use a mix of peer observation, student feedback, student work and self-reflection to critically evaluate a wide range of learning and teaching activities (8);
- monitor and critically examine the way they provide educational and pastoral support to students through their own interventions as well as through the use of VU's referral services (3, 5, 6);
- design assessment that identifies and strengthens student learning, provides feedback and informs future planning (4, 5);
- investigate an issue in teaching in their own discipline and show resulting changes in practice (1, 4, 8).

* Numbers shown in brackets indicate cross matching to VU Teacher Capabilities

Careers: Progression and promotion

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 course is 48 credit points with a mixture of 6-credit point units and a 12-credit point unit:

- AET4102 LEARNING AND DIVERSITY 6
- AET4103 STUDENT ASSESSMENT 6
- AET4104 DESIGNING FOR LEARNING 6
- AET4105 MANAGING LEARNING 6
- AET4106 IMPROVING PRACTICE 6
- AET4107 TEACHING PORTFOLIO 6
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 HGTT 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.

AAS5001 FOUNDATIONS OF LANGUAGE 16
AEG2200 TESOL METHODOLOGY 16
AEG2211 TECHNIQUES IN TESOL 16

DOCTOR OF EDUCATION

Course Code: HZZED
Campus: Footscray Park, Burapha University, Thailand and other locations as negotiated.

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

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

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

Course Duration: 3 years

Admission Requirements Mature Age: To qualify for admission to the course, applicants must normally have successfully completed: a Bachelor of Education with honours of first (H1) or upper second class (H2A); or a Master of Education by coursework degree where the thesis has been completed to a level of second class honours (H2) or higher, or equivalent; or an acceptable alternative Masters qualification; and significant professional experience of at least three years. All applicants will be required to attend an interview. International applicants must have an IELTS of a minimum of 7.0. COURSE REGULATIONS The following should be read in conjunction with the 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 WORK UNITS (ONE YEAR FULL-TIME OR TWO YEARS PART-TIME)

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

DOCTORAL (FULL-TIME)

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

WORKPLACE PROJECT OPTION

Second Year

Students enrol in the following unit for two semesters:

AER8520 WORKPLACE PROJECT A (DOCTORAL) 48

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
EAEPEU EDUCATION AND PEDAGOGY ELECTIVE UNITS

Locations: Footscray Park, St Albans

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

AEB0060  INTERPROFESSIONAL COLLABORATION  12
AEB1100  LITERACY AND LANGUAGE  12
AEB1181  PLAY DEVELOPMENT AND LEARNING  12
AEB1200  NUMERACY AND MATHEMATICS  12
AEB1401  CRITICAL CONTEXTS IN DIS/ABILITY AND INCLUSION IN EDUCATION  12
AEB2304  PEDAGOGICAL APPROACHES FOR DEVELOPING WELLBEING IN SCHOOLS  12
AEB2305  PROJECT PARTNERSHIPS IN PRACTICE  12
AEB3150  ENGAGEMENT AND PATHWAYS  12
AEB3320  TEACHING STUDENTS WITH SPECIAL LEARNING NEEDS  12
AEB3321  LEARNING IN A GLOBALISED WORLD  12
AEB3322  FOOD AND NUTRITION EDUCATION  12
AEK3101  KNOWING INDIGENOUS AUSTRALIAN COMMUNITIES  12
AEX1099  STUDENT LEADERSHIP AND MENTORING  12
ACX2001  INTERNATIONAL STUDY  12

AEBCKF YEARS 3 AND 4 PRIMARY PCK UNITS

Locations: Footscray Park, St Albans

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

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

AEBCKT YEAR 2 PRIMARY PCK UNITS

Locations: Footscray Park, St Albans

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

AEPCKS YEAR 3 SECONDARY PCK UNITS

Locations: Footscray Park, St Albans

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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, St Albans.
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 eras 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: 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 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%.

**AEB1100 LITERACY AND LANGUAGE**

**Locations:** Melton, Footscray Park.

**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:** Footscray Park, St Albans.

**Prerequisites:** Nil.

**Description:** 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. 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-reflective 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);
AEB1102 INQUIRY FOR UNDERSTANDING

**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.

**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).

**Credit Points:** 12

**AEB1103 LEARNING, TEACHING AND PRAXIS INQUIRY**

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

**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 also engage in diverse activities designed to stimulate description and reflection on personal experiences of learning; consider what impact their inquiry and learning will have on their own practice as they prepare for their first school placement; work collaboratively with colleagues and university teachers to evaluate and improve personal practice; shape the development of increasingly sophisticated habits of reflective practice including observational and other forms of data collection and analysis; encourage the construction of pedagogical understandings in response to the complexity and diversity of observed influences on student learning; assist pre-service teachers to build schemata that illustrate the multiple ways that students learn, the key influences on learning, and the dilemmas facing learners and teachers; assist pre-service teachers to articulate their observations in order to refine their personal theory of learning.

**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 capacities; profile of knowledge & abilities; demonstrating literacy & numeracy readiness in primary school, 50%.
AEB1171 HISTORY AND PHILOSOPHY OF EARLY CHILDHOOD EDUCATION

Locations: St Albans.

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; 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 early childhood; the impact of changing family constellations on childhood 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 of 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.

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.

AEB1210 UNDERSTANDING LEARNING
Locations:Footscray Park, St Albans.
Prerequisites:AEB1101 - LEARNING IN A CHANGING WORLD/AEB1301 - INQUIRY FOR MATHEMATICAL UNDERSTANDING
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 judgements 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:Footscray Park, St Albans.
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.

**Required Reading:** Hill, S 2006, 1st edn, Developing early literacy assessment and teaching, Australia: Eleanor Curtain Pahl, K & Rowsell, J, 2005 1st edn Literacy and Education: Understanding the new literacy studies in the classroom London: Sage

**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.

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**AEB1261 LANGUAGES AND LITERACY IN EARLY CHILDHOOD**

**Locations:** St Albans.

**Prerequisites:** AEB1101 - LEARNING IN A CHANGING WORLD

**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 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; and
- 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.

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**AEB1262 MUSIC, MOVEMENT AND DRAMATIC ARTS**

**Locations:** St Albans.

**Prerequisites:** AEB1181 - PLAY DEVELOPMENT AND LEARNING

**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 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%.

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**AEB1282 DEVELOPMENT STUDIES 1**

**Locations:** St Albans.

**Prerequisites:** AEB1181 - PLAY DEVELOPMENT AND LEARNING
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: Footscray Park, St Albans.

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. Preservice 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.

Required Reading: DeKlerk, J 2007, 4th edn, Illustrated maths dictionary Sydney: Longman. Students will be required to purchase either the electronic or hard copy of the following book: Hard copy Booker, G 2012, Mathematics Education in the Primary School CB, Australia: Pearson Electronic copy Booker, G, 2012 Mathematics Education in the Primary School VS, Australia: Pearson Available for purchase at pearson.com.au

Assessment: Assignment, Structured Professional Exposition: Mathematical Knowledge for Primary Teaching including Personal reflection, Open Book Tasks and Digital Exposition, 100%. Total effective word limit 3000 words for the graded assessment. Hurdle Task: Mathematical Knowledge and Skills Test. In addition to the Structured Professional Exposition, all students must satisfactorily complete a hurdle test to demonstrate their mathematical knowledge for teaching in primary schools.

AEB1401 CRITICAL CONTEXTS IN DIS/ABILITY AND INCLUSION IN EDUCATION

Locations: Footscray Park, St Albans.

Prerequisites: Nil

Description: This unit offers a broad overview of the critical contexts, issues, ideas and tensions in dis/ability and inclusion in education. Key readings in the fields of disability studies and inclusive education will be introduced. Throughout the duration of the unit of study students will examine different definitions and perspectives of dis/ability. From this understanding students will then examine the concept of inclusion in the wider society and more specifically in learning experiences. Students will be formulating their concepts of disability and inclusion throughout this introductory unit. The initiating questions for the unit will be: 1. What is dis/ability? 2. What is Special Education? 3. What is inclusion?

Credit Points: 12

Learning Outcomes: On successful completion of this unit students are expected to be able to: Listen for and recount stories of dis/ability and inclusion in education Work together to seek explanations and identify, distinctions and assumptions between different perspectives of dis/ability and inclusion in education Draw on the literature to gain a deeper understanding of dis/ability and inclusion in education Describe what they have learned about dis/ability and inclusion in education.
AEB1600 CAREER EDUCATION AND YOUNG PEOPLE

Locations: Footscray Park, St Albans.

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; demographics; 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:

- 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 a careers unit for delivery in a secondary school.

Class Contact: Thirty-six hours in one semester.


Assessment: Assessment for this unit of study will draw on the personal and professional experiences of students and includes an electronic portfolio and critical analysis of issues on career education. Task one: electronic portfolio 50%. Portfolio will include evidence of both personal and professional material which highlights the pre-service teachers' own career development. The final product will be presented to the class (1500 words equivalent). Task Two: A case of teaching and learning practice in careers education 50%. Case is based on personal and professional experience with young people, careers and work. Drawing on literature and research in the field, students will identify the issues, describe them in the case and write a critical commentary on how you, as a beginning teacher, would address the situation presented, along with an analysis and reasoning for the approach and strategies (1500 words).

AEB1630 GENERAL STUDIES: DEVELOPMENTAL STUDIES 2 (3-8 YEARS)

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study will include: a study of major theorists and current research across a range of developmental areas including: cognition and intellectual development, social identity, gender identity, social competence, character and personality development, emotional development and physical development; analysis and interpretation of observations as a basis for planning and evaluating children's development and learning; how young children learn; individual differences in learning styles and the contribution of play to children's development and learning; diversity issues including social, cultural, genetic and environmental influences on development; an understanding of the plasticity of early development in relation to major developmental keystones including 'windows of opportunity' suggested by contemporary brain research; and the current contribution of evolutionary theory to developmental studies.

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.

Class Contact: Three hours per week or equivalent of lectures and workshops.


Assessment: Portfolio, Folio 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%.

AEB1650 GENERAL STUDIES: POLICY AND PRACTICE IN EARLY CHILDHOOD EDUCATION

Locations: St Albans.

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

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.

Prerequisites: Nil.

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 reflective 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.


Assessment: Presentation, Presentation and case study analysis involving risk and protective factors, social determinants of health applying appropriate youth work model, 60%. Research Paper, Research report involving a contextual analysis of agency and empowerment within the framework of social change, 40%. Total effective word limit for both tasks is 3000 words.

AEB1801 YOUTH WORK PRACTICE 2

Locations: Footscray Park.

Prerequisites: AEB1800 - YOUTH WORK PRACTICE

Description: This unit begins by looking at a definition of ‘youth’ and explains the importance of understanding the concept of adolescence and youth. It discusses the meaning and different concepts of adolescent welfare and wellbeing and describes the contemporary socio-economic and political context of adolescent welfare. This unit provides a definition of ‘youth’ as defined socially and culturally, as well as biologically whereby adolescent welfare is defined as socially constructed as well as a physical phenomenon that is integrated with social structures and processes. Using this integration of social structures and processes with the physiological challenges of adolescence this unit will canvass the range of adolescent issues that are prevalent today.

Credit Points: 12

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

• Demonstrate an understanding of adolescent welfare within the context of adolescent physical development;
• Identify the social construction of current transition patterns from childhood to adulthood;
• Discuss adolescent welfare in relation to experimentation and risk taking as young men and women develop their identities and personalities based on their own judgements, as well as those of peers, parents, families and teachers; and
- Recognise current adolescent welfare issues including drugs and alcohol, anxiety and depression, peers and family relationships, social inclusion and capital and its impact on an individual’s welfare.

**Class Contact:** Students undertake three hours per week via a combination of lectures, workshops and syndicate groups and project work.


**Assessment:** Report, A report on the practices and policies of adolescent welfare programs in Victoria., 40%. Project, A critical evaluation of a local welfare program for adolescents, 60%. Total effective word limit for the assessment tasks is 3000 words.

**AEB2110 TEACHERS KNOWING STUDENTS**

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

**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. Pre-service teachers will ask questions that focus on teaching and learners, 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: recognise 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 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: 17 days (five days supervised teaching practice). University participation: 24 hours comprising school visits and workshops.

**Required Reading:** Booker, G, Bond, D, Briggs, J, Sparrow, L & Swan, P 2004, 3rd edn, Teaching primary mathematics. Frenchs Forest NSW: Pearson

**Assessment:** Report, Assessing Children’s Understanding Task, 50%. Other, Lesson Planning and Evaluation, 50%. Total effective word limit 3000 words. Project Partnership Report (ungraded hurdle requirement) Applied curriculum plan or report (ungraded hurdle requirement).

**AEB2115 LEARNING AND TEACHING**

**Locations:** All campuses on which the Bachelor of Education is taught.

**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 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: 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.


**Assessment:** Other, Common Assessment Task, 50%. Review, Evaluation of pedagogies, 30%. Review, Review of inquiry, 20%. Pass grade required for each task. Plus project partnership report (ungraded).

**AEB2150 REASONING FOR PROBLEM SOLVING**

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

**Prerequisites:** Nil.

**Description:** This unit of study will introduce pre-service teachers to the curriculum and pedagogy required for effective teaching of mathematics with a focus on students in the early years and middle years of schooling. Through their participation in Project Partnerships, supported by the formal inquiry in the related Praxis Inquiry unit, pre-service teachers will apply their developing mathematics education understanding and practices in enhancing students’ mathematics and numeracy learning. 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. This unit constructively aligns ICT use and applications with the learning outcomes, content, pedagogy and assessments. Hence, it is expected that pre-service teachers develop their information and communication technology in education (ICTE) capabilities within the parameters of AEB2150 Reasoning for Problem Solving.

**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 ICT as an aid for promoting students’ learning, understanding and engagement with mathematical topics;
- Demonstrate familiarity with recent trends in teaching, learning and assessment in mathematics (for example, early years literacy programs, middle years numeracy);
- Use skills to evaluate their own planning and teaching of mathematics.

**Class Contact:** Thirty-six hours in lectures and workshops.


**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.

**AEB2160 MATHEMATICS AND NUMERACY IN EARLY CHILDHOOD**

**Locations:** St Albans.

**Prerequisites:** AEB1301 - INQUIRY FOR MATHEMATICAL UNDERSTANDING

**Description:** This aims of this Curriculum, Pedagogy and Assessment unit of study, are that pre-service teachers, during their year-long Project Partnerships, will investigate ways the 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.

**Required Reading:**

**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 literacy and mathematics teaching and learning including the application of ICT (2000 words equivalent). Inquiry into an issue in numeracy/mathematics education in early childhood education 50%. Workshop presentation (1000 words).
AEB2163 VISUAL AND CREATIVE ARTS

Locations: St. Albans.
Prerequisites: AEB1282 - DEVELOPMENT STUDIES 1

Description: The aims of this unit of study are to present present-service teachers with a thorough grounding in the health and physical education needs of children from 0-12 years of age and 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 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.

Required Reading:

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 learning from their personal arts teaching programs using a range of strategies for teaching which reflect the needs of students and preferred learning styles of young people, and which presents and investigates a range of genres in visual and creative arts;

- Inquire about, and 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, co-operative groups and integrated and negotiated curriculum which address the sociocultural perspectives of learners;
- Use information technology for investigating, planning, teaching and evaluating learning in the arts and literacy;
- Document development, delivery and evaluation of partnership activity, which includes curriculum, support, teaching practice and philosophical inquiry of social issues as a basis for practice.

AEB2210 MAKING THE CONDITIONS FOR LEARNING

Locations: Footscray Park, St. Albans.
Prerequisites: AEB1210 - UNDERSTANDING LEARNING

Description: This unit of study will connect 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 learning: 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

AEB2164 HEALTH, PE AND MOTOR DEVELOPMENT

Locations: St. Albans.
Prerequisites: AEB1282 - DEVELOPMENT STUDIES 1

Description: The aims of this unit of study are for pre-service teachers to: examine their own attitudes towards visual and creative arts; develop an understanding of, and skills in, a range of early childhood visual and creative arts experiences; and employ these understandings, attitudes and skills to suit the developmental, sociocultural 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:

- Thoroughly understand the visual and creative arts needs of young children, and the practical skills to implement effective visual and creative arts teaching programs using 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 genres in visual and creative arts;
- Understand their own artistic influences and attitudes and the impact these can have on their ability to assist young children’s artistic development;
- Use specific strategies such as the use of concrete materials, philosophical inquiry, co-operative groups and integrated and negotiated curriculum which address the sociocultural perspectives of learners;
- Use information technology for investigating, planning, teaching and evaluating learning in the arts and literacy;
- Document development, delivery and evaluation of partnership activity, which includes curriculum, support, teaching practice and philosophical inquiry of social issues as a basis for practice.

Class Contact: Three hours or equivalent per week comprising one hour lecture and two hours of workshops/tutorials/centre visits.

Required Reading:

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 learning from their personal arts teaching programs using a range of strategies for teaching which reflect the needs of students and preferred learning styles of young people, and which presents and investigates a range of genres in visual and creative arts;
- 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.


**Assessment:** Portfolio, Common Assessment Task: construction & presentation of a portfolio documenting practice in project partnership with annotations & commentary, 50%. Review, Evaluation of pedagogies: inquiry into a range of teaching strategies trialled during project partnership, 30%. Review, Review of inquiry: mid-semester presentation of observations regarding the trialling of teaching strategies, 20%. Plus project partnership report (ungraded). Satisfactory progress report by project partnership mentor teacher is required. Pass grade is required for each task. Total effective word limit 3000 words.

**AEB2250 HEALTHY ACTIVITY, COMMUNITY AND WELLBEING**

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

**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 learning; 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; resourcing 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


**Assessment:** Portfolio, Common Assessment Task: construction and presentation of a portfolio documenting practice in Project Partnerships with annotations & commentary, 50%. Report, Curriculum report: report on planning, teaching & evaluation of health, physical & outdoor education in Project Partnerships, 30%. Review, Inquiry in an issue related to the enhancement of young people’s health & wellbeing through the teaching of health, physical & outdoor education, 20%. Also, workshop presentation on community links in partnership setting. Pass grade required for each task.

**AEB2251 IMAGINATION, CREATIVITY AND DESIGN**

**Locations:** Footscray Park, St Albans. In some instances this unit may be offered as a site-based unit and delivered in a school or other learning setting.

**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 lessons that engage and challenge students, foster their creativity and imagination in arts, design and technology;
- Design, trial 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: Gibson, R & Ewing, R 2011 Transforming the curriculum through the arts Melbourne: Palgrave Macmillan

Assessment: Where an assessment task is based on a site-based experience pre-service teachers are required to attend all site-based sessions for satisfactory completion of the assessment task Review, Research - into a field of arts practice, 10%. Project, Learning Plan - including investigation of community arts organisation, 40%. Performance, Individual Arts Practice - performance or exhibition, 50%. Also, workshop presentation. Pass grade required for each task. The assessments above total 3,000 words or equivalent.

AEB2265 SCIENCE ENVIRONMENT AND SOCIETY

Locations: St Albans.

Prerequisites: AEB1101 - LEARNING IN A CHANGING WORLD

Description: The aim of this unit of study is for pre-service teachers to investigate the ways children learn to inquire into the natural world by applying their curiosity and sense of exploration in questions of interest. The unit of study will indicate how constructivist theories of learning enable teachers to plan and implement integrated curriculum programs which engage students in early childhood programs and the early and middle years of schooling in learning. Use of the Praxis Inquiry Protocol will encourage pre-service teachers to relate their developing curriculum knowledge to specific practical challenges in teaching science, environmental studies and geography 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 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: St Albans.

Prerequisites: AEB1282 - DEVELOPMENT STUDIES 1

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, students 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).
AEB2283 DEVELOPMENT STUDIES 2
Locations: St Albans.
Prerequisites: AEB1282 - DEVELOPMENT STUDIES 1
Description: The aim of this unit of study is to enable pre-service teachers 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. 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: Report, Report of an investigation of child development & learning of children from 3-8 years that incorporates developmental domains & current approaches, 50%. Report, Report on the planning teaching and evaluation of experiences designed to enhance children's development across all domains in Project Partnerships, 50%.

AEB2301 RETHINKING AUSTRALIAN STUDIES
Locations: Footscray Park, St Albans, In some instances this unit may be offered as a site-based unit and delivered in a school or other learning setting.
Prerequisites: Nil.
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 (SOSE) 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 SOSE 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.
AEB2302 SCIENCE, ENVIRONMENT AND SUSTAINABILITY

**Locations:** Footscray Park, St Albans, In some instances this unit may be offered as a site-based unit and delivered in a school or alternate learning setting.

**Prerequisites:** Nil.

**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) investigations 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 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. Portfolio, 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 SOSE/Humanities resources which include Indigenous Australian themes (900 words), 30%. Assignment, A structured case study of one Aboriginal nation/language group/clan whose country is mainly situated within Victoria, 30%. Total effective word limit 3000 words.

AEB2303 INTERNATIONAL TEACHING AND LEARNING CONTEXT

**Locations:** Off-shore.

**Prerequisites:** AEB1210 - UNDERSTANDING LEARNING

**Description:** This unit of study adopts a Praxis Inquiry approach and is designed for preservice 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 preservice 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. Preservice 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 preservice 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 study 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 preservice teachers’ growing awareness of diverse cultures. Based on inquiry and reflection preservice 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 preservice 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 reflexive practices.

**Class Contact:** 36 hours per unit which will be delivered in burst mode in an offshore 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:** Footscray Park, St Albans.

**Prerequisites:** Nil.

**Description:** This unit of study addresses pedagogical approaches for developing academic, social and emotional wellbeing in school settings. 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:

- Set goals for personal development;
- Conduct self-analysis of personal performance in micro-teaching tasks;
- Develop skills in 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). In addition to this students must complete supervised teaching practice in a school setting of at least 10 days in a school setting. The number of days is determined by the course and year level of each student in accordance with the Victorian Institute of Teaching specifications. The student must obtain a satisfactory report at the end of the practicum.

**Required Reading:** The following references will be useful in this unit: Eyster, R & Martin, C 2010, Successful classroom management: Real-world, time-tested techniques for the most important skill set every teacher needs, Electronic resource Skowron, J 2006, Powerful lesson planning: every teacher’s guide to effective instruction, 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, Supervised teaching practice of at least 10 days in a school setting. The number of days to be determined by course and/or year level coordinators. 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.

**Prerequisites:** AEB1800 - YOUTH WORK PRACTICE

**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.


**Assessment:** Essay, Discuss the historic context of subcultures and identify the benefits and hazards of belonging to a particular subculture., 40%. Presentation, Develop a range of interventions that might be appropriate when working with young people wanting to leave subcultures and gangs., 20%. Research Papers, Consider a range of current public space examples and choose one to construct a case study and analysis., 40%. Total effective word limit 3000 words.

**AEB2801 GANGS AND GROUPS: THE CULTURE OF YOUNG PEOPLE**

**Locations:** Footscray Park.

**Prerequisites:** AEB1800 - YOUTH WORK PRACTICE

**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 culture 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:** Essay, Discuss the historic context of subcultures and identify the benefits and hazards of belonging to a particular subculture., 40%. Presentation, Develop a range of interventions that might be appropriate when working with young people wanting to leave subcultures and gangs., 20%. Research Papers, Consider a range of current public space examples and choose one to construct a case study and analysis., 40%. Total effective word limit 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 unit 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.

Required Reading: Banks, S 2010, 2nd edn Ethical issues in youth work, Hoboken Taylor and Francis Sercombe, H 2010, Youth work ethic, London: Sage

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 strengths-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, identify strengths-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 strengths-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 youth postings, and Youth Work Journals.


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 understanding, 60%. Effective total number of words for both assessment tasks is 3000 words.

AEB2804 YOUTH WORK PRACTICE 2

Locations: Footscray Park.
Prerequisites: AEB1800 - YOUTH WORK PRACTICE
Description: This subject begins by looking at a definition of ‘youth’ and explains the importance of understanding the concept of adolescence and youth. It discusses the meaning and different concepts of adolescent welfare and well-being and describes the contemporary socio-economic and political context of adolescent welfare. This subject will provide a definition of ‘youth’ as determined socially and culturally, as well as biologically whereby Adolescent welfare is defined as socially constructed as well as a physical phenomenon that is integrated with social structures and processes. Using this integration of social structures and processes with the physiological challenges of adolescence this subject will canvass the range of
adolescent issues that are prevalent today.

Credit Points: 12

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

- Demonstrate an understanding of adolescent welfare within the context of adolescent physical development;
- Demonstrate an understanding of the social construction of the current transition patterns from childhood to adulthood;
- Demonstrate an understanding of adolescent welfare in relation to experimentation and risk taking as young men and women develop their identities and personalities based on their own judgements, as well as those of peers, parents, families and teachers; and
- Develop an understanding of the current adolescent welfare issues including drugs and alcohol, anxiety and depression, peers and family relationships, social inclusion and capital and its impact on an individual’s welfare.

Class Contact: A combination of lecture, workshops and syndicate groups and project work.


Assessment: Report, A report on the policies and practices of adolescent welfare programs in Victoria, 40%. Project, A critical evaluation of a local welfare program for adolescents, 60%. Total effective word limit for the assessment tasks is 3000 words.

AEB2805 YOUNG PEOPLE, DIVERSION AND RESTORATIVE PRACTICES

Locations: Footscray Park.

Prerequisites: AEB1800 - YOUTH WORK PRACTICE

Description: This unit of study looks at the issue of young people and the emergence of restorative justice programs as an approach to ‘repairing the harm’ and considers a range of programs from Australia that are a part of the current youth diversion and restorative programs. The unit considers the practices in relation to youthwork and how it can be used within community and education settings and how youth workers can work within these settings to the benefit of young people. The aim is to consider how these approaches have a range of beneficial outcomes, including lowering recidivism in young people, community involvement and how youth workers can use such practices to support young people and ensure that they are empowered through the process. There is a growing number of youth diversion programs utilising creative restorative programs as a part of their practice with young people; this unit considers the opportunities and limitations of the diversion and restorative strategies in diverse societies.

Credit Points: 12

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

- Assess adolescent risk taking behaviour and how it interlinks with antisocial patterns at a community level;
- Identify the social construction of victims and perpetrators and how young people are disadvantaged because of these structural barriers;
- Demonstrate an understanding of current diversion and restorative programs and how they may be utilised within a youth work practice framework that seeks to empower young people;
- Develop a diversion and a restorative justice program that responds to a range of community and education settings including personal crime, public infrastructure crime and social offences using social media.

Class Contact: A combination of lecture, workshops and syndicate groups and project work.

Required Reading: A unit reader will be provided for the unit. Other readings as recommended by the lecturer.

Assessment: Assignment, Develop a restorative or diversion program in response to a specific community issue, 40%. Report, A 2000 word paper on the theoretical frameworks that impact on youth work practice when working with diversion or restorative programs, 60%. Total effective word limit for both tasks is 3000 words.

AEB3100 STUDENT DIVERSITY IN EARLY YEARS EDUCATION

Locations: St Alburns.

Prerequisites: AEB2266 - PRACTICE AND PARTNERSHIP (ECE 0-2)

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: Footscray Park, St Albans. In some instances this unit may be offered as a site-based unit and delivered in a school or other learning setting.

Prerequisites: Nil.

Description: In this unit preservice teachers extend and deepen their knowledge of curriculum and pedagogy in the post-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 preservice 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 praxis inquiry.

Class Contact: One hour lecture and two hour tutorial for 12 weeks in semester 1 or 2.

Required Reading: Helme, S, Teese, R, Duffer, N, Robinson, L & Jones, T 2009, Provision, participation and achievement: a study of the western metropolitan region, Centre for Post Compulsory Education and Lifelong Learning, The University of Melbourne

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: St Albans.

Prerequisites: AEB2266 - PRACTICE AND PARTNERSHIP (ECE 0-2)

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 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;
- Demonstrate an awareness of technology and its effect on young children’s learning and development;
- Analyse and evaluate young children’s literature 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;
- 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: St Albans.

Prerequisites: AEB2266 - PRACTICE AND PARTNERSHIP (ECE 0-2)

Description: This unit of study will include current understandings and implementation of all management practices and policies and how social and economic policies
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: St Albans.

Prerequisites: AEB3268 - PRACTICE AND PARTNERSHIP (ECE 3-6 YEARS); AEB3285 - INCLUSIVE PRACTICE IN EDUCATION

Description: The aim of this unit of study is to assist 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, 50%.

AEB3250 PEDAGOGY FOR INCLUSION

Locations: Footscray Park, St Albans.

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
practices, 25%. Project, Curriculum project to report the development of curriculum understanding of experiences teaching in Project Partnership setting, 50%. Report, Assessment:

Curriculum and Assessment Authority 2004 Framework (II) was replaced by the Victorian Essential Learning Standards. Victorian curriculum policies and documents. In 2005, the Curriculum and Standards Authority, Southbank, Victoria. Victorian Curriculum and Assessment Authority.

Required Reading:

Foreman, P (ed) 2004, Inclusion in action, Thomson Learning, St Albans.

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.


Assessment: Portfolio, Common Assessment Task: documenting practice in Project Partnerships with annotations and commentary, 60%. Assignment, Professional development action plan: apply the findings of the review of teaching in preparation for extended teaching practice in primary schools, 40%. Plus Project Partnership Report (ungraded). Satisfactory progress reported by Project Partnership mentor teacher. .

AEB3268 PRACTICE IN PARTNERSHIP 1 (ECE 3-6 YEARS)

Locations: St Albans.

Prerequisites: AEB2266 - PRACTICE AND PARTNERSHIP (ECE 0-2)

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 teaching 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:** St Albans.

**Prerequisites:** AEB2266 - PRACTICE AND PARTNERSHIP (ECE 0-2)

**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.

**Required Reading:** Foreman, P (ed) 2004, Inclusion in action, Thomson Learning, Southbank, Victoria.

**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:** Footscray Park, St Albans. Some students may undertake this unit on site in schools.

**Prerequisites:** AEB2110 - TEACHERS KNOWING STUDENTS AEB2210 - MAKING THE CONDITIONS FOR LEARNING

**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. Preservice 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
Learning Outcomes:
- 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

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: Footscray Park, St Albans. Preservice teachers may undertake this unit on site in schools.

Prerequisites: Nil.

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 will 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

AEB3303 ART PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS

Locations: Footscray Park.

Prerequisites: Nil.

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 arts learning;
- Trial approaches to the documentation of lesson and curriculum planning and the assessment of student learning in the arts; and
- Demonstrate the use of a range of approaches to reflect on and improve personal teaching practice within the arts.

Class Contact: Thirty-six hours contact (12 weeks at three hours per week of lecture/tutorial) including possible site visits in semester 1 or 2.

Required Reading: Sinclair, C., Jeanneret, N & O'Toole, J 2009, Education in the arts, 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: Footscray Park, St Albans, In some instances this unit may be offered as a site-based unit and delivered in a school or other learning setting.

Prerequisites: Nil.

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, and the purposes and processes of assessment and evaluation. 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.

AEB3305 ENGLISH PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS

Locations: Footscray Park, St Albans, In some instances this unit may be offered as a site-based unit and delivered in a school or other learning setting.

Prerequisites: Nil.

Description: Preservice teachers undertake a specific inquiry into the teaching of English. They explore the philosophical bases of the teaching of literature and literacy, 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 English, and actively reflect on student learning. Preservice teachers will develop a theoretical and practical approach to literacy, English language and literature teaching and critical understanding. Preservice teachers will investigate: personal, school-based, creative, and professional literary practices that support students’ understandings of the role of literacy and literature in society, both local and global. In this unit of study preservice teachers will examine, investigate, articulate and reflect on important questions regarding the impact of teachers’ work in English within teaching and learning in secondary contexts. Preservice teachers will also examine state and national government policy and curriculum documents, broaden their understanding of available literacy, language and literature resources, and investigate the research literature for the teaching and learning of English.

Credit Points: 12

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

- Articulate a professional and philosophical position as teachers of English in secondary schools;
- Design and teach engaging lessons in English which cater to the needs of diverse cohorts of secondary school students;
- Analyse differing theories of literacy acquisition and development and apply them in varying teaching and learning contexts; and
- Assess and evaluate the literary awareness and competency of themselves and of students in secondary schools.

Class Contact: One hour lecture and two hour tutorial for 12 weeks in semester 1 or 2

Required Reading: Unit reader

Assessment: Presentation, Presentation of an English related teaching and learning arising from involvement in teaching practice, 40%. Project, Report and 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: Footscray Park, St Albans. In some instances this unit may be offered as a site-based unit and delivered in a school or other learning setting.

Prerequisites: Nil.

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.


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, TESL teaching practice exposition and presentation (1500 words or equivalent), 50%. Report, Report and presentation of an inquiry into a negotiated language-related pedagogy and practice issue (1500 words or equivalent), 50%.

AEB3307 HEALTH PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS

Locations: Footscray Park, St Albans, In some instances this unit may be offered as a site-based unit and delivered in a school or other learning setting.

Prerequisites: Nil.

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: Where an assessment task is based on a range-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: Footscray Park, St Albans.

Prerequisites: Nil.

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.
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:** Footscray Park, St Albans, In some instances this unit may be offered as a site-based unit and delivered in a school or other learning setting.

**Prerequisites:** Nil.

**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 (1200 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:** Footscray Park, St Albans, In some instances this unit may be offered as a site-based unit and delivered in a school or other learning setting.

**Prerequisites:** Nil.

**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
On successful completion of this unit, 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:

- 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 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 LOTE teaching practice exposition (1500 words or equivalent), 50%.

AEB3312 MEDIA PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS

Prerequisites: Nil.

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:

- 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 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 LOTE teaching practice exposition (1500 words or equivalent), 50%.

AEB3312 MEDIA PEDAGOGY AND PRACTICE FOR SECONDARY STUDENTS

Prerequisites: Nil.

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:

- 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 teaching secondary mathematics; and
- Reflect upon, evaluate and improve their pedagogical knowledge and practice in the discipline.
• 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 observation (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: Footscray Park, St Albans, In some instances this unit may be offered as a site-based unit and delivered in a school or other learning setting.

Prerequisites: Nil.

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: Footscray Park, St Albans, In some instances this unit may be offered as a site-based unit and delivered in a school or other learning setting.

Prerequisites: Nil.

Description: This unit of study will provide preservice teachers with a sound understanding of the construct 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. Whist 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, exhibition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program andlesson 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. 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%.
completion of the assessment task. Report, Report on experiences of outdoor education teaching (1500 words or equivalent), 50%. Report, Report and presentation of an inquiry into an issue in outdoor education (1500 words or equivalent), 50%.

AEB3315 PHYSICAL EDUCATION PEDAGOGY AND PRACTICE FOR PRIMARY STUDENTS

Locations: Footscray Park, St Albans. One component of this unit will be delivered in site-based unit at a school or other learning setting.

Prerequisites: Nil.

Description: In this unit of study preservice 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 preservice 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 learning and teaching 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 off-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: Footscray Park, St Albans. In some instances this unit may be offered as a site-based unit and delivered in a school or other learning setting.

Prerequisites: Nil.

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, eg. 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 deliver 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:** Footscray Park, St Albans, In some instances this unit may be offered as a site-based unit and delivered in a school or other learning setting.

**Prerequisites:** Nil.

**Description:** Preservice 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 alternate 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 experience, insights into future impact of science and the appropriate use and integration of ICT (1800 words or equivalent).

**AEB3318 LEARNER WELFARE AND WELLBEING**

**Locations:** Footscray Park, St Albans, In some instances this unit may be offered as a site-based unit and delivered in a school or other learning setting.

**Prerequisites:** Nil.

**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, focussing 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; and
- 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: Footscray Park, St Albans, In some instances this unit may be offered as a site-based unit and delivered in a school or other learning setting.

Prerequisites: Nil.

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 in-depth 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 (e.g. 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 VETiS 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 or 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 VETiS 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.

AEB3320 TEACHING STUDENTS WITH SPECIAL LEARNING NEEDS

Locations: Footscray Park, St Albans, In some instances this unit may be offered as a site-based unit and delivered in a school or other learning setting.

Prerequisites: AEB2110 - TEACHERS KNOWING STUDENTS 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, i.e. 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 pedagogic...
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 teaching procedures (eg, teaching indigenous gifted students, students from other cultures; (5) provision of a safe and secure classroom environment and the development of in-class relationships that support learning; (6) identification of the learning characteristics of gifted learning disabled students to facilitate the provision of a range of appropriate pedagogical approaches; (7) classroom environment procedures likely to facilitate learning (eg, appropriate grouping strategies, classroom management, peer and teacher/student relationships, individualised programs; and (8) 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;
- Critically evaluate assessment approaches commonly used for 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.

**Required Reading:** Foreman, P 2008, 2nd edn, Inclusion in action South Melbourne: Thomson Learning Australia

**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.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Demonstrate an understanding of the theoretical and socio-cultural explanation of globalisation and its impact on Australian education;
- Demonstrate an understanding of the historical background of globalisation theories and its connection to educational contexts;
- Demonstrate a personal and professional stance on the implications of learning in a globalised world within educational settings;
- Document 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%.

**AEB3322 FOOD AND NUTRITION EDUCATION**

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

**Prerequisites:** Nil.

**Description:** This unit of study provides insight into food and nutrition education for individuals, families and communities. It describes the ways in which food contributes to an individual’s health and wellbeing and the use of dietary selection models. It considers the socio-cultural, political and economic factors that influence food and its use, food habits and lifestyle, and gastronomy. The unit covers aspects affecting food and eating including: trends in food consumption, food supply, food safety and security, food policy and public health nutrition. It takes into account techniques and considerations of providing food and nutrition education within diverse communities with a specific focus on schools as a setting for health promotion.

**Credit Points:** 12
Learning Outcomes: On successful completion of this unit, students are expected to be able to: Evaluate the role of food in developing an individual's health and wellbeing; Evaluate influences on food availability and selection; Interpret information on food consumption trends, food safety and security; Analyse food policy in the context of public health promotion; Demonstrate a range of approaches to the teaching of food and nutrition within a health promotion framework.

Required Reading: A Unit Reader will be required. Details will be provided at the beginning of the unit.

Assessment: Research Paper, Investigation of socio-cultural, political and economic factors on food and nutrition education (1000 words), 30%. Report, Evaluation of the food supply system in diverse Australian communities (800 words), 20%. Case Study, Presentation of annotated reflections and reflections on two food and nutrition education units using an explicit health promotion focus (1200 words), 50%. Hurdle tasks (collection of food and nutrition education artefacts) (ungraded).

AEB3801 YOUTH POLICY AND CIVICS

Locations: Footscray Park.

Prerequisites: Nil.

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 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: AEB1001 - 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-oriented. 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.

collaboration and young people, Melbourne: Language Australia and Youth Research Centre.

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.

Prerequisites: Nil.

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 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 standards;
- Increase awareness and issues of the youth work sector.

Class Contact: Professional placement to be undertaken in a flexible mode between January and November on the basis of completing 200 hours of placement in a professional workplace.

Required Reading: Cleek, H & Wilson, J 2007, Making the most of field placement, Sth Melbourne: Thomson.

Assessment: Other, Develop a learning plan, 20%. Assignment, Evidence of knowledge of the workplace, 40%. Report, Professional practice report, 40%. Total effective word count 3000 words.

AEB3804 RESEARCH AND YOUNG PEOPLE

Locations: Footscray Park, St Albans.

Prerequisites: AEB2802 - ETHICS AND YOUTH WORK PRACTICE

Description: This unit 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, St Albans.

Prerequisites: Nil.

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 in a flexible mode between January and November on the basis of completing 200 hours of placement in a professional workplace.


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: Footscray Park, St Albans.

Prerequisites: (AEB3301 Inquiry into Adolescent Teaching and Learning OR AEB3110 Responding to Student Diversity) AND (AEB3302 Critical Practices for Teachers in Secondary Schools OR AEB3210 Collaborating for Access and Success).

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.


AEB4169 MATHEMATICS AND NUMERACY IN PRIMARY

Locations: St Albans.

Prerequisites: AEB2266 - PRACTICE AND PARTNERSHIP (ECE 0-2)

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 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 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 or 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, St Albans.

**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

**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.


**Assessment:** Research Paper, Research plan (3000 words), 50%. Journal, Maintenance of journal, 25%. Presentation, Workshop presentation of research plan, 25%.

**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

**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.

**Required Reading:** Irving, T, Maunders, D & Sheirington, G 1995, Youth in Australia: policy administration and politics, Macmillan, Melbourne. Commonwealth Youth Bureau 1993, A national youth policy: a statement of principles and objectives, Commonwealth Youth Bureau, Canberra, ACT.

**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:** Footscray Park, St Albans.

**Prerequisites:** AEB42150 - REASONING FOR PROBLEM SOLVING AEB4169 - MATHEMATICS AND NUMERACY IN PRIMARY/Other/Or

**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.


http://www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf The Melbourne Declaration on Educational Goals for Young Australians

**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:** Footscray Park, St Albans.

**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 replaced by the Victorian Essential Learning Standards) Victorian Institute of Teaching 2003, Professional standards for full teacher registration, Melbourne: Victorian Institute of Teaching

**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:** St Albans.

**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 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).

AEB4215 PRACTICE IN PARTNERSHIP (VET-SECONDARY TEACHING)

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: In this unit of study, extended participation in a partnership setting will provide graduating teachers with the opportunity to strengthen personal understanding and teaching and to show that they have acquired the knowledge, understanding and practical competence needed to join the teaching profession.

Credit Points: 24

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

- Demonstrate, to the satisfaction of the assigned mentor teacher(s) and university mentor(s), their readiness to teach;
- Meet the professional requirements of the beginning teacher as indicated by the Victorian Institute of Teaching Professional Standards for Full Teacher Registration;
- Form learning-focused relationships with students;
- Contribute to the school and student learning by demonstrating the active and collaborative teacher professionalism expected of the 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.

Required Reading: As advised by lecturer

Assessment: To pass this 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 just as ‘Satisfactory’ in Readiness to Teach. 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.

AEB4250 PROFESSIONAL ORIENTATION

Locations: Footscray Park, St Albans.

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 for employment, their understanding of the legal and organisational responsibilities required of the graduating teacher; and
- Confidently articulate the understanding of the organisational and systemic conditions of teachers’ work needed to make judgements about possible employment situations.

Class Contact: Twenty-four hours in lectures and workshops.

Required Reading: Victorian Institute of Teaching 2009; Victorian Institute of Teaching Standards for Graduating Teachers, Melbourne: Victorian Institute of Teaching; Victorian Institute of Teaching 2008, Code of Conduct and Code of Ethics, Victorian
Institute of Teaching.

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.

AEB4251 UNDERSTANDING THE TEACHING PROFESSION

Locations: St Albans.
Prerequisites: AEB2150 - REASONING FOR PROBLEM SOLVING AEB4169 - MATHEMATICS AND NUMERACY IN PRIMARY Either/ Or

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 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: St Albans.
Prerequisites: AEB3268 - PRACTICE IN PARTNERSHIP 1 (ECE 3-6 YEARS) AEB3285 - INCLUSIVE PRACTICE IN EDUCATION

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;
- Refine 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

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 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/s that underpin and involves youth policy;
- 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.

Required Reading: Coleman, J & Warren AC 1992, Youth policy in the 1990s: the
run, Action Research Issues Association, Melbourne.

Assessment: Assignment, Preparation of a program document (submission,
evaluation, report) related to each student’s professional workplace (2000 words),
50%. Report, Preparation and presentation of tutorial paper, 50%.

AEB4283 PROFESSIONAL PRACTICE

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study aims to strengthen links to workplace learning and in
so doing strengthen the Youth Studies course and the ability of students to link
theory and practice.

Credit Points: 48

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

- Apply good practice within the working community;
- Investigate the roles and responsibilities involved in working as a
  practitioner with young people within communities;
- Understand the requirements of organisation and agency policy in
  relation to young people;
- Determine good practice in relation to the process of referrals, adequate
  follow-up, and the requirements of duty of care and legal responsibility.

Class Contact: Professional placement of 220 hours undertaken between August and
January on the basis of 1.5 days per week or in a flexible mode that includes some

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 relevant theory and good practice when presenting the issue for discussion.

AEB4284 REFLECTIVE PRACTICE SEMINAR

Locations: St Albars.
Prerequisites: Nil.
Description: In conjunction with the Professional Practice unit, this seminar aims to engage students in an action reflection process based on their placement experiences and develop a professional portfolio that will embed theory and practice links and enhance students’ employment opportunities upon graduation.

Credit Points: 12

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

- Demonstrate the development of a stronger action reflection framework for their practice;
- Identify the roles and responsibilities involved in working as a practitioner with young people within communities;
- Document the requirements of organisation and agency policy in relation to young people;
- Identify good practice in relation to the process of referrals, adequate follow-up, and the requirements of duty of care and legal liability.

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: Footscray Park, St Albars.
Prerequisites: Nil.
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: 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 Teacher Registration;
- Explain, for example in an interview for employment, their understanding of the legal and organisational responsibilities required of the beginning teacher;
- Confidently articulate the understanding of the organisational and systemic conditions of ‘teachers’ work needed to make judgements about possible employment situations; and
- Critically examine issues related to curriculum and pedagogy.

Class Contact: One-hour lecture and two-hour tutorial for 12 weeks in semester 1.

EDUCATION RESEARCH DESIGN AND METHODS

**Locations:** Footscray Park, St Albans. The unit is delivered overseas, in Vietnam and Singapore.

**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:** 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:** Thirty-six hours per semester.

**Required Reading:**
- Palmer, JA 2001, Fifty modern thinkers on education from Piaget to the present London: Routledge
- Assessment: Essay, Essay exploring theories of education (6000 words or equivalent), 70%. Presentation, Oral presentation to promote discussion (2000 words or equivalent), 30%.

EDUCATION RESEARCH DESIGN AND METHODS

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

**Prerequisites:** AED5001 - EDUCATION RESEARCH DESIGN AND METHODS

**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.

**Required Reading:**
sourced by the student and though consultation with the supervisor.

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: Footscray Park, St Albans.

Prerequisites: Nil.

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 indepth 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.

Prerequisites: Nil.

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.

Prerequisites: Nil.

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;
- 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, Footscray Park, St Albans.

Prerequisites: Nil.

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:

1. Analyse the historical, social, political and economic factors influencing curriculum conceptualisation in a range of cultural contexts;
2. Relate learning theories, principles and practices to curriculum;
3. Identify and evaluate the values informing curriculum development;
4. Analyse and compare models of curriculum;
5. Develop curriculum that is flexible and responsive to the experiences of learners;
6. Collaborate experiences of curriculum development in a range of contexts;
7. 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, Footscray Park, St Albans.

Prerequisites: Nil.
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.

**Required Reading:**
- Scott, G 1999
- Scott, G 1999

**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.

**AED5011 APPROACHES TO LEARNING**

**Locations:** Footscray Nicholson, Footscray Park, St Albans. This unit is also taught overseas, in Singapore.

**Prerequisites:** Nil.

**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 individuals, 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 teaching and learning;
- 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.

**Required Reading:** Texts and other reading material to be advised by lecturer

**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. Aspects of this unit may be offered on a variety of sites, as negotiated between lecturer and students.
Prerequisites: Nil.

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-ship 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 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.

AED5014 MANAGING SITES FOR TEACHING AND LEARNING

Locations: Footscray Nicholson, Footscray Park, St Albans.

Prerequisites: Nil.

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.
**Prerequisites:** Nil.

**Description:** This unit of study will encompass the theoretical and practical foundations of learning program development. It will include: comparison of learning program design models; skills and knowledge required to undertake learning needs assessments; the essential components of the learning program design; the determination of measurable learning outcomes; assessment processes and instruments; the development of assessment tools; incorporating contemporary learning technologies in learning program design; and the use learning technologies.

**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 training design and practice;
- Articulate and defend an evidence-based stance on training design and practice;
- Collaborate experiences of training design and practice in a range of context;
- Relate social, economic and political contexts to various approaches to training design and practice;
- Analyse and compare models of training design and practice;
- Identify personal and professional needs and strengths in terms of knowledge of training design and practice.

**Class Contact:** Thirty-six hours via flexible delivery.

**Required Reading:**
- Burke, R 2004, 4th edn, Project management, planning and control techniques, South Africa: Burke Publishing

**Assessment:**
- Situational case studies and other formats as negotiated with the lecturer. 100%
- Time-based project that will include program design, assessing 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 the lecturer.

**AED5015 TRAINING DESIGN AND PRACTICE**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**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.

**Required Reading:**
- Sugarman, B 2003, Learning, working, managing, sharing: the new paradigm of the ‘learning organization’, United States: Lesley College

**Assessment:**
- Other, A critical exploration of key issues in this unit, as negotiated with the lecturer, 100%. Total assessment for this unit will be 8000 words or equivalent, details to be negotiated with the lecturer.

**AED5017 MENTORING AND COACHING IN THE WORKPLACE**

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

**Prerequisites:** Nil.

**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.

**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 coaching and mentoring programs in workplaces;
- Articulate and defend an evidence-based stance on an aspect of coaching and mentoring programs in workplaces;
- Collaborate experiences of coaching and mentoring programs in workplaces in a range of context;
- Relate social, economic and political contexts to various approaches to coaching and mentoring programs in workplaces;
- Analyse and compare models of coaching and mentoring programs in workplaces;
- Identify personal and professional needs and strengths in terms of knowledge of coaching and mentoring programs in workplaces.

**Class Contact:** Thirty-six hours via flexible delivery.

**Required Reading:**
- Tennant, M 1999, The RAVL symposium: new questions about work and learning, Sydney University of Technology, Sydney: UTS Research Centre for Vocational Education and Training
- Analyse and evaluate current issues related to mentoring and coaching in the workplace;
- Articulate and defend an evidence-based stance on an aspect of mentoring and coaching in the workplace;
- Collaborate experiences of mentoring and coaching in the workplace;
- Relate social, economic and political contexts to various approaches to mentoring and coaching in the workplace;
- Analyse and compare models of mentoring and coaching in the workplace;
- Identify personal and professional needs and strengths in terms of knowledge of mentoring and coaching in the workplace.

**Class Contact:** Thirty-six hours via flexible delivery.

**Required Reading:** Mitchell, J (et al) 2002, Reforming the future, Melbourne: ANTA

Skippington, P 2002, Learning @ work: good practice in work-based learning: case studies of reframing the future projects, Brisbane: AGPS


**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.

**AED5018 ASSESSMENT**

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

**Prerequisites:** Nil.

**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.

**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).

**AED5019 PROFESSIONAL PRACTICE IN EDUCATIONAL CONSULTANCY**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**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 educational consultancy.

**Class Contact:** Thirty-six hours via flexible delivery.

**Required Reading:** Block, P 1981, Flawless consultancy: a guide to getting your expertise used, Sydney: Pfeiffer and Company

Jackman, A 2004, United Kingdom: Octopus Publishing Group

How to negotiate: the fast route to getting the results you want, Kishel, G & P 1996, How to start and run a successful consultancy business, New York: John Wiley and Sons

Lewin, M 1996, The overnight consultant, New York: John Wiley and Sons

**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.

**AED5020 REFORMING PEDAGOGY**

**Locations:** Footscray Park, St Albans, This unit is taught overseas, in Singapore...

**Prerequisites:** Nil.

**Description:** This unit of study will address the following areas as they influence pedagogy and teaching and learning practice: definitions of pedagogy and andragogy; learning styles and approaches; teaching styles and approaches; praxis-inquiry about personal pedagogy; multi-literacies and their impact on teaching and learning; the cultural and social background of learners; age, gender and race sensitive pedagogies; learner responsive pedagogy; theories of learning and their impact on teaching practice; subject specific pedagogies; role and agency of teachers and learners and curriculum structures and frameworks.

**Credit Points:** 24
Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Evaluate their own pedagogical practice and its relationship to the learning of their students;
- Extend their repertoire of teaching and learning strategies;
- Develop a sound basis for change and improvement in their own teaching practice through engagement with current research, reflection on personal practice and peer critique and review.

Class Contact: Thirty-six hours via flexible delivery.

Required Reading: Texts and other reading material to be advised by lecturer

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.

AED5021 PROMOTING MATHEMATICS UNDERSTANDING

Locations: Footscray Park.

Prerequisites: Nil.

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.

Credit Points: 24

AED5022 APPROACHES TO CAREER EDUCATION

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

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.

Credit Points: 24

AED5023 E-LEARNING

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

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.

Required Reading: Horton, W 2006, E-learning by design, San Francisco: Pfeiffer


AED5024 VOCATIONAL EDUCATION AND TRAINING: POLICY AND PRACTICE

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit provides a critical overview of Vocational Education and Training (VET) policy and practice, in Australia and internationally, which enables students to identify their place in the overall VET context, and to critically evaluate both their practice and policy implementation in order to improve their VET practice or their relationships with VET practitioners in the workplace.

Credit Points: 24

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

- Identify and discuss policy implementation and direction in vocational education and training;
- Identify key stakeholders in a policy formation and outline the processes employed to form new policy;
- Critically analyse a policy change which you have experienced within the vocational education and training sector and identify unresolved issues and benefits associated with that policy;
- Apply understandings gained through undertaking this unit to their own VET practice and/or relationships with VET practitioners;
- Analyse the nexus between policy formation, implementation and practice; and
- Locate and use relevant literature on policy formation and implementation.

Class Contact: Thirty-six hours for one semester.

Required Reading: A reading pack containing contemporary readings will be prepared and made available for purchasing from the University Bookshop.

Assessment: Assignment, Critique initiative, 25%. Essay, Article, 75%. 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.

AED5025 DEVELOPING THE VET PROFESSIONAL

Locations: Footscray Park, The unit may be offered in other locations as negotiated with the participants.

Prerequisites: Nil.

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;
- Explore the culture, identity, status and standards applicable to the VET sector professionals;
- Identify and critique policy directions for professional development of VET practitioners;
- Analyse the impact of pedagogic and industrial practices in the VET sector, and
- Develop a professional development plan which is based on personal and institutional strategic directions for improvement in practice.

Class Contact: 12 weeks with 3 hour lecture/tutorial per week. Total of 36 contact hours per unit.

Required Reading: A reading pack containing contemporary readings will be prepared and made available for purchasing from the University Bookshop.

Assessment: Research Paper, Critique an aspect of VET professional development policy and/or practice, 50%. Report, A report of an inquiry into a selected element of professional practice, as negotiated with the lecturer., 50%. Minimum effective word limit 8000 words.

AED5026 POSTCOMPELLUSORY EDUCATION: POLICY AND PRACTICE

Locations: Footscray Park, Other locations may be negotiated with course participants.

Prerequisites: Nil.

Description: This unit explores the post-compulsory years of vocational education and training and focuses on the reflexive nature of policy and practice. Both policies and practice are explored from theoretical and strategic perspectives. Aspects considered include: cross-sectoral, state, national and international education policy and practice; the learning requirements, needs and values of adolescent and young adult learners; and patterns of participation and outcomes within and across sectors. Also considered and analysed are the provision of support for learners including early leavers, students at risk, and rural student. Transitions, pathways and outcomes are considered and related to labour market mobility and needs.

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;
- Explore the culture, identity, status and standards applicable to the VET sector professionals;
- Identify and critique policy directions for professional development of VET practitioners;
- Analyse the impact of pedagogic and industrial practices in the VET sector, and
- Develop a professional development plan which is based on personal and institutional strategic directions for improvement in practice.
- Discuss and analyse the policies and practices of the post-compulsory years of vocational education and training at cross-sectoral, state, national and international levels;
- Consider the needs of the young people participating in post-compulsory vocational education and training, including those at risk, early leavers, and rural students;
- Evaluate the outcomes of post-compulsory programs in the context of labour market needs and mobility;
- Critique post-compulsory policy and implementation from a theoretical perspective; and
- Compare and contrast the post-compulsory policies of two different states/organisations and the rationale for differences.

**Class Contact:** Total of 36 contact hours over one semester (12 weeks with 3 hour lectures/tutorials per week)

**Required Reading:** A reading pack containing contemporary readings will be prepared and made available for purchasing from the University Bookshop.

**Assessment:** Case Study, A case study of a postcompulsory vocational education and training program, 40%. Assignment, A comparison of two postcompulsory vocational education and training policies, 60%. Minimum effective word limit 8000 words.

### AED5027 ORGANISATIONAL CULTURE AND CHANGE IN EDUCATION AND TRAINING

**Locations:** Footscray Nicholson, Footscray Park, Other locations may be negotiated, such as the workplaces of participants.

**Prerequisites:** Nil.

**Description:** This unit focuses on the development, implementation and evaluation of change in organisations. Contemporary perspectives on organisational development provide a theoretical framework for the consideration of change management perspectives, methods, communication strategies and initiatives. This unit enables participants to focus on the culture and change of their own respective organisations.

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Apply theoretical perspectives to their own experience within VET contexts.
- Relate theories of workplace change and culture to changes within the VET environment at local, national and international levels;
- Develop strategies which support the internationalisation of local curriculum and the transformational role of using inclusive models of curriculum development.

**Class Contact:** Total 36 contact hour per semester (12x3 hours per week)

**Required Reading:** A reading pack containing contemporary readings will be prepared and made available for purchasing from the University Bookshop.

**Assessment:** Presentation, Policy document on international education direction, 30%. Assignment, Analysis and argument on internationalisation of education, 70%. Minimum effective word limit 8000 words.

### AED5028 INTERNATIONALISATION IN EDUCATION AND TRAINING

**Locations:** Footscray Park, Other locations may be developed over time.

**Prerequisites:** Nil.

**Description:** This unit explores the policies and practices employed internationally in vocational education and training. Different national models of provision are compared, within the context of national, continental and international competency standards. Within this context, the professional preparation of staff which will enable them to meet the needs of students within a globalised educational environment whilst still recognising and supporting the contextual issues which shape differing educational systems and environments. This will involve rethinking the curriculum to ensure inclusion rather than exclusion and to enable students to recognise the transforming nature of internationalised curriculum.

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Identify and critically analyse international issues and challenges facing VET;
- Analyse international developments in vocational education and training and the contextual issues on which they are based;
- Evaluate policy trends in terms of context (economic, national and political);
- Consider innovative international approaches to VET; and
- Develop strategies which support the internationalisation of local curriculum and the transformational role of using inclusive models of curriculum development.

### AED5029 ADVANCED QUANTITATIVE RESEARCH METHODS

**Locations:** Footscray Park, St Albans, (as per student enrolment).

**Prerequisites:** Nil.

**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.

**Required Reading:** Caladari, T, Cobb, CD, Minium, EW & Clarke, RB 2008, Fundamentals of statistical research in education, New Jersey, USA: John Wiley and Sons

**Assessment:** Assignment, Research proposal or critique, 30%; Project, Data analysis project, 70%. Total assessment will be equivalent to 8000 words.

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**AED5030 POSITIVE EDUCATION**

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

**Prerequisites:** Nil.

**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 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-concordant 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 tutors, make a presentation on a positive education action research project and submit a written project report on the action research project. Exercise, Response papers, 40%. Project, Written report on action research project, 40%. Presentation, Presentation of action research project, 20%. Total effective word limit is 8000 words.

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**AED6001 MINOR THESIS (FULL-TIME)**

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

**Prerequisites:** AED5001 - EDUCATION RESEARCH DESIGN AND METHODS Students who have completed AEM6100 do not have to complete AED5001. MITESOL applicants who want to study this unit are required to either (a) audit AED5001 or (b) demonstrate evidence of having met the learning outcomes of 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 an 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), 100%.

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**AED6002 MINOR THESIS (PART-TIME)**

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

**Prerequisites:** AED5001 - EDUCATION RESEARCH DESIGN AND METHODS MITESOL applicants who want to study this unit are required to either (a) audit AED5001 or (b) demonstrate evidence of having met the learning outcomes of 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: 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;
- 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 to specified minor amendments being made; (c) deferred for resubmission subsequent to major revision; or (d) failed. Thesis, Minor thesis (15,000 - 20,000 words), 100%.

AEE5101 ACTION RESEARCH 1

Locations: St Albans.

Prerequisites: Nil.

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: Grundy, S 1995 Action research as professional development, 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.

Prerequisites: Nil.

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 of the child with an additional need can have on the family and early childhood service;
AEE5106 CONTEMPORARY ISSUES IN EARLY CHILDHOOD CONTEXTS

Locations: St Albans.

Prerequisites: Nil.

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%.

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- 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/website, 40%. Essay, As negotiated, 30%. Report, Project report, 30%. Total effective word limit 3000 words.

**AEG5108 SOCIAL CONTEXT OF TEACHING AND LEARNING**

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

**Prerequisites:** Nil.

**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.


**Assessment:** Assignment, Group task - poster/website, 40%. Essay, As negotiated, 30%. Report, Project report, 30%. Plus hurdle tasks (collection of teaching and learning artefacts) (ungraded). Total effective word limit 3000 words.

**AEG5109 APPROACHES TO TEACHING AND LEARNING 1**

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

**Prerequisites:** Nil.

**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; 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. 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 5 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:** Footscray Park, St Albans.

**Prerequisites:** AEG5109 - APPROACHES TO TEACHING AND LEARNING 1

**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 and practices; 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? And how do we evaluate whether this has been achieved? The Praxis Inquiry protocol will continue to be utilised in this unit to help unpack our understanding of how learning occurs and how pre-service teachers can improve their pedagogical practices.

**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 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 30 days of supervised teaching practice and 5 days Project Partnership).


Assessment: Assignment, Group Task & lesson plan/learning theory exposition (1000 words), 40%. Report, Final Partnership report (1000 words), 20%. Portfolio, Professional portfolio (1000 words), 40%. Plus hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG5112 NUMERACY IN EDUCATION

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit of study will introduce pre-service teachers to the curriculum and pedagogy required for effective teaching of mathematics with a focus on students in the primary years of schooling. Pre-service teachers will apply their developing mathematics education understanding and practices in enhancing students’ mathematics and numeracy learning. 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);
- 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: Hill, S 2006, Developing early literacy assessment and teaching, Australia: Eleanor Curtin

Assessment: Report, Inquiry research report, 100%. Total effective word limit 3000 words.

AEG5111 LITERACY IN EDUCATION

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: In this unit of study pre-service 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 support colleagues as well as formative and summative assessment strategies. They will then review and evaluate current education system policies on literacy support colleagues as well as formative and summative assessment strategies. They will then review and evaluate current education system policies on literacy support colleagues as well as formative and summative assessment strategies. They will then review and evaluate current education system policies on literacy support colleagues as well as formative and summative assessment strategies. They will then review and evaluate current education system policies on literacy support colleagues as well as formative and summative assessment strategies. They will then review and evaluate current education system policies on literacy support colleagues as well as formative and summative assessment strategies. They will then review and evaluate current education system policies on literacy support colleagues as well as formative and summative assessment strategies.

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;
● 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

**Required Reading:** Booker, G, Bond, D, Briggs, J, Sparrow, L & Swan, P 2010, 3rd edn, Teaching primary mathematics French’s Forest NSW: Pearson

**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:** Footscray Park, St Albans.

**Prerequisites:** Nil.

**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 in areas selected from the health, physical education, science, environmental studies and geography connected to social contexts. Preservice teachers will be involved in: 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; sustaining and informing children’s awareness of global events and concern for the environment; thinking and communication; setting up and resourcing the classroom for safe and successful learning through individual, small group and whole class activities; and assessing children’s learning.

**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 students’ health & wellbeing through the teaching of health, physical & science education, 30%. Total effective word limit 3000 words.

**AEG5114 INTEGRATED STUDIES 2**

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

**Prerequisites:** Nil.

**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 the implementation of the 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:** Gibson, R and Ewing, R 2011, Transforming the curriculum through the Arts, South Yarra: Palgrave Macmillan.

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

**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.

**Required Reading:** Berk, L 2007, 8th edn, Child development, Boston: Allyn & Bacon

**Assessment:** Portfolio, 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:** Footscray Park, St Albans.

**Prerequisites:** Nil.

**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;
- 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:** Three hours per week in lectures/workshops/tutorials and on line activities

**Required Reading:** Berk, L 2007, 8th edn, Child development, Boston: Allyn & Bacon

**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.

AEG5116 EARLY CHILDHOOD DEVELOPMENT, LEARNING AND TEACHING 2

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

**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:

- Understand the fundamental role of play in children’s learning and development;
- 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.
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 practice.

**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, 50%. Report, Curriculum report, 50%. Total effective word limit 3000 words.

**AEGS118 EARLY CHILDHOOD CURRICULUM AND PEDAGOGY 2: THE ARTS**

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

**Prerequisites:** Nil.

**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;
- Experience 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 or equivalent per week comprising one hour of lectures and two hours of workshops/tutorials/centre visits.


**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%.

**AEGS119 CONTEMPORARY ISSUES, SOCIAL CONTEXTS OF LEARNING AND SOCIAL JUSTICE**

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

**Prerequisites:** Nil.

**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. 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.
This unit of study provides an opportunity for preservice teachers to
take account of the personal, cultural and social conditions of education to include all
stakeholders and their interconnections. This includes families, communities, and
government agencies. The unit encourages preservice teachers to relate their
developing child development and curricula knowledge to specific practical challenges in teaching in their Project Partnerships. A particular emphasis of this unit is to teach the practical skills you have adopted by reference to the related literature (2500 words).

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.

Prerequisites: Nil.

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), 50%. 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: St Albans.

Prerequisites: Nil.

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.
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 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.

AEG5124 PROFESSIONAL PRACTICE - TESOL

Locations: Footscray Park.

Prerequisites: AEG5123 - TESOL METHODOLOGY

Description: This unit of study will involve a 22-day placement in an approved ESL teaching context under the supervision of a supervising teacher who holds post-graduate TESOL qualifications and who has taught ESL for at least two years. Placements can be undertaken in schools or a variety of adult settings. Student placements should be according to the sector they intend working in. The 22 day practicum should comprise a minimum of 15 days where the student teaches planned lessons and a further 7 days of focussed observation of qualified and experienced ESL practitioners. During the placement, the student must be visited at least once a week by a university supervisor. It is a requirement that students participate as fully as possible in the ESL program during their placement. As well as observing and teaching classes, activities must include: familiarisation with policies and procedures of the program; study of the curriculum documents used with the learners; familiarisation with assessment procedures and practices; observation of learner placement interviews; assisting individual ESL learners / small group work within a class; correction of learners’ work; preparation of teaching resources; participation in excursions and other special activities; attendance at staff / planning / department / curriculum meetings.

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.


AEG5123 TESOL METHODOLOGY

Locations: Footscray Park.

Prerequisites: Nil.

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:

- 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.

AEG5124 PROFESSIONAL PRACTICE - TESOL

Locations: Footscray Park.

Prerequisites: AEG5123 - TESOL METHODOLOGY

Description: This unit of study will involve a 22-day placement in an approved ESL teaching context under the supervision of a supervising teacher who holds post-graduate TESOL qualifications and who has taught ESL for at least two years. Placements can be undertaken in schools or a variety of adult settings. Student placements should be according to the sector they intend working in. The 22 day practicum should comprise a minimum of 15 days where the student teaches planned lessons and a further 7 days of focussed observation of qualified and experienced ESL practitioners. During the placement, the student must be visited at least once by a university supervisor. It is a requirement that students participate as fully as possible in the ESL program during their placement. As well as observing and teaching classes, activities must include: familiarisation with policies and procedures of the program; study of the curriculum documents used with the learners; familiarisation with assessment procedures and practices; observation of learner placement interviews; assisting individual ESL learners / small group work within a class; correction of learners’ work; preparation of teaching resources; participation in excursions and other special activities; attendance at staff / planning / department / curriculum meetings.

Credit Points: 24

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

- Demonstrate in practice, in a supervisor’s report and in a portfolio that they can plan appropriate language lessons independently;
- Practically demonstrate the ability to implement and evaluate language lessons;
- Demonstrate that they can assess and respond to students’ needs, expectations and interests and their competence in English;
AEG5125 LITERACY METHODOLOGY

Locations: Footscray Park.

Prerequisites: Nil.

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: Twenty-two days practicum placement.

Required Reading: As this is a field placement unit of study, no single required reading is recommended as students will be in a variety of settings.

Assessment: Total Assessment: 8000 words or equivalent. In addition to a satisfactory report from the supervising teacher and the supervising lecturer, a professional practice portfolio (5,000 words) must be submitted. Portfolio, Professional practice portfolio, Pass/Fail. Practicum, Supervised professional practice, Pass/Fail. Students are encouraged to apply what they have learnt and done in the other TESOL course units to complete this assessment task.

AEG5126 TECHNIQUES IN TESOL

Locations: Footscray Park.

Prerequisites: AEG5123 - 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.

AEG5135 TEACHING AND LEARNING 1 (PRIMARY)

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

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 focuses on aspects of learning theory related to lesson planning and implementation; classroom management strategies; issues related to learning styles; classroom diversity; and student welfare issues. The central focus in this unit is an exploration of the student learning environment. Prompted by a range of perspectives, learning experiences are created in the classroom and the ongoing evaluation of the outcomes is undertaken and reported on.

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.

Credit Points: 12

Class Contact: Three hours per week (plus 20 days of supervised teaching practice and 5 days Project Partnership).


AEG5136 TEACHING AND LEARNING 2 (PRIMARY)

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

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 pre-service teachers 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 and practices; 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 of this unit is an exploration of the student learning environment. Prompted by a range of perspectives, learning experiences are created in the classroom and the ongoing evaluation of the outcomes is undertaken and reported on.

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

- Document and apply their understanding of a wide 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, including professional reflections, showing they have taken account of the diversity of student learning;
- Demonstrate their capacity to create and document lesson/curriculum planning and the assessment of student learning;
- Use a range of approaches to reflect on and improve practice;
- Develop and present a professional portfolio to meet the graduating standards for beginning teachers.

Class Contact: Three hours per week (plus 30 days of supervised teaching practice and 5 days Project Partnership).


AEG5201 TEACHING BUSINESS 1

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit of study provides pre-service teachers with a sound understanding of the constructs of the discipline area. They 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 is on developing a ‘tool box’ of teaching strategies, the broad set of values and beliefs that inform the teaching and design of this unit are also reflected upon and inform the design of the graduating portfolio. The unit also covers 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 Victorian Essential Learning Standards, the VCAL, the VCE and the Australian Curriculum.

**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 and assessment strategies and discipline specific content;
- Analyse the principles and practices of curriculum and pedagogy for teaching in the middle years and post-compulsory years with a focus on student engagement and safe and challenging learning environments;
- Investigate and evaluate the teaching, learning and assessment requirements of discipline specific curricula, together with the guidelines, procedures and resources available to support their implementation;
- Design, trial and evaluate discipline specific curriculum appropriate for the middle years and/or post-compulsory years of schooling;
- Analyse and appraise the personal, learning and social effects of discipline specific curriculum and pedagogy, demonstrating a capacity to reflect, evaluate and improve their knowledge and practice.

**Class Contact:** Three hours per week.

**Required Reading:** VCAA 2007, VCE Business Management study design, Melbourne.

**Assessment:** Report, Teaching plan, 20%. Review, Curriculum evaluation activity, 40%. Project, Project partnership inquiry, 40%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded). Minimum effective word limit of 5000 words in total.

**AEG5203 TEACHING COMPUTING 1**

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

**Prerequisites:** Nil.

**Description:** This unit covers 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 Victorian Essential Learning Standards, the VCAL, the VCE and the Australian Curriculum.

**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 and assessment strategies and discipline specific content;
- Analyse the principles and practices of curriculum and pedagogy for teaching in the middle years and post-compulsory years with a focus on student engagement and safe and challenging learning environments;
- Investigate and evaluate the teaching, learning and assessment requirements of discipline specific curricula, together with the guidelines, procedures and resources available to support their implementation;
- Design, trial and evaluate discipline specific curriculum appropriate for the middle years and/or post-compulsory years of schooling;
- Analyse and appraise the personal, learning and social effects of discipline specific curriculum and pedagogy, demonstrating a capacity to reflect, evaluate and improve their knowledge and practice.

**Class Contact:** Three hours per week.

**Required Reading:** VCAA 2007, VCE Business Management study design, Melbourne.

**Assessment:** Report, Teaching plan, 20%. Review, Curriculum evaluation activity, 40%. Project, Project partnership inquiry, 40%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded). Minimum effective word limit of 5000 words in total.

**AEG5202 TEACHING BUSINESS 2**

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

**Prerequisites:** Nil.

**Description:** This unit provides pre-service teachers with a sound understanding of the constructs of the discipline area. They become familiar with the knowledge and concepts required for teaching in this discipline study. This unit covers 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 is 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 is also reflected upon and informs the design of the graduating portfolio. The unit also covers the following: techniques of teaching and classroom management, including
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 Victorian Essential Learning Standards, the VCAL, the VCE and the Australian Curriculum.

**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 and assessment strategies and discipline specific content;
- Analyse the principles and practices of curriculum and pedagogy for teaching in the middle years and post-compulsory years with a focus on student engagement and safe and challenging learning environments;
- Investigate and evaluate the teaching, learning and assessment requirements of discipline specific curricula, together with the guidelines, procedures and resources available to support their implementation;
- Design, trial and evaluate discipline specific curriculum appropriate for the middle years and/or post-compulsory years of schooling;
- Analyse and appraise the personal, learning and social effects of discipline specific curriculum and pedagogy, demonstrating a capacity to reflect, evaluate and improve their knowledge and practice.

**Class Contact:** Three hours per week.


**AEG5204 TEACHING COMPUTING 2**

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

**Prerequisites:** Nil.

**Description:** This unit of study provides pre-service teachers with a sound understanding of the constructs of the discipline area. They 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

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 Victorian Essential Learning Standards, the VCAL, the VCE and the Australian Curriculum.

**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 and assessment strategies and discipline specific content;
- Analyse the principles and practices of curriculum and pedagogy for teaching in the middle years and post-compulsory years with a focus on student engagement and safe and challenging learning environments;
- Investigate and evaluate the teaching, learning and assessment requirements of discipline specific curricula, together with the guidelines, procedures and resources available to support their implementation;
- Design, trial and evaluate discipline specific curriculum appropriate for the middle years and/or post-compulsory years of schooling;
- Analyse and appraise the personal, learning and social effects of discipline specific curriculum and pedagogy, demonstrating a capacity to reflect, evaluate and improve their knowledge and practice.

**Class Contact:** Three hours per week.


**AEG5205 TEACHING CREATIVITY AND THE ARTS 1**

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

**Prerequisites:** Nil.

**Description:** This is a method designed for students who have met VIT requirements for Visual Arts, Drama, Dance and/or Media Studies. The unit provides pre-service teachers with a sound understanding of the constructs of the discipline area. They 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 is 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 are also reflected upon, and inform the design of the graduating portfolio. The unit also covers 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:

- Demonstrate knowledge of how students learn, effective teaching and assessment strategies and discipline specific content;
- Analyse the principles and practices of curriculum and pedagogy for teaching in the middle years and post-compulsory years with a focus on student engagement and safe and challenging learning environments;
- Investigate and evaluate the teaching, learning and assessment requirements of discipline specific curricula, together with the guidelines, procedures and resources available to support their implementation;
- Design, trial and evaluate discipline specific curriculum appropriate for the middle years and/or post-compulsory years of schooling;
- Analyse and appraise the personal, learning and social effects of discipline specific curriculum and pedagogy, demonstrating a capacity to reflect, evaluate and improve their knowledge and practice.

Class Contact: Three hours per week for one semester.


AE65206 TEACHING CREATIVITY AND THE ARTS 2

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

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 provides pre-service teachers with a sound understanding of the constructs of the discipline area. They 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 is 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 is also reflected upon and informs the design of the graduating portfolio. The unit also covers 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:

- Demonstrate knowledge of how students learn, effective teaching and assessment strategies and discipline specific content;
- Analyse the principles and practices of curriculum and pedagogy for teaching in the middle years and post-compulsory years with a focus on student engagement and safe and challenging learning environments;
- Investigate and evaluate the teaching, learning and assessment requirements of discipline specific curricula, together with the guidelines, procedures and resources available to support their implementation;
- Design, trial and evaluate discipline specific curriculum appropriate for the middle years and/or post-compulsory years of schooling;
- Analyse and appraise the personal, learning and social effects of discipline specific curriculum and pedagogy, demonstrating a capacity to reflect, evaluate and improve their knowledge and practice.

Class Contact: Three hours per week for one semester.

On successful completion of this unit, students are expected to be able to:

- Demonstrate knowledge of how students learn, effective teaching and assessment strategies and discipline specific content;
- Analyse the principles and practices of curriculum and pedagogy for teaching in the middle years and post-compulsory years with a focus on student engagement and safe and challenging learning environments;
- Investigate and evaluate the teaching, learning and assessment requirements of discipline specific curricula, together with the guidelines, procedures and resources available to support their implementation;
- Design, trial and evaluate discipline specific curriculum appropriate for the middle years and/or post-compulsory years of schooling;
- Analyse and appraise the personal, learning and social effects of discipline specific curriculum and pedagogy, demonstrating a capacity to reflect, evaluate and improve their knowledge and practice.

Class Contact: Three hours per week.


AEG5208 TEACHING ENGLISH 1

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit of study provides pre-service teachers with a sound understanding of the constructs of the discipline area. They 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 is on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit are also reflected upon and inform the design of the graduating portfolio. The unit also covers 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 Victorian Essential Learning Standards, the VCAL, the VCE and the Australian Curriculum.

Credit Points: 12

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

- Analyse and appraise the personal, learning and social effects of discipline specific curriculum and pedagogy, demonstrating a capacity to reflect, evaluate and improve their knowledge and practice.

AEG5208 TEACHING ENGLISH 2

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit of study provides pre-service teachers with a sound understanding of the constructs of the discipline area. They 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 is on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit are also reflected upon and inform the design of the graduating portfolio. The unit also covers 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 Victorian Essential Learning Standards, the VCAL, the VCE and the Australian Curriculum.

Credit Points: 12

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

- Analyse and appraise the personal, learning and social effects of discipline specific curriculum and pedagogy, demonstrating a capacity to reflect, evaluate and improve their knowledge and practice.

- Analyse the principles and practices of curriculum and pedagogy for teaching in the middle years and post-compulsory years with a focus on student engagement and safe and challenging learning environments;
AEG5209 TEACHING ENGLISH AS A SECOND LANGUAGE 1

Class Contact: Three hours per week.


Credit Points: 12

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

- Investigate and evaluate the teaching, learning and assessment requirements of discipline specific curricula, together with the guidelines, procedures and resources available to support their implementation;
- Design, trial and evaluate discipline specific curriculum appropriate for the middle years and/or post-compulsory years of schooling;
- Analyse and appraise the personal, learning and social effects of discipline specific curriculum and pedagogy, demonstrating a capacity to reflect, evaluate and improve their knowledge and practice.


AEG5210 TEACHING ENGLISH AS A SECOND LANGUAGE 2

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: A negotiated language-related and research-based task equivalent to 2000 words 80%.

AEG5211 TEACHING HUMANITIES 1

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


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 knowledge of the institutional contexts of TESL, in particular the role of TESL teachers, to function as a TESL professional in a range of language learning environments;
- Analyse and meet 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: A negotiated language-related and research-based task equivalent to 2000 words 80%.

AEG5211 TEACHING HUMANITIES 1

Class Contact: Three hours per week for one semester comprising one one-hour lecture and one two-hour workshop.
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 are also provided with a sound understanding of the constructs of the discipline area. They 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 is on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit are also reflected upon and inform the design of the graduating portfolio. The unit also covers 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 Victorian Essential Learning Standards, the VCAL, the VCE and the Australian Curriculum.

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 and assessment strategies and discipline specific content;
- Analyse the principles and practices of curriculum and pedagogy for teaching in the middle years and post-compulsory years with a focus on student engagement and safe and challenging learning environments;
- Investigate and evaluate the teaching, learning and assessment requirements of discipline specific curricula, together with the guidelines, procedures and resources available to support their implementation;
- Design, trial and evaluate discipline specific curriculum appropriate for the middle years and / or post-compulsory years of schooling;
- Analyse and appraise the personal, learning and social effects of discipline specific curriculum and pedagogy, demonstrating a capacity to reflect, evaluate and improve their knowledge and practice.

Class Contact: Three hours per week.


AEG5212 TEACHING HUMANITIES 2

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit of study provides pre-service teachers with a sound understanding of the constructs of the discipline area. They 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 is on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit are also reflected upon and inform the design of the graduating portfolio. The unit also covers 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 Victorian Essential Learning Standards, the VCAL, the VCE and the Australian Curriculum.

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 and assessment strategies and discipline specific content;
- Analyse the principles and practices of curriculum and pedagogy for teaching in the middle years and post-compulsory years with a focus on student engagement and safe and challenging learning environments;
- Investigate and evaluate the teaching, learning and assessment requirements of discipline specific curricula, together with the guidelines, procedures and resources available to support their implementation;
- Design, trial and evaluate discipline specific curriculum appropriate for the middle years and / or post-compulsory years of schooling;
- Analyse and appraise the personal, learning and social effects of discipline specific curriculum and pedagogy, demonstrating a capacity to reflect, evaluate and improve their knowledge and practice.

Class Contact: Three hours per week.

**Assessment:** Report, Teaching plan, 20%. Review, Curriculum evaluation activity, 40%. Project, Project partnership inquiry, 40%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded). Minimum effective word limit of 5000 words in total.

**AEG5213 TEACHING LANGUAGES OTHER THAN ENGLISH 1**

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

**Prerequisites:** Nil.

**Description:** Teaching LOTE 1 helps 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 provides pre-service teachers with a sound understanding of the constructs of the discipline area. They 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 is 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 are also reflected upon and inform the design of the graduating portfolio. The unit also covers 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 Victorian Essential Learning Standards, the VCA, the VCE and the Australian Curriculum.

**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 and assessment strategies and discipline specific content;
- Analyse the principles and practices of curriculum and pedagogy for teaching in the middle years and post-compulsory years with a focus on student engagement and safe and challenging learning environments;
- Investigate and evaluate the teaching, learning and assessment requirements of discipline specific curricula, together with the guidelines, procedures and resources available to support their implementation;
- Design, trial and evaluate discipline specific curriculum appropriate for the middle years and /or post-compulsory years of schooling;
- Analyse and appraise the personal, learning and social effects of discipline specific curriculum and pedagogy, demonstrating a capacity to reflect, evaluate and improve their knowledge and practice.

**Class Contact:** Three hours per week.


**Assessment:** Report, Teaching plan, 20%. Review, Curriculum evaluation activity, 40%. Project, Project partnership inquiry, 40%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded). Minimum effective word limit of 5000 words in total.

**AEG5214 TEACHING LANGUAGES OTHER THAN ENGLISH 2**

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

**Prerequisites:** Nil.

**Description:** Teaching LOTE 2 helps 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 provides pre-service teachers with a sound understanding of the constructs of the discipline area. They 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 is 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 is also reflected upon and informs the design of the graduating portfolio. The unit also covers 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 Victorian Essential Learning Standards, the VCA, the VCE and the Australian Curriculum.

**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 and assessment strategies and discipline specific content;
- Analyse the principles and practices of curriculum and pedagogy for teaching in the middle years and post-compulsory years with a focus on student engagement and safe and challenging learning environments;
- Investigate and evaluate the teaching, learning and assessment requirements of discipline specific curricula, together with the guidelines, procedures and resources available to support their implementation;
• Design, trial and evaluate discipline specific curriculum appropriate for the middle years and/or post-compulsory years of schooling;
• Analyse and appraise the personal, learning and social effects of discipline specific curriculum and pedagogy, demonstrating a capacity to reflect, evaluate and improve their knowledge and practice.

Class Contact: Three hours per week.


AEG5215 TEACHING MATHEMATICS 1

Learning Outcomes: On successful completion of this unit, students are expected to be able to:
• Demonstrate knowledge of how students learn, effective teaching and assessment strategies and discipline specific content;
• Analyse the principles and practices of curriculum and pedagogy for teaching in the middle years and post-compulsory years with a focus on student engagement and safe and challenging learning environments;
• Investigate and evaluate the teaching, learning and assessment requirements of discipline specific curricula, together with the guidelines, procedures and resources available to support their implementation;
• Design, trial and evaluate discipline specific curriculum appropriate for the middle years and/or post-compulsory years of schooling;
• Analyse and appraise the personal, learning and social effects of discipline specific curriculum and pedagogy, demonstrating a capacity to reflect, evaluate and improve their knowledge and practice.

Class Contact: Three hours per week for one semester.


AEG5216 TEACHING MATHEMATICS 2

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: Through engagement with materials and interactions with colleagues in this unit of study and through work in schools during the partnership, pre-service teachers learn how students learn mathematics, and the theory and practice of teaching mathematics. Specifically, during the semester pre-service teachers examine and develop an understanding of how students in secondary (and primary) schools learn mathematics; they also develop an understanding of mathematics curriculum, teaching and learning in secondary schools and the guidelines and resources available to support the implementation of mathematics curriculum. Teaching Mathematics 1 provides pre-service teachers with a sound understanding of the constructs of the discipline area. They become familiar with the knowledge and concepts required for teaching in this discipline study. Teaching Mathematics 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 is 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 is also reflected upon and informs the design of the graduating portfolio.

The unit also covers 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 Victorian Essential Learning Standards, the VCAL, the VCE and the Australian Curriculum.

Credit Points: 12
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 Victorian Essential Learning Standards, the VCAL, the VCE and the Australian Curriculum.

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 and assessment strategies and discipline specific content;
- Analyse the principles and practices of curriculum and pedagogy for teaching in the middle years and post-compulsory years with a focus on student engagement and safe and challenging learning environments;
- Investigate and evaluate the teaching, learning and assessment requirements of discipline specific curricula, together with the guidelines, procedures and resources available to support their implementation;
- Design, trial and evaluate discipline specific curriculum appropriate for the middle years and / or post-compulsory years of schooling;
- Analyse and appraise the personal, learning and social effects of discipline specific curriculum and pedagogy, demonstrating a capacity to reflect, evaluate and improve their knowledge and practice.

Class Contact: Three hours per week.


AEG5217 TEACHING MUSIC 1

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study provides pre-service teachers with a sound understanding of the constructs of the discipline area. They 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 is on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit are also reflected upon and inform the design of the graduating portfolio. The unit also covers 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 Victorian Essential Learning Standards, the VCAL, the VCE and the Australian Curriculum.

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 and assessment strategies and discipline specific content;
- Analyse the principles and practices of curriculum and pedagogy for teaching in the middle years and post-compulsory years with a focus on student engagement and safe and challenging learning environments;
- Investigate and evaluate the teaching, learning and assessment requirements of discipline specific curricula, together with the guidelines, procedures and resources available to support their implementation;
- Design, trial and evaluate discipline specific curriculum appropriate for the middle years and/or post-compulsory years of schooling;
- Analyse and appraise the personal, learning and social effects of discipline specific curriculum and pedagogy, demonstrating a capacity to reflect, evaluate and improve their knowledge and practice.

Class Contact: Three hours per week.


AEG5218 TEACHING MUSIC 2

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study provides pre-service teachers with a sound understanding of the constructs of the discipline area. They 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 is on developing a "tool box" of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit are also reflected upon and inform the design of the graduating portfolio. The unit also covers 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 Victorian Essential Learning Standards, the VCAL, the VCE and the Australian Curriculum.

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 and assessment strategies and discipline specific content;
- Analyse the principles and practices of curriculum and pedagogy for teaching in the Middle Years and Post-compulsory Years with a focus on student engagement and safe and challenging learning environments;
- Investigate and evaluate the teaching, learning and assessment requirements of discipline specific curricula, together with the guidelines, procedures and resources available to support their implementation;
- Design, trial and evaluate discipline specific curriculum appropriate for the Middle Years and /or Post-Compulsory years of schooling;
- Analyse and appraise the personal, learning and social effects of discipline specific curriculum and pedagogy, demonstrating a capacity to reflect, evaluate and improve their knowledge and practice.

Class Contact: Three hours per week.


AEG5219 TEACHING OUTDOOR EDUCATION 1
Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit of study provides pre-service teachers with a sound understanding of the constructs of the discipline area. They 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 is on developing a "tool box" of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit are also reflected upon and inform the design of the graduating portfolio. The unit also covers 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:

- Demonstrate knowledge of how students learn, effective teaching and assessment strategies and discipline specific content;
- Analyse the principles and practices of curriculum and pedagogy for teaching in the middle years and post-compulsory years with a focus on student engagement and safe and challenging learning environments;
- Investigate and evaluate the teaching, learning and assessment requirements of discipline specific curricula, together with the guidelines, procedures and resources available to support their implementation;
- Design, trial and evaluate discipline specific curriculum appropriate for the middle years and /or post-compulsory years of schooling;
- Analyse and appraise the personal, learning and social effects of discipline specific curriculum and pedagogy, demonstrating a capacity to reflect, evaluate and improve their knowledge and practice.

Class Contact: Three hours per week for one semester.


AEG5220 TEACHING OUTDOOR EDUCATION 2
Locations: Footscray Park, St Albans.
Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Demonstrate knowledge of how students learn, effective teaching and assessment strategies and discipline specific content;
- Analyse the principles and practices of curriculum and pedagogy for teaching in the middle years and post-compulsory years with a focus on student engagement and safe and challenging learning environments;
- Investigate and evaluate the teaching, learning and assessment requirements of discipline specific curricula, together with the guidelines, procedures and resources available to support their implementation;
- Design, trial and evaluate discipline specific curriculum appropriate for the middle years and /or post-compulsory years of schooling;
- Analyse and appraise the personal, learning and social effects of discipline specific curriculum and pedagogy, demonstrating a capacity to reflect, evaluate and improve their knowledge and practice.

Class Contact: Three hours per week for one semester.

Required Reading: Literature specified by the lecturer representative of 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 is 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 are also reflected upon and inform the design of the graduating portfolio. The unit also covers 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


Prerequisites: Nil.

Description: This unit provides pre-service teachers with a sound understanding of the structures of the discipline area. They 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 is on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit are also reflected upon and inform the design of the graduating portfolio. The unit also covers 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 Victorian Essential Learning Standards, the VCAA, the VCE and the Australian Curriculum.

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 and assessment strategies and discipline specific content;
- Analyse the principles and practices of curriculum and pedagogy for teaching in the middle years and post-compulsory years with a focus on student engagement and safe and challenging learning environments;
- Investigate and evaluate the teaching, learning and assessment requirements of discipline specific curricula, together with the guidelines, procedures and resources available to support their implementation;
- Design, trial and evaluate discipline specific curriculum appropriate for the middle years and /or post-compulsory years of schooling;
- Analyse and appraise the personal, learning and social effects of discipline specific curriculum and pedagogy, demonstrating a capacity to reflect, evaluate and improve their knowledge and practice.

Class Contact: Three hours per week for one semester.


Assessment: Report, Teaching plan, 20%. Review, Curriculum evaluation activity,
40%. Project, Project partnership inquiry, 40%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded). Minimum effective word limit of 5000 words in total.

AEG5222 TEACHING PHYSICAL EDUCATION 2
Location: Footscray Park, St Albans.
Prerequisites: Nil.
Description: This unit provides pre-service teachers with a sound understanding of the constructs of the discipline area. They 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 is 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 are also reflected upon, and in the design of the graduating portfolio. The unit also covers 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 Victorian Essential Learning Standards, the VCAL, the VCE and the Australian Curriculum.

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 and assessment strategies and discipline specific content;
- Analyse the principles and practices of curriculum and pedagogy for teaching in the middle years and post-compulsory years with a focus on student engagement and safe and challenging learning environments;
- Investigate and evaluate the teaching, learning and assessment requirements of discipline specific curricula, together with the guidelines, procedures and resources available to support their implementation;
- Design, trial and evaluate discipline specific curriculum appropriate for the middle years and /or post-compulsory years of schooling;
- Analyse and appraise the personal, learning and social effects of discipline specific curriculum and pedagogy, demonstrating a capacity to reflect, evaluate and improve their knowledge and practice.

Class Contact: Three hours per week.


AEG5223 TEACHING PSYCHOLOGY 1
Location: Footscray Park, St Albans.
Prerequisites: Nil.
Description: This unit provides pre-service teachers with a sound understanding of the constructs of the discipline area. They 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 is on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit are also reflected upon, and in the design of the graduating portfolio. The unit of study also covers 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 Victorian Essential Learning Standards, the VCAL, the VCE and the Australian Curriculum.

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 and assessment strategies and discipline specific content;
- Analyse the principles and practices of curriculum and pedagogy for teaching in the middle years and post-compulsory years with a focus on student engagement and safe and challenging learning environments;
- Investigate and evaluate the teaching, learning and assessment requirements of discipline specific curricula, together with the guidelines, procedures and resources available to support their implementation;
- Design, trial and evaluate discipline specific curriculum appropriate for the middle years and /or post-compulsory years of schooling;
- Analyse and appraise the personal, learning and social effects of discipline specific curriculum and pedagogy, demonstrating a capacity to reflect, evaluate and improve their knowledge and practice.

Class Contact: Three hours per week.


Assessment:

AE65224 TEACHING PSYCHOLOGY 2

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit provides pre-service teachers with a sound understanding of the discipline area. They 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 is 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 are also reflected upon and inform the design of the graduating portfolio. The unit also covers 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 Victorian Essential Learning Standards, the VCE, and the Australian Curriculum.

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 and assessment strategies and discipline specific content;
- Analyse the principles and practices of curriculum and pedagogy for teaching in the middle years and post-compulsory years with a focus on student engagement and safe and challenging learning environments;
- Investigate and evaluate the teaching, learning and assessment requirements of discipline specific curricula, together with the guidelines, procedures and resources available to support their implementation;
- Design, trial and evaluate discipline specific curriculum appropriate for the middle years and/or post-compulsory years of schooling;
- Analyse and appraise the personal, learning and social effects of discipline specific curriculum and pedagogy, demonstrating a capacity to reflect, evaluate and improve their knowledge and practice.

Class Contact: Three hours per week for one semester.


Assessment:

AE65225 TEACHING SCIENCE 1

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit of study provides pre-service teachers with a sound understanding of the constructs of the discipline area. They 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 is on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit are also reflected upon and inform the design of the graduating portfolio. The unit also covers 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 Victorian Essential Learning Standards, the VCE, and the Australian Curriculum.

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 and assessment strategies and discipline specific content;
- Analyse the principles and practices of curriculum and pedagogy for teaching in the middle years and post-compulsory years with a focus on student engagement and safe and challenging learning environments;
- Investigate and evaluate the teaching, learning and assessment requirements of discipline specific curricula, together with the guidelines, procedures and resources available to support their implementation;
- Design, trial and evaluate discipline specific curriculum appropriate for the middle years and/or post-compulsory years of schooling;
• Analyse and appraise the personal, learning and social effects of discipline specific curriculum and pedagogy, demonstrating a capacity to reflect, evaluate and improve their knowledge and practice.

Class Contact: Three hours per week for one semester.


Assessment: 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 Victorian Essential Learning Standards, the VCAL, the VCE and the Australian Curriculum.

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 and assessment strategies and discipline specific content;
• Analyse the principles and practices of curriculum and pedagogy for teaching in the middle years and post-compulsory years with a focus on student engagement and safe and challenging learning environments;
• Investigate and evaluate the teaching, learning and assessment requirements of discipline specific curricula, together with the guidelines, procedures and resources available to support their implementation;
• Design, trial and evaluate discipline specific curriculum appropriate for the middle years and /or post-compulsory years of schooling;
• Analyse and appraise the personal, learning and social effects of discipline specific curriculum and pedagogy, demonstrating a capacity to reflect, evaluate and improve their knowledge and practice.

Class Contact: Three hours per week.


Assessment: 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 Victorian Essential Learning Standards, the VCAL, the VCE and the Australian Curriculum.

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 and assessment strategies and discipline specific content;
Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Analyze the principles and practices of curriculum and pedagogy for teaching in the middle years and post-compulsory years with a focus on student engagement and safe and challenging learning environments;
- Investigate and evaluate the teaching, learning and assessment requirements of discipline specific curricula, together with the guidelines, procedures and resources available to support their implementation;
- Design, trial and evaluate discipline specific curriculum appropriate for the middle years and/or post-compulsory years of schooling;
- Analyze and appraise the personal, learning and social effects of discipline specific curriculum and pedagogy, demonstrating a capacity to reflect, evaluate and improve their knowledge and practice.

Class Contact: Three hours per week.


AEG5228 TEACHING STUDENT WELFARE 2

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit of study provides pre-service teachers with a sound understanding of the constructs of the discipline area. They 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 is 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 are also reflected upon and inform the design of the graduating portfolio. The unit also covers 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 Victorian Essential Learning Standards, the VCAL, the VCE and the Australian Curriculum.

Credit Points: 12

Class Contact: Three hours per week.


AEG5229 TEACHING TECHNOLOGY 1

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

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 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 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).

AEG5231 TEACHING VOCATIONAL EDUCATION AND TRAINING 1

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit of study provides 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 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 are also reflected upon and inform the design of the graduating portfolio. The unit also covers the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, 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).

AEG5230 TEACHING TECHNOLOGY 2

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

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 of study are also reflected upon and 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, 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 Victorian Essential Learning Standards, VCAL, VCE and the Australian.
AEG5232 TEACHING VOCATIONAL EDUCATION AND TRAINING 2

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

**Prerequisites:** Nil.

**Description:** This unit of study provides pre-service teachers with a sound understanding of the constructs of the discipline area. They 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 is on developing a 'tool box' of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit are also reflected upon and will inform the design of the graduating portfolio. The unit also covers 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 Victorian Essential Learning Standards, VCAL, VCE and the Australian Curriculum.

**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 and assessment strategies and discipline specific content;
- Analyse the principles and practices of curriculum and pedagogy for teaching in the post-compulsory years with a focus on student engagement and safe and challenging learning environments;
- Investigate and evaluate the teaching, learning and assessment requirements of discipline specific curricula, together with the guidelines, procedures and resources available to support their implementation;
- Design, trial and evaluate discipline specific curriculum appropriate for the post-compulsory years of schooling;
- Analyse and appraise the personal, learning and social effects of discipline specific curriculum and pedagogy, demonstrating a capacity to reflect, evaluate and improve their knowledge and practice.

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

**Required Reading:** VCAA, Victorian Essential Learning Standards, Melbourne: Victorian Curriculum and Assessment Authority available online at:

**Assessment:** Report, Teaching plan, 20%. Review, Curriculum evaluation activity, 40%. Project, Project partnership inquiry, 40%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded). Minimum effective word limit of 5000 words in total.

AEG5233 EXTENDED DISCIPLINE STUDY 1

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

**Prerequisites:** Nil.

**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 provides pre-service teachers with a sound understanding of the constructs of the discipline area. They 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 is on developing a 'tool box' of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit are also reflected upon and will inform the design of the graduating portfolio. The unit also covers 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 Victorian Essential Learning Standards, the VCAL, the VCE and the Australian Curriculum.

**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 and assessment strategies and discipline specific content;
- Analyse the principles and practices of curriculum and pedagogy for teaching in the middle years and post-compulsory years with a focus on student engagement and safe and challenging learning environments;
- Investigate and evaluate the teaching, learning and assessment requirements of discipline specific curricula, together with the guidelines, procedures and resources available to support their implementation;
- Design, trial and evaluate discipline specific curriculum appropriate for the middle years and /or post-compulsory years of schooling;
- Analyse and appraise the personal, learning and social effects of discipline specific curriculum and pedagogy, demonstrating a capacity to reflect, evaluate and improve their knowledge and practice.

**Class Contact:** Three hours per week.

**Required Reading:**
- Assessment:

**AEG5234 EXTENDED DISCIPLINE STUDY 2**

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

**Prerequisites:** Nil.

**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 provides pre-service teachers with a sound understanding of the constructs of the discipline area. They 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 is 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 are also reflected upon and inform the design of the graduating portfolio. The unit also covers 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 Victorian Essential Learning Standards, the VCAL, the VCE and the Australian Curriculum.

**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 and assessment strategies and discipline specific content;
- Analyse the principles and practices of curriculum and pedagogy for teaching in the middle years and post-compulsory years with a focus on student engagement and safe and challenging learning environments;
- Investigate and evaluate the teaching, learning and assessment requirements of discipline specific curricula, together with the guidelines, procedures and resources available to support their implementation;
- Design, trial and evaluate discipline specific curriculum appropriate for the middle years and /or post-compulsory years of schooling;
- Analyse and appraise the personal, learning and social effects of discipline specific curriculum and pedagogy, demonstrating a capacity to reflect, evaluate and improve their knowledge and practice.

**Class Contact:** Three hours per week.

**Required Reading:**
- Assessment:

**AEG5235 TEACHING HEALTH 1**

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

**Prerequisites:** Nil.

**Description:** This unit of study provides pre-service teachers with a sound understanding of the constructs of the discipline area. They 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 is 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 are also reflected upon and inform the design of the graduating portfolio. The unit also covers 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 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, especially as presented in current middle school and senior school curricula.

Credit Points: 12

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

- Distinguish the principles and practices of curriculum and pedagogy for teaching in the middle years and post-compulsory years;
- Discriminate between curriculum, teaching and learning requirements of secondary health curriculum, together with the guidelines, procedures and resources available to support the implementation of the curriculum;
- Design, trial and evaluate health curriculum (eg. curriculum units) appropriate for the middle years and/or post-compulsory years of schooling;
- Appraise the personal, learning and social effects of curriculum strategies.

Class Contact: Thirty-six (36) hours for one semester comprising lectures, tutorials and workshops.

Required Reading: A Unit Reader will be required. Details will be provided at the beginning of the unit.

Assessment: Students will need to successfully complete all areas of assessment. Report, Teaching Plan (2500 words), 50%. Review, Whole School Approaches to Health (1500 words), 30%. Project, Partnership Inquiry (1000 words), 20%.

AEG5237 TEACHING MIDDLE YEARS - 1

Locations: Footscray Park, St Albans.

Prerequisites: Satisfactory completion for Unit 1 and Unit 2 in VCE General Mathematics or Unit 1 and Unit 2 in VCE Mathematics Methods.

Description: This unit of study provides pre-service teachers with a sound understanding of middle schooling approaches to learning. They become familiar with the concepts and constructs that guide teaching of middle years students which in Victoria are identified by the Department of Education and Early Childhood Development as Years 5 to 8. Pre-service teachers develop middle school approaches to their teaching practice based on the content knowledge of their first specialist teaching method. Using this specialist area they focus on theories and learning of middle schooling and development of middle years students' literacy and numeracy. The unit also covers the following: the importance of authentic curriculum; student engagement; the role of the student in teaching and learning partnerships; 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 and negotiation; techniques in lesson planning, materials development, resource selection, 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 how middle years approaches can be used to strengthen the inclusive nature of schools to develop student focused approaches to learning.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Distinguish the principles and practices of curriculum and pedagogy for teaching in the middle years;
- Discriminate between curriculum, teaching and learning requirements of middle years curriculum from primary and senior secondary years curriculum identifying the guidelines, procedures and resources which support the implementation of the middle schooling curriculum;
- Design, trial and evaluate middle schooling learning activities which draw on social constructivist approaches to learning, including group work, student negotiated learning, independent and small group inquiry and experiential learning;
- Evaluate the learning and development students have achieved through the teaching approaches and learning activities conducted.

**Class Contact:** Thirty-six (36) hours for one semester comprising lectures, tutorials and workshops.

**Required Reading:** A unit reader is required. Details will be provided at the beginning of semester.

**Assessment:**
- Review, Middle years pedagogy, 30%. Report, Teaching plan, 40%.
- Project, Monitoring middle years students’ learning and development, 30%. Minimum effective word limit 5000 words.

**AEG5238 TEACHING MIDDLE YEARS - 2**

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

**Prerequisites:** Nil.

**Description:** This unit of study provides pre-service teachers with a sound understanding of middle schooling approaches to learning. They become familiar with the concepts and constructs that guide teaching of middle years students which in Victoria are identified by the Department of Education and Early Childhood Development as Years 5 to 8. Pre-service teachers develop middle school approaches to their teaching practice based on the content knowledge of their first specialist teaching method. Using this specialist area they focus on theories and learning of middle schooling and development of middle years students’ literacy and numeracy. This unit builds on the areas covered in Teaching Middle Years 1. The unit investigates the use of pedagogical approaches to develop units of work which include authentic curriculum, experiential learning, inquiry learning and negotiated curriculum. These investigations also include the following: techniques of teaching and classroom management; techniques in curriculum planning, materials development and resource selection, including the construction of programs and lesson plans, the writing of units of work and the evaluation of available texts, materials and electronic resources; 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 how middle schooling can be used to strengthen student learning, the inclusive nature of schools, and development of student focused approaches to learning.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Distinguish the principles and practices of curriculum and pedagogy for teaching in the middle years;
- Discriminate between curriculum, teaching and learning requirements of middle years curriculum from primary and senior secondary years curriculum, identifying the guidelines, procedures and resources which support the implementation of the middle schooling curriculum;
- Develop units of work based on middle year curriculum, which is underpinned by social constructivist approaches to learning, such as inquiry learning, experiential learning, problem-based learning and student negotiated learning;
- Appraise the personal development, learning and social effects of the implemented curriculum and teaching approaches.

**Class Contact:** Thirty-six (36) hours for one semester comprising lectures, tutorials and workshops.

**Required Reading:** A unit reader is required for this unit. Details will be provided at the beginning of semester.

**Assessment:**
- Review, Middle schooling, 30%. Report, Unit development plan, 40%.
- Project, Monitoring middle years students’ learning and development, 30%. Minimum effective word limit 5000 words.

**AEG1101 INDIGENOUS AUSTRALIAN ISSUES AND UNDERSTANDINGS**

**Locations:** St Albans.

**Prerequisites:** Nil.

**Description:** This unit of study gives an introduction to Indigenous Australian histories prior to 1788. The main themes of this unit will be: Indigenous Australian creation beliefs and epistemologies, the role of ceremony and ritual in traditional Indigenous Australian communities, the structure of traditional Indigenous Australian communities, the diversity of beliefs and customs among traditional and contemporary Indigenous Australian communities.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Provide an historical overview of Indigenous Australia;
- Critically use culturally acceptable inquiry skills;
- Demonstrate an understanding of the complex traditional systems of Indigenous Australian communities;
- Demonstrate an understanding of the diversity of Indigenous Australia; and
- Articulate the impact of colonisation on the traditional life of Indigenous Australia.
Class Contact: Twenty-four hours of workshops or equivalent, plus five days of community partnerships or equivalent research project.

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

Assessment: Journal, Journal of issues discussed in classes., 50%. Creative Works, Students will be given the details of this in class., 50%. Total effective word limit 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 are expected to 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;
- Demonstrate an understanding of the Indigenous Australian struggle and community commitment within a global context;
- Demonstrate an understanding of the diversity of Indigenous peoples from around the world;
- Critically articulate the commonalities amongst creation beliefs of Indigenous peoples of the world.

Class Contact: Thirty-six contact hours, comprising a three hour seminar each week.

Required Reading: The Unit Co-ordinator will supply a Unit Reader with required readings.

Assessment: Research Paper, Research paper in issues raised in classes., 40%.

Class Contact: Thirty-six contact hours comprising a three hour seminar each week.

Required Reading: The Unit Co-ordinator will supply a Unit Reader with required readings.

Assessment: Essay, Essay on issues raised in classes., 50%. Total effective word limit 3000 words.

AEK1104 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 are expected to be able to:

- Prepare well or organise, properly documented research papers with appropriate and accepted documenting and reporting styles; and Edit and proof read, and know the tone and style required for various genres of writing.
- Critically articulate individual career goals.

Class Contact: Thirty-six hours contact hours comprising a three hour seminar each week.

Required Reading: The Unit Co-ordinator will supply a Unit Reader with required readings.

Assessment: Case Study, Case study on Indigenous community organisation or business., 30%. Journal, On issues discussed in class., 40%. Presentation, On issues raised in classes., 30%. Total effective word limit 3000 words.

AEK1201 INDIGENOUS AUSTRALIAN KNOWING

Locations: Footscray Park, St Albans.

Prerequisites: Nil

Description: This unit of study will be an introduction to the history of the Indigenous struggle and the continual impact of colonisation upon Indigenous Australian peoples. Students will explore the role of Indigenous activism, including why Indigenous peoples have and continue to resist.

Credit Points: 12

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

- Understand and critically articulate the impact of colonisation on Indigenous peoples and their communities;
- Demonstrate an understanding of the continued role of activism and resistance in Indigenous communities;
- Demonstrate an understanding of the systemic processes of colonialism in Australia;
- Demonstrate an understanding of the complexities of contemporary Indigenous Australian communities.

Class Contact: Twenty-four hours of workshops or equivalent, plus five days Community Partnerships or equivalent research project.

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

**Assessment:** Review, Critical review and reflection on the required reading, 60%. Presentation, Presentation on topics raised in class, 40%. Total effective word limit 3000 words.

**AEK1202 GLOBAL INDIGENOUS COMMUNITIES**

**Locations:** St Albans.

**Prerequisites:** Nil

**Description:** This unit of study will attempt to address such questions as: What are the histories of global Indigenous peoples? What are, if any, the commonalities between global Indigenous communities? Are all Indigenous communities politically oppressed? What has been the impact of colonialism on global Indigenous peoples?

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to 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;
- Critically articulate the diversity of global Indigenous groups; and
- Demonstrate an understanding of the role of colonialism amongst Indigenous peoples all over the world;
- Demonstrate an understanding of the continual impact of colonialism on Indigenous communities throughout the world.

**Class Contact:** Thirty-six contact hours comprising a three-hour seminar per week for 12 weeks.

**Required Reading:** The Unit Co-ordinator will supply a Unit Reader with readings.

**Assessment:** Presentation, Tutorial presentation., 25%. Journal, Journal of issues raised in classes., 40%. Essay, Essay on issues from classes., 35%. Total effective word limit 3000 words.

**AEK2102 ORAL TRADITIONS IN INDIGENOUS COMMUNITIES**

**Locations:** St Albans.

**Prerequisites:** AEK1101 - INDIGENOUS AUSTRALIAN ISSUES AND UNDERSTANDINGS

**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. Students will also explore colonial discourse and representations of Indigenous peoples.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Critically articulate the role of the oral tradition in both traditional and contemporary Indigenous Australian societies and how this affects legal cases, especially land rights cases;
- Demonstrate a critical understanding of the impact on Indigenous Australians of the legal reception of the oral tradition; and
- Demonstrate a critical understanding of the oral literature; and
- Demonstrate a critical understanding of the complexities of oral cultures.

**Class Contact:** Thirty-six contact hours comprising a three-hour seminar per week.

**Required Reading:** The Unit Co-ordinator will supply a Unit Reader with required readings.

**Assessment:** Journal, Reflective Journal on issues discussed in tutorials., 40%. Essay, Essay on issues covered in class., 40%. Presentation, Presentation on issues raised in classes., 20%. Total effective word limit 3000 words.

**AEK2101 WORKING IN INDIGENOUS AUSTRALIAN COMMUNITIES**

**Locations:** St Albans.

**Prerequisites:** AEK1101 - INDIGENOUS AUSTRALIAN ISSUES AND UNDERSTANDINGS

**Description:** This is a core unit of study. The main themes explored in this unit of study are: the function and structure of Indigenous communities; the development of formal Indigenous Australian communities organisations; non-Indigenous Australian society and its relationship to community leaders and organisations. It is part of a national inquiry sequence that aims to provide students with opportunities to develop skills which will lead to successful engagement with Indigenous communities; and the ability to work collaboratively and in consultation with Indigenous communities. In this unit students will work with various Indigenous community organisations and/or Indigenous units in government agencies. It aims to provide students with a critical understanding of the roles of these organisations and their (potential) roles within these organisations. In particular, the unit aims to provide a critical understanding of the issues, dilemmas, and tensions of work places for Indigenous people—especially policy development and enactment, working within non-Indigenous organisations such as the public sector and government appointed committees, and community needs/vwants versus funding realities. 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
**Description:** This unit of study will investigate traditional Indigenous Australian community structure with emphasis on the following themes: 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 are expected to be able to:

- Demonstrate an understanding of the reciprocal/obligatory nature of Indigenous Australian society and what this means both in contemporary Indigenous Australia and for community organisations;
- Demonstrate an understanding of the concept of 'country' and the obligations that are part of it;
- Demonstrate an understanding of the complexities of contemporary Indigenous Australian communities;
- Demonstrate an understanding of the diversity of Indigenous Australian communities.

**Class Contact:** Twenty-four hours of workshops or equivalent, plus 10 days Community Partnerships or equivalent research project where it is not possible to place students.

**Required Reading:** The Unit Coordinator will supply students with a Unit Reader.

**Assessment:**
- Project, participation in a pre-arranged community project and/or placement, 30%.
- Report, written report on community project and/or placement, 20%.
- Journal, Journal on issues covered in classes, 30%.
- Essay, Essay on issues covered in class, 20%. Total effective word limit 3000 words.

**AEK2202 GLOBAL INDIGENOUS ISSUES**

**Locations:** St Albans.

**Prerequisites:** AEK1101 - INDIGENOUS AUSTRALIAN ISSUES AND UNDERSTANDINGS AEK1201 - INDIGENOUS AUSTRALIAN KNOWING

**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 Indigeneity. 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:

- Demonstrate an understanding of the concepts of 'race', 'identity' and 'ethnicity';
- Communicate in spoken and written words, the impact that these labels have on Indigenous communities throughout the world;
- Demonstrate an understanding of the construction of race, ethnicity and Indigeneity;
- 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 of a three hour seminar per week for 12 weeks.

**Required Reading:** The Unit Coordinator will supply a Unit Reader.

**Assessment:**
- Research Paper, Topics to be discussed with lecturer, 50%.
- Journal, Journal on issues covered in classes, 50%. Total effective word limit 3000 words.

**AEK3101 KNOWING INDIGENOUS AUSTRALIAN COMMUNITIES**

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

**Prerequisites:** AEK1101 - INDIGENOUS AUSTRALIAN ISSUES AND UNDERSTANDINGS AEK1201 - INDIGENOUS AUSTRALIAN KNOWING

**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 are expected to 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;
- Demonstrate an understanding of the effects that these histories and concepts have on Indigenous Australian through their community partnerships or research project;
- Demonstrate an understanding of the importance of Land/Country to Indigenous peoples;

**Class Contact:** Twenty-four hours of workshops or equivalent, plus 10 days Community Partnerships or research project equivalent.

**Required Reading:** The Unit Coordinator will supply students with a Unit Reader.

**Assessment:** Research Paper, Topics to be discussed in class, 50%. Journal, Journal on issues discussed in classes, 50%. Total effective word limit 3000 words.

**AEK3102 INDIGENOUS LITERACIES**

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

**Prerequisites:** Nil.

**Description:** This unit of study will explore the historical and contemporary contributions of Indigenous writers in Australia. Through examining the historical and contemporary forces placed upon Indigenous writers, students will appreciate how Colonialism and Resistance shape the context of Indigenous works of literature.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Identify & have insight into the major themes of Indigenous Literature in Australia;
- Identify the complexities of the 'Indigenous voice' in Australian Literature;
- Develop critical ideas and arguments about purposes, audience and construction of Indigenous text; and
- Identify the similarities between the experiences of Australian Indigenous peoples and those of global Indigenous peoples.

**Class Contact:** Thirty-six contact hours comprising a three hour seminar per week for 12 weeks.

**Required Reading:** The Unit Co-ordinator will supply a Unit Reader with readings.

**Assessment:**
- Literature Review, Students will review class readings, 30%. Essay, Essay on topics from classes, 40%. Total effective word limit 3000 words.

**AEX3201 LEADERSHIP IN INDIGENOUS AUSTRALIAN COMMUNITIES**

**Locations:** St Albans.

**Prerequisites:** AEK1101 - INDIGENOUS AUSTRALIAN ISSUES AND UNDERSTANDINGS; AEK1201 - INDIGENOUS AUSTRALIAN KNOWING

**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? 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 are expected to be able to:

- Demonstrate an understanding of the many manifestations of leadership;
- Articulate what it means to lead;
- Critically articulate the emergence of a Western concept of Indigenous Australian leadership;
- Demonstrate an understanding of the complexities of leadership in Indigenous Australian communities.

**Class Contact:** Twenty-four hours of workshops or equivalent, plus 10 days of Community Partnerships or equivalent research or community project.

**Required Reading:** The Unit Co-ordinator will supply the students with a Unit Reader.

**Assessment:**
- Students enrolled in the Bachelor of Arts Kyinanando undertaking this unit will be involved in a study tour or equivalent research project which will see them travel either nationally or internationally; assessment will be based on this project/study tour. Project, Project or research equivalent, 30%. Journal, Journal of project outcomes and issues or research equivalent, 30%. Creative Works, Creative piece about study tour or research equivalent, 40%. Total effective word limit 3000 words.

**AEX3202 GLOBAL INDIGENOUS LEADERSHIP**

**Locations:** St Albans.

**Prerequisites:** AEK1101 - INDIGENOUS AUSTRALIAN ISSUES AND UNDERSTANDINGS; AEK1201 - INDIGENOUS AUSTRALIAN KNOWING

**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 are expected to be able to:

- Critically examine the global issues that underpin government policy and global Indigenous issues;
- Communicate the emergence of global indignity, and the intertwining of Indigenous Australian and global issues in forums such as the UN; and
- Apply skills to assist them to become community leaders;
- Apply skills to assist future explorations of Indigenous peoples and histories;
- Demonstrate an understanding of the complexity of leadership and its manifestations;

**Class Contact:** Thirty-six contact hours, comprising one three hour seminar per week for 12 weeks.

**Required Reading:** The Unit Co-ordinator will supply a Unit Reader with readings.

**Assessment:**
- Students enrolled in the Bachelor of Arts Kyinanando undertaking this unit will be involved in a study tour or equivalent research project. Project, Project or research equivalent, 30%. Report, Report on participation in study tour or equivalent research project, 30%. Creative Works, Creative piece about study tour or research equivalent, 40%. Total effective word limit 3000 words.

**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. 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:** 32

**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. The unit is delivered overseas, in Vietnam.
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
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: Gall, JP, Gall, MD & Borg, WR 2005, 5th edn, Applying educational research: a practical guide, 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 previous studies 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: 48
Class Contact: Independent research in addition to regular meetings with the 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 painting strategic and practical implications for the enhancement of professional practice.
Credit Points: 24
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, partnership locations...
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 to undertake some lecture courses, as specified at the time of commencement.
Credit Points: 24
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.
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.

**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 analysis of the context are to be considered 100%.

**AER8514 THE PRACTICE OF PROFESSIONAL DEVELOPMENT**

**Locations:** Footscray Park, Thailand and other as nominated.

**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 development. 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 models;
- 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, and partnership locations.

**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%; Class presentation on the report (equiv 2500 words) 67%.

**AER8518 RESEARCHING PROFESSIONAL PRACTICE**

**Locations:** Footscray Park, and partnership locations.

**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 resourced 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, and partnership locations.
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
Class Contact: Regular meetings with learning set members and with supervisor. Attendance at seminars and workshops.
Required Reading: As recommended 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, and partnership locations.
Prerequisites: Nil.
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 project for research;
- 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.
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, and partnership locations.
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: 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.
Assessment: Dissertation, A workplace research project. Pass/Fail.

AER8532 WORKPLACE PROJECT A (DOCTORAL) PART-TIME
Locations: Footscray Park, and partnership locations.
Prerequisites: Nil.
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:
- 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.

AER8521 WORKPLACE PROJECT B (DOCTORAL)
Locations: Footscray Park, and partnership locations.
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
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.
- 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.

Required Reading: As negotiated and identified by the supervisor and student.

Assessment: Dissertation, The Workplace Project Doctoral is examined as per the requirements for this level of research., Pass/Fail.

AET8533 WORKPLACE PROJECT B (DOCTORAL) PART-TIME

Locations: Footscray Park, and partnership locations...

Prerequisites: Nil.

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.

Required Reading: As negotiated and identified by the supervisor and student.

Assessment: Dissertation, Research project, Pass/Fail.

AET4002 CURRICULUM DESIGN AND STUDENT ASSESSMENT

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit provides a framework for studying and evaluating course design. It invites students to explore different models of curriculum development along with the principles of designing for blended learning, and the implications of VU curricular initiatives. Assessment strategies will be highlighted as an integral part of both course design and evaluation.

Credit Points: 12

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

- Critically evaluate approaches to course design;
- Align learning goals, teaching and learning activities, and assessment tasks for effective learning;
- Design assessment that identifies and reports student learning, provides feedback to students about their learning and informs further learning;
- Use assessment to inform evaluation and course design; and
- Make connections between practice and current theories and research on curriculum development to support blended delivery and prepare recommendations for change.

Class Contact: 1 x 6hr + 4 x 3 hr classes offered over one week during the semester break. Also 4 x 2hr tutorials, available as face-to-face and/or online during semester.


Further readings will be advised during the unit. These will be chosen on the basis of their applicability to the whole student cohort, that is, VET teachers, Further Education teachers and Higher Education teachers.

Assessment: Assignment, A collection of reflective writing drawing on a variety of experiences including peer review of teaching, 60%. Assignment, Evaluation of teaching practice on the basis of three peer appraisals and personal reflection., 40%. Minimum effective word limit 5000 words.
for teaching and learning in higher education: enhancing academic practice, New York & London: Routledge. Further readings will be advised during the unit. These will be chosen on the basis of their applicability to the whole student cohort, that is, VET teachers, Further Education teachers and Higher Education teachers.

**Assessment:** Assignment, A study of a curriculum issue related to their teaching with recommendations for change, 50%. Assignment, A study of an assessment issue with recommendations for redesign, 50%. Minimum effective word limit 5000 words.

**AET4003 IMPROVING PRACTICE**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** The aim of this unit is to provide an opportunity to think more deeply about the role of an educator, to examine pedagogic research literature and to engage in research in teaching and learning in a specific discipline in order to improve practice. Students will develop a critical understanding of current educational practice in tertiary education based on educational research. The unit supports the consideration of ethical aspects of both evaluating teaching and making improvements to practice based on research findings.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Investigate a current issue related to teaching in their discipline, including identifying and critically reviewing relevant literature and practices related to this issue;
- Design a program improvement plan, both in the short and long term;
- Create the structure/outline of a teaching portfolio (electronic or manual) and collect appropriate artefacts to demonstrate the use and versatility of the portfolio in different situations.

**Class Contact:** 1 x 6hr + 4 x 3 hr classes offered over one week during the semester break. Also 4 x 2hr tutorials, available as face-to-face and/or online during semester.


**Assessment:** Assignment, Analysis of a learning and teaching issue based on current literature and experience, 30%. Assignment, Develop a teaching and learning plan that includes both short term and long term strategies for improvement, 40%. Assignment, Develop a teaching portfolio which draws together evidence of improving practice, 30%. Minimum effective word limit 5000 words.

**AET4100 LEARNING MATTERS AT VICTORIA UNIVERSITY**

**Locations:** Newport, Footscray Park, City Flinders.

**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.


**Assessment:** Assignment, Teaching philosophy, 100%. Write a preliminary version of
your teaching philosophy with reference to the research literature and the VU learning and teaching policies. (Minimum effective 2000 words).

**AET4101 NEGOTIATING LEARNING**

**Locations:** Newport, Footscray Park, City Flinders.

**Prerequisites:** AET4100 - LEARNING MATTERS AT VICTORIA UNIVERSITY

**Description:** This unit of study will include the following topics: an exploration of the concept of student-centred learning and the different ways 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:** Newport, Footscray Park, City Flinders.

**Prerequisites:** AET4101 - NEGOTIATING LEARNING

**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:** Kalantzis, M, Cope, B 2000, ‘Towards an inclusive and international higher education,’ in R King, D Hill & B Hemmings (eds), University and diversity, 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. Or Review your teaching and learning practice in the light of the diversity of your student cohort drawing on the research literature and the VU learning and teaching policies. (Minimum effective 2000 words).

**AET4103 STUDENT ASSESSMENT**

**Locations:** Newport, Footscray Park, City Flinders.

**Prerequisites:** AET4101 - NEGOTIATING LEARNING

**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:** Newport, Footscray Park, City Flinders.

**Prerequisites:** AET4101 - NEGOTIATING LEARNING

**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:** Newport, Footscray Park, City Flinders.

**Prerequisites:** AET4101 - NEGOTIATING LEARNING

**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.

**Required Reading:** Weimer, M 2002, Learner-centered teaching: five key changes to practice, San Francisco: Jossey-Bass.

**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:** Newport, Footscray Park, City Flinders.

**Prerequisites:** AET4101 - NEGOTIATING LEARNING

**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:** Kember, D & Kelly, M 1993, Improving teaching through action research, 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:** Newport, Footscray Park, City Flinders.

**Prerequisites:** AET4102 - LEARNING AND DIVERSITY-AET4103 - STUDENT ASSESSMENT-AET4104 - DESIGNING FOR LEARNING-AET4105 - MANAGING LEARNING-AET4106 - IMPROVING PRACTICE

**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.

**Required Reading:** Seldin, P 1991, The teaching portfolio: a practical guide to improved performance and promotion/tenure decisions, Boston, MA: Anker Publishing.

**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:** Newport, Footscray Park, City Flinders.

**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

**Class Contact:** Twelve hours or equivalent.


**Assessment:** Report on an inquiry into learning by students (2000 words or equivalent) 100%.

**AEX1099 STUDENT LEADERSHIP AND MENTORING**

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

**Prerequisites:** Nil.

**Description:** This unit of study provides an opportunity for students to develop their skills, knowledge and understanding by working with peers, teachers and students as mentors and leaders in settings both within Victoria University and in Victorian schools. This unit facilitates strong ACPS for students within dedicated school settings to plan for and facilitate responsive learner-centred environments. The unit will focus on inquiry, rich questioning, development and reporting of personal learning, and engagement with issues and experiences of mentoring, leadership 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 within and around schools. 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 explanations and make connections with key literature explanations and practices 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 are expected to be able to:

- Understand and practice effective Writing, Inquiry, Collaboration, Organisation and Reading (WICOR) strategies;
- 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 student-led inquiry and collaboration;
- 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:** Conley, D T 2010, College and career ready: Helping all students succeed beyond high school, US: Jossey Bass Ltd, Shulman, J 2006, Mentoring teachers towards excellence: supporting and developing highly qualified teachers, San Francisco: Jossey-Bass

**Assessment:** Portfolio, Student leadership and mentoring written portfolio, 50%. Case Study, Evaluation of pedagogies, 30%. Tutorial Participation, Contribution to Socratic seminars, 20%. Total effective word limit 3000 words.

**AEGS001 YOUNG PEOPLE AND SOCIAL POLICY**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**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 practise. 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/or their own country;
- Understand the implications of policy for professional youth work practice.

**Class Contact:** Lecture Workshops and syndicate study groups Project work


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.

AEY5002 PROFESSIONAL PRACTICE FOR YOUTH DEVELOPMENT

Locations: Footscray Park.

Prerequisites: Nil

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 Online communication


Assessment: Journal, Develop and maintain a journal of a period of practice, 40%. Review, A reflective paper analysing the students’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.
Below are details of courses offered by the School of Social Sciences and Psychology in 2013.

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

**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 flexibility of this degree also allows you to spend part of your studies abroad; we encourage our students to study abroad for one or two semesters, something that adds excitement to your degree and practical experience in an international setting. 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. We will help you to articulate and market the skills that you develop so that you can pursue successfully the career towards which you aspire.

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

- Demonstrate broad knowledge of business and international affairs as well as an in-depth knowledge in two specialised fields;
- Apply research skills in order to analyse, consolidate and synthesise knowledge and the cognitive and technical skills needed to identify and solve problems in business and community settings and within domestic and international contexts;
- Integrate high levels of numeracy skills in a range of business and community settings;
- Demonstrate practical knowledge of the policies and practices of industry and community organizations, especially those engaged in international affairs;
- Evaluate the diverse career pathways open to International Studies and Business graduates;
- Communicate clearly and effectively in an environmentally, socially and culturally responsible manner; and
- Reflect upon and articulate the general skills developed during your studies, including those associated with problem solving, information management and analysis, communication and collaborative and team work.

**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) 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) or equivalent.

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

**Admission Requirements VET:** Applicants with relevant VET study may be considered.

**COURSE STRUCTURE**

To graduate, students must successfully complete:

- 10 core international studies units
- 6 electives (all undergraduate, maximum 2 at first year level) selected from the Faculty of Arts, Education and Human Development. (We strongly recommend that students concentrate their studies in one of the International Studies specialisations listed below);
- 9 core business units
- 7 units (1 specialisation) selected from the Business specialisations list below

**International Studies specialisations:**

- Advanced English for Speakers of Other Languages (AESOL)
- Asian Studies
- History
- Sociology
- Vietnamese

**Business specialisations:**

- Accounting
- Banking and Finance
- Financial Planning
- Human Resource Management
- International Business
- International Trade
- Management
- Marketing
- Music Industry
- Retail Commerce
- Small Business and Entrepreneurship
- Supply Chain and Logistics Management
Year 1, Semester 1

BAO1101  ACCOUNTING FOR DECISION MAKING  12
BEO1105  ECONOMIC PRINCIPLES  12
ASP1001  FOUNDATIONS OF POLITICAL SCIENCE  12
ASX1002  CRITICAL LITERACY IN THE SOCIAL SCIENCES  12

Year 1, Semester 2

BCO1102  INFORMATION SYSTEMS FOR BUSINESS  12
BEO1106  BUSINESS STATISTICS  12
ASP1002  ORIGINS OF INTERNATIONAL POLITICS  12
ASX1003  FOUNDATIONS OF SOCIAL SCIENCE RESEARCH  12

Year 2, Semester 1

BHO1171  INTRODUCTION TO MARKETING  12
BLO1105  BUSINESS LAW  12
ASP2004  THEORY AND RESEARCH IN INTERNATIONAL POLITICS  12

International Studies elective unit 1

Year 2, Semester 2

BFP1100  PROFESSIONAL DEVELOPMENT 1 - CRITICAL THINKING AND PROBLEM SOLVING  12
BMO1102  MANAGEMENT AND ORGANISATION BEHAVIOUR  12
ASP2005  POLICY AND PRACTICE IN INTERNATIONAL POLITICS  12

International Studies elective unit 2

Year 3, Semester 1

Business specialisation unit 1

Business specialisation unit 2

ACX3003  PROFESSIONAL AND CAREER DEVELOPMENT  12

International Studies elective unit 3

Year 3, Semester 2

BFP2100  PROFESSIONAL DEVELOPMENT 2 - ANALYSIS AND STRATEGY  12

Business specialisation unit 3

ACX2000  COMMUNICATING TRANSCULTURALLY  12

International Studies elective unit 4

Year 4, Semester 1

Business specialisation unit 4

Business specialisation unit 5

ASX3001  INTERNATIONAL STUDIES: PROFESSIONAL LEARNING  12
International Studies elective unit 5

Year 4, Semester 2

BFP2100  PROFESSIONAL DEVELOPMENT 2 - ANALYSIS AND STRATEGY  12

Business specialisation unit 6

Business specialisation unit 7

ASX3500  INTERNATIONAL INTERDISCIPLINARY PROJECT  12
International Studies elective unit 6

ASPAES  ADVANCED ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (AESOL)
ASPAI  ASIAN STUDIES
ASPHIS  HISTORY
ASPSOC  SOCIOLOGY
ASPVIE  VIETNAMESE
BSPACC  ACCOUNTING
BSPBAF  BANKING AND FINANCE
BSPFIP  FINANCIAL PLANNING
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
BSPSCM  SUPPLY CHAIN AND LOGISTICS MANAGEMENT

BACHELOR OF INTERNATIONAL STUDIES

Course Code: ABIS
Campus: Footscray Park.

About this course: The Bachelor of International Studies is designed to produce graduates with excellent social science research skills and with a keen understanding
of international affairs. As well as developing technical skills associated with social science research, graduates will develop the generic skills that employers demand: interpersonal, communication, and critical reasoning and analytical skills. The development of these skills, and of the ability to articulate and market these skills, make our graduates competitive in a broad range of graduate employment contexts.

In addition, a keen knowledge of international affairs - understood here as the interaction of people across political, national and cultural boundaries - enhances our graduates’ potential to gain employment with the diverse governmental, corporate and non-governmental organisations involved in international affairs. Our graduates pursue careers with government bodies engaged in international policy development and implementation, with corporations engaged in international trade, and with non-governmental organisations engaged in transnational and global issues. We work hard to help our students imagine, identify and pursue their desired career pathways, and we ensure that students have opportunities to gain practical experience using their skills in workplace and community settings.

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

- Demonstrate a broad knowledge of international affairs — understood as human interaction across national, political, and cultural boundaries — as well as in-depth knowledge in a chosen specialised field;
- Apply advanced social science research skills in order to analyse, consolidate and synthesise knowledge and the cognitive and technical skills needed to identify and solve problems in the context of international affairs;
- Demonstrate practical knowledge of the policies and practices of government, non-government and corporate organisations as they engage in international affairs;
- Evaluate the diverse career pathways open to International Studies graduates;
- Communicate clearly and effectively and in an environmentally, socially and culturally responsible manner; and
- Reflect upon and articulate the general skills developed during your studies of international affairs, including those associated with problem solving, information management and analysis, effective communication and collaborative team work.

**Careers:** Our graduates develop technical skills associated with the conduct of social science research as well as generic skills that employers increasingly demand. Thus, our students learn to excel at interpersonal communication and at critical reasoning and problem solving. Our graduates pursue careers with a broad range of actors engaged in international affairs. These include government bodies and departments, especially those engaged in international policy development and implementation; corporations engaged with international trade, and; non-governmental and charitable organisations engaged in transnational and global issues. This breadth of opportunity is empowering, but it can also be overwhelming, which is why this degree is explicitly designed to help students identify career pathways that suit their interests and skills, and to take the practical steps needed in order to pursue those pathways.

**Course Duration:** 3 years

**Admission Requirements Year 12:** VCE with minimum study score of 20 in English units 3 and 4 (any) or equivalent.
Politics Specialisation, Advanced Unit (6) *

Specialisation 2, Unit 4

Year 3, Semester 1

ASX3001 INTERNATIONAL STUDIES: PROFESSIONAL LEARNING 12

Politics Specialisation, Advanced Unit (7) *

Specialisation 2, Unit 5

Elective 3

Year 3, Semester 2

ASX3500 INTERNATIONAL INTERDISCIPLINARY PROJECT 12

Politics Specialisation, Advanced Unit (8) *

Specialisation 2, Unit 6

Elective 4

* Students complete eight politics units

Students interested in undertaking a study tour as one of their electives in second or third year should enrol in:

ASX2000 STUDY TOUR 12

ASPAES ADVANCED ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (AESOL)

ASPASI ASIAN STUDIES

ASPHIS HISTORY

ASPPOL POLITICAL SCIENCE

ASPSOC SOCIOLOGY

ASPVIE VIETNAMESE

BACHELOR OF INTERNATIONAL STUDIES/BACHELOR OF BUSINESS (INTERNATIONAL TRADE)

Course Code: ABIT
Campus: Footscray Park.
This course is for Continuing students only.

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.

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) 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) or equivalent.

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

Admission Requirements VET: Applicants with relevant VET study may be considered.

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.

Year 1, Semester 1

BAO1101 ACCOUNTING FOR DECISION MAKING 12

BEO1105 ECONOMIC PRINCIPLES 12

BEO1106 BUSINESS STATISTICS 12

Plus Specialisation Unit 1

Year 1, Semester 2

ACX1000 COMMUNICATING TRANSCULTURALLY 12

ASX1003 FOUNDATIONS OF SOCIAL SCIENCE RESEARCH 12
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: 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) or equivalent

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

Admission Requirements VET: VET applicants will be considered and a pathway is available.

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

APP1012 PSYCHOLOGY 1A 12
APP1016 FOUNDATIONS OF PSYCHOLOGICAL RESEARCH 12
Plus Elective 1
Plus Elective 2

Year 1, Semester 2

APP1013 PSYCHOLOGY 1B 12
ASX1003 FOUNDATIONS OF SOCIAL SCIENCE RESEARCH 12
Plus Elective 3
Plus Elective 4

Year 2, Semester 1

APP2013 PSYCHOLOGY 2A 12
APP2101 INTERCULTURAL AND DEVELOPMENTAL ISSUES IN PSYCHOLOGY 12
APS2030 QUALITATIVE SOCIAL RESEARCH METHODS 1 12
Plus Elective 5

Year 2, Semester 2

APP2014 PSYCHOLOGY 2B 12
APS2040 QUANTITATIVE SOCIAL RESEARCH METHODS 1 12
Plus Psychology Elective 1
Plus Elective 6

Year 3, Semester 1

APP3035 RESEARCH METHODS IN PSYCHOLOGY 12
APP3036 HISTORY AND THEORIES IN PSYCHOLOGY 12
APP3023 PSYCHOLOGICAL ISSUES IN THE WORKPLACE 12
APP3028 FIELDWORK 12

Year 3, Semester 2

APP3037 CLINICAL ASPECTS OF PSYCHOLOGY 12
Plus Psychology Elective 2
Plus Elective 7
Plus Elective 8

PSYCHOLOGY ELECTIVE UNIT OPTIONS
- may be available at St Albans and/or Footscray Park campus
- only a selection of these units will be 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

BACHELOR OF PSYCHOLOGICAL STUDIES/BACHELOR OF BUSINESS
Course Code: ABPB
Campus: Footscray Park.

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.

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 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:

- 11 core psychological studies units
- 2 psychology electives
- 3 electives selected from the Bachelor of Arts
- 9 core business units
- 7 units (1 specialisation) selected from one of the 12 Business specialisations list below

**Business specialisations:**

- Accounting
- Banking and Finance

- Financial Planning
- Human Resource Management
- International Business
- International Trade
- Management
- Marketing
- Music Industry
- Retail Commerce
- Small Business and Entrepreneurship
- Supply Chain and Logistics Management.

**Year 1, Semester 1**

- APP1012 PSYCHOLOGY 1A 12
- BEO1105 ECONOMIC PRINCIPLES 12
- BMO1102 MANAGEMENT AND ORGANISATION BEHAVIOUR 12

Elective unit 1 (selected from the Bachelor of Arts)

**Year 1, Semester 2**

- APP1013 PSYCHOLOGY 1B 12
- BCO1102 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
- BEO1106 BUSINESS STATISTICS 12
- BHO1171 INTRODUCTION TO MARKETING 12

**Year 2, Semester 2**

- APP2014 PSYCHOLOGY 2B 12
- BAO1101 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
# Bachelor of Psychology (Honours)

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

## About this course:
The Bachelor of Psychology (Honours) is a four-year degree in psychology. In the first three years of the program students complete specialisations in psychology and social research methods, and a minor in an arts specialisation such as Communication Studies, Sociology, Political Science, Asian Studies, History, or Literary Studies. In the fourth (Honours) year, students complete advanced studies in quantitative and qualitative social research methods, professional practice units (psychological assessment and ethics) and a research thesis. In order to advance to the fourth (Honours) year of the course, students must meet the stringent academic admission criteria that are required for Honours programs in Psychology. Students who have successfully completed the first three years of study but have not met the academic entry requirements for the Honours year will be eligible to apply to graduate with a Bachelor of Psychological Studies degree.

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

- Demonstrate advanced theoretical knowledge of psychology theories which prepares students for the further study necessary for practising the profession.
- Apply skills in theoretical and critical analysis in psychology.
- Demonstrate skills in planning and executing research with some independence.
- Illustrate understanding of the nature of psychology as a profession and the ethical and legal responsibilities of individuals practising the profession.
- Demonstrate communication and interpersonal skills when working with others that prepare students, including those students who do not intend to become psychologists, for employment in diverse work contexts.

The course is designed to meet Australian Psychology Accreditation Council requirements for a fourth-year course in Psychology.

## Careers:
Graduates of the Bachelor of Psychology (Honours) are eligible to apply for provisional registration as a psychologist. They may also apply for further training at the Masters and Doctoral level to become fully registered psychologists. Others may pursue research training via Masters or PhD programs. 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:
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 secondary school qualifications equivalent to Australia’s year 12 or VCE qualification. IELTS minimum 6.0 (no band less than 6) or equivalent.

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

Admission Requirements VET: VET applicants will be considered and a pathway is available.

COURSE STRUCTURE

All students must complete a total of 384 credit points. In the first three years of study students must complete 24 units of study (288 credit points). In order to be eligible to advance to the fourth (Honours) year of the course, students must achieve the stringent academic admission criteria that are required for Honours programs in Psychology. Academic admission standards are based on the average grade across all core second and third year psychology units. Students who have successfully completed the first three years of study but have not met the academic admission requirements for the Honours year will be eligible to apply to graduate with a Bachelor of Psychological Studies degree. In the fourth (Honours) year of study students must complete an additional six units of study (96 credit points).

Year 1, Semester 1

APP1012 PSYCHOLOGY 1A 12
APP1016 FOUNDATIONS OF PSYCHOLOGICAL RESEARCH 12
Plus Elective 1
Plus Elective 2

Year 1, Semester 2

APP1013 PSYCHOLOGY 1B 12
ASX1003 FOUNDATIONS OF SOCIAL SCIENCE RESEARCH 12
Plus Elective 3
Plus Elective 4

Year 2, Semester 1

APP2013 PSYCHOLOGY 2A 12
APP2101 INTERCULTURAL AND DEVELOPMENTAL ISSUES IN PSYCHOLOGY 12
APS2030 QUALITATIVE SOCIAL RESEARCH METHODS 1 12
Plus Elective 5

Year 2, Semester 2

APP2014 PSYCHOLOGY 2B 12
APS2040 QUANTITATIVE SOCIAL RESEARCH METHODS 1 12
Plus Psychology Elective 1
Plus Elective 6

Year 3, Semester 1

APP3028 FIELDWORK 12
APP3035 RESEARCH METHODS IN PSYCHOLOGY 12
APP3036 HISTORY AND THEORIES IN PSYCHOLOGY 12
APS3020 QUALITATIVE SOCIAL RESEARCH METHODS 2 12

Year 3, Semester 2

APP3037 CLINICAL ASPECTS OF PSYCHOLOGY 12
APS3021 QUANTITATIVE SOCIAL RESEARCH METHODS 2 12
APS3040 INDEPENDENT RESEARCH PROJECT 12
Plus Psychology Elective 2

Year 4, Semester 1

APH4012 RESEARCH THESIS 24
APH4071 PROFESSIONAL ORIENTATION (PSYCHOLOGICAL ASSESSMENT) 12
Plus one of the following two units:
APH4016 SOCIAL RESEARCH METHODS IN CONTEXT - QUANTITATIVE 12
APH4017 SOCIAL RESEARCH METHODS IN CONTEXT - QUALITATIVE 12

Year 4, Semester 2

APH4013 PSYCHOLOGY IN PRACTICE 12
APH4015 EXTENDED RESEARCH THESIS 24
Plus one** of the following units:
APA4015 COMMUNITY PSYCHOLOGY 12
APH4061 PRINCIPLES AND PRACTICE OF COGNITIVE BEHAVIOUR 12
APT5005 DOMESTIC VIOLENCE AND SEXUAL ASSAULT 12
APT5080 CROSS-CULTURAL ISSUES IN COUNSELLING 12

**only a selection of these units will be offered each year

Psychology Electives available to second and third year students
- may be available at St Albans and/or Footscray Park campus
- only a selection of these units will be offered each year
APP3015  COUNSELLING THEORY AND PRACTICE  12
APP3016  GROUP BEHAVIOUR  12
APP3018  ORGANISATIONS AND WORK  12
APP3019  PSYCHOBIOLOGY  12
APP3021  PSYCHOLOGY OF ADJUSTMENT  12
APP3025  PSYCHOLOGICAL ASSESSMENT  12
APP3026  COGNITIVE PSYCHOLOGY  12

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

APP1012  PSYCHOLOGY 1A  12
APP1014  INTERPERSONAL SKILLS  12
APP1013  PSYCHOLOGY 1B  12
APP1016  FOUNDATIONS OF PSYCHOLOGICAL RESEARCH  12
APP1015  ORGANISATIONAL SKILLS 1  12
ASX1003  FOUNDATIONS OF SOCIAL SCIENCE RESEARCH  12
APP2013  PSYCHOLOGY 2A  12
APP2023  INTERPERSONAL SKILLS 2  12
APP2014  PSYCHOLOGY 2B  12
APP2024  ORGANISATIONAL SKILLS 2  12
APP2101  INTERCULTURAL AND DEVELOPMENTAL ISSUES IN PSYCHOLOGY  12
APP3028  FIELDWORK  12
APP3035  RESEARCH METHODS IN PSYCHOLOGY  12
APP3036  HISTORY AND THEORIES IN PSYCHOLOGY  12
APP3029  SKILLS IN CONTEXT  12
APP3037  CLINICAL ASPECTS OF PSYCHOLOGY  12

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

APP1012 PSYCHOLOGY 1A 12
APP1013 PSYCHOLOGY 1B 12
APP1016 FOUNDATIONS OF PSYCHOLOGICAL RESEARCH 12
APP2013 PSYCHOLOGY 2A 12
APP2101 INTERCULTURAL AND DEVELOPMENTAL ISSUES IN PSYCHOLOGY 12

APP2014 PSYCHOLOGY 2B 12
APP3036 HISTORY AND THEORIES IN PSYCHOLOGY 12
APS2030 QUALITATIVE SOCIAL RESEARCH METHODS 1 12
APP3037 CLINICAL ASPECTS OF PSYCHOLOGY 12
APS2040 QUANTITATIVE SOCIAL RESEARCH METHODS 1 12
APP3035 RESEARCH METHODS IN PSYCHOLOGY 12
APP3023 PSYCHOLOGICAL ISSUES IN THE WORKPLACE 12

CORE UNITS OF STUDY - BUSINESS

BEO1105 ECONOMIC PRINCIPLES 12
BMO1102 MANAGEMENT AND ORGANISATION BEHAVIOUR 12
BCO1102 INFORMATION SYSTEMS FOR BUSINESS 12
BFP1100 PROFESSIONAL DEVELOPMENT 1 - CRITICAL THINKING AND PROBLEM SOLVING 12
BEO1106 BUSINESS STATISTICS 12
BFP2100 PROFESSIONAL DEVELOPMENT 2 - ANALYSIS AND STRATEGY 12
BAO1101 ACCOUNTING FOR DECISION MAKING 12
BLO1105 BUSINESS LAW 12
BLO2207 EMPLOYMENT LAW 12
BM03476 TRAINING AND DEVELOPMENT 12
BM03420 HUMAN RESOURCE INFORMATION SYSTEMS 12
BM03220 HUMAN RESOURCE MANAGEMENT 12
BHO1171 INTRODUCTION TO MARKETING 12
BM03323 EMPLOYEE RELATIONS MANAGEMENT 12
BM03325 HUMAN RESOURCES MANAGEMENT EVALUATION 12
BM03324 CONSULTING AND COUNSELLING 12
PLUS

APP3028 FIELDWORK 12

or

BFP3001 PROFESSIONAL DEVELOPMENT 3 12
PLUS two Psychology Electives (12 credit points each)

PLUS one elective from the general Bachelor of Arts (12 credit points)
PSYCHOLOGY ELECTIVE UNIT OPTIONS
- maybe available St Albans 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

BACHELOR OF SCIENCE (PSYCHOLOGY)
Course Code: ABPY
Campus: St Albans.

About this course: The Bachelor of Science (Psychology) is an undergraduate course for those who want to study psychology and social research methods in combination with the study of science units. PROFESSIONAL RECOGNITION Australian Psychology Accreditation Council (APAC) accredited. Successful completion of a four year of study will enable graduates of the Psychology degree to receive associate membership with the APS, and will meet the academic requirements for professional accreditation with the Victorian Psychologists’ Registration Board.

Course Objectives: 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: VCE with minimum study score of 20 in English units 3 and 4 (any) or equivalent plus one Year 12 Science unit. VCE Biology is not a formal prerequisite but students will find a background in biology is very helpful.

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

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

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

COURSE STRUCTURE
To be awarded the Bachelor of Science (Psychology) students must have successfully completed a total of 288 credit points. Science Specialisation 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 study APS3020 Quantitative 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).

Year 1, Semester 1
APP1012 PSYCHOLOGY 1A 12
RBF1310 BIOLOGY 1 12
RBM1518 HUMAN PHYSIOLOGY 1 12
Plus one 1st year science elective

Year 1, Semester 2
APP1013 PSYCHOLOGY 1B 12
APS2040 QUANTITATIVE SOCIAL RESEARCH METHODS 1 12
Plus one 1st year science elective

Year 2, Semester 1
APP2013 PSYCHOLOGY 2A 12
APP2014 PSYCHOLOGY 2B 12
APS2030 QUALITATIVE SOCIAL RESEARCH METHODS 1 12
APS2040 QUANTITATIVE SOCIAL RESEARCH METHODS 1 12
Plus one 1st year science elective

Year 2, Semester 2
APP2030 PSYCHOLOGY 2A 12
APP2040 PSYCHOLOGY 2B 12
APS2030 QUALITATIVE SOCIAL RESEARCH METHODS 1 12
APS2040 QUANTITATIVE SOCIAL RESEARCH METHODS 1 12
Plus one 1st year science elective

Plus one psychology elective
### Year 3, Semester 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>APP3035</td>
<td>RESEARCH METHODS IN PSYCHOLOGY</td>
<td>12</td>
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<tr>
<td>APP3036</td>
<td>HISTORY AND THEORIES IN PSYCHOLOGY</td>
<td>12</td>
</tr>
</tbody>
</table>

Plus two 3rd year science electives

### Year 3, Semester 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>APP3023</td>
<td>PSYCHOLOGICAL ISSUES IN THE WORKPLACE</td>
<td>12</td>
</tr>
<tr>
<td>APP3037</td>
<td>CLINICAL ASPECTS OF PSYCHOLOGY</td>
<td>12</td>
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</tbody>
</table>

Plus two 3rd year science electives

### PSYCHOLOGY ELECTIVE UNIT OPTIONS

All electives are Year 2 or 3 - they may be available St Albans or Footscray Park.

Only a selection of these units are offered each year.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>APP3015</td>
<td>COUNSELLING THEORY AND PRACTICE</td>
<td>12</td>
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<tr>
<td>APP3016</td>
<td>GROUP BEHAVIOUR</td>
<td>12</td>
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<tr>
<td>APP3018</td>
<td>ORGANISATIONS AND WORK</td>
<td>12</td>
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<tr>
<td>APP3019</td>
<td>PSYCHOBIOLOGY</td>
<td>12</td>
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<tr>
<td>APP3020</td>
<td>PSYCHOANALYSIS</td>
<td>12</td>
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<td>APP3021</td>
<td>PSYCHOLOGY OF ADJUSTMENT</td>
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<td>APP3025</td>
<td>PSYCHOLOGICAL ASSESSMENT</td>
<td>12</td>
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<tr>
<td>APP3026</td>
<td>COGNITIVE PSYCHOLOGY</td>
<td>12</td>
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</tbody>
</table>

### FIRST-YEAR SCIENCE ELECTIVE UNIT OPTIONS

- Offered as guide only check science timetable to confirm availability

Please note that this is not an exhaustive list - students may choose ANY first-year science electives. Check course handbook or VU website for options

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Points</th>
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<td>ENGINEERING PHYSICS 1</td>
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<td>ENF1202</td>
<td>ENGINEERING PHYSICS 2</td>
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<td>RBF1140</td>
<td>INTRODUCTION TO FOOD, NUTRITION AND HEALTH 1</td>
<td>12</td>
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<tr>
<td>RBF1150</td>
<td>GLOBAL ENVIRONMENTAL ISSUES</td>
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<td>RBM1100</td>
<td>FUNCTIONAL ANATOMY OF THE TRUNK</td>
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<td>RBM1110</td>
<td>NUTRITIONAL BIOCHEMISTRY 1</td>
<td>12</td>
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<tr>
<td>RBM1820</td>
<td>NUTRITION, SOCIETY, AND COMMUNICATION</td>
<td>12</td>
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<tr>
<td>RBM1200</td>
<td>FUNCTIONAL ANATOMY OF THE LIMBS</td>
<td>12</td>
</tr>
</tbody>
</table>

### FUNCTIONAL ANATOMY OF THE HEAD AND BACK

- 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 (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.

Course Objectives:

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 SOCIOLOGY 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, Africana, 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.

**Course Objectives:**

**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:** 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) or equivalent.

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

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

**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

ASC1012 FIELDWORK 1: WORKING WITH ORGANISATIONS 12

ASS2001 SOCIAL ISSUES IN CONTEMPORARY ASIA 12

plus one elective

**Year 2 Semester 1**

ASA2023 WORKING WITH ORGANISATIONS: PROBLEMS AND POSSIBILITIES 12

ASC2010 FIELDWORK PLACEMENT 2 12

ASA2030 REGIONAL AND INTERNATIONAL ORGANISATIONS AND POLICY 12

plus one elective

**Year 2 Semester 2**

ASA2024 SOCIAL MOVEMENTS, SOCIAL ACTIONS 12

ASC3095 CONFLICT RESOLUTION IN GROUPS AND COMMUNITIES 12

ASC2004 RESEARCH AND FIELDWORK 2 12

plus one elective

**Year 3 Semester 1**

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

**Year 3 Semester 2**

ASA3024 PROJECT DESIGN AND IMPLEMENTATION 12

ASS3013 SOCIOLOGY 3B: INTERNATIONAL SOCIAL POLICY 12

ASC3006 RESEARCH AND FIELDWORK 4 12

plus one elective

**BACHELOR OF ARTS (COMMUNITY DEVELOPMENT)**

Course Code:ABSE

Campus: Footscray Park.

**About this course:** In the Bachelor of Arts (Community Development) you will develop the knowledge and skills to help build participatory and inclusive communities, both in Australia and internationally. The course is made up of core units in community development and a specialisation in one of: International, Australasian or Sport. In the core units of the course you will study the theory of community development, learn practical skills that will equip you as a community development worker, and undertake an extensive placement program (Learning in the Workplace and Community). As well as the core units you will choose one area to specialise in: International, Australasian or Sport. The International specialisation is for students interested in international community development, and who have an interest in sociology of the global south. If you are wanting to work mainly in the Australian context, the Australasian specialisation provides specialist knowledge in Australian sociology and social policy. The Sport specialisation allows you to develop the knowledge to incorporate sport and recreation into a broader community development strategy. This course has a lot to offer persons working in the...
development or advocacy fields who want to refresh their knowledge of current theoretical trends or update their skills to meet the demands of rapidly changing global or local environments. The course, given its multidisciplinary nature, would also appeal to those who would like to work in diverse careers. It may be attractive to people who wish to make sense of the current social, political, economic and international workings, and their influence on concerns such as social justice, human rights, the environment and livelihoods. This course prepares students for lifelong learning and to work effectively in the face of the many challenges that the world faces today. Indeed it is a course that would suit any professionals or persons with callings in one direction or another who wish to have a development or advocacy focus in their career.

Course Objectives: The aims of the Bachelor of Arts (Community Development) is to enable a graduate to:

- Evaluate community development approaches in a variety of contexts;
- Design relevant development interventions;
- Demonstrate advanced theoretical knowledge of the theory and practice of community development;
- Develop a scholarly approach to researching and reporting in community development studies;
- Demonstrate effective communication and community organising skills.

Careers: Research Officers in government or non-governmental sectors; Community Engagement Officers or Cultural Officers in local government, Human Services Officers in State or Federal Government, Advocacy Portfolios in multilateral agencies and international non-government organisations and teaching and/or related fields.

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) or equivalent.

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

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

COURSE STRUCTURE

Students undertake streams in either Community Development International, Community Development Australasia or Community Development Sport.

Year 1, Semester 1

ASA1023 COMMUNITY DEVELOPMENT FROM THE LOCAL TO THE GLOBAL 12
ASX1002 CRITICAL LITERACY IN THE SOCIAL SCIENCES 12
Specialisation unit 1
Plus Elective 1

Year 1, Semester 2

ASA1024 APPLIED HUMAN RIGHTS 12
ASC1012 FIELDWORK 1: WORKING WITH ORGANISATIONS 12
ASS1052 SOCIOLOGY 1B 12
Specialisation unit 2

Year 2, Semester 1

ASC2010 FIELDWORK PLACEMENT 2 12
ASA2030 REGIONAL AND INTERNATIONAL ORGANISATIONS AND POLICY 12
or
ASA2033 MANAGEMENT IN NON-GOVERNMENT ORGANISATIONS 12
Specialisation unit 3
Plus Elective 2

Year 2, Semester 2

ASA2024 SOCIAL MOVEMENTS, SOCIAL ACTIONS 12
ASC2004 RESEARCH AND FIELDWORK 2 12
Specialisation Unit 4
Plus Elective 3

Year 3, Semester 1

ASC3005 RESEARCH AND FIELDWORK 3 12
ASS3050 MIGRATION, MOBILITY AND GLOBALISATION 12
ASA2030 REGIONAL AND INTERNATIONAL ORGANISATIONS AND POLICY 12
or
ASA2033 MANAGEMENT IN NON-GOVERNMENT ORGANISATIONS 12
Specialisation Unit 5

Year 3, Semester 2

ASC2023 COMMUNICATION FOR SUSTAINABLE DEVELOPMENT 12
Specialisation Unit 6

BACHELOR OF ARTS (CRIMINAL JUSTICE STUDIES)

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  SOCILOGY 1A  12
AEK1201  INDIGENOUS AUSTRALIAN KNOWING  12
BLB1114  LEGAL RESEARCH METHODS  12

Year 1, Semester 2

ASS1052  SOCILOGY 1B  12
BLB1115  TORTS  12

Plus Arts elective 1

Year 2, Semester 1

ASS1003  CRIMINAL JUSTICE SYSTEMS  12
ASS1052  SOCILOGY 1B  12

Plus Arts elective 2

Year 2, Semester 2

ASS2009  MAKING MODERN IDENTITIES  12

Or

ASS2051  CHILD AND SOCIETY  12

Year 2, Semester 3

ASS2004  SOCIAL STUDIES OF SCIENCE TECHNOLOGY AND JUSTICE  12
BLB1115  TORTS  12

Plus

ASS2013  SOCILOGY 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  SOCIOLoY OF LAW  12
BLB3128  CRIMINAL LAW  12
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 practise 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 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 practise as a solicitor or barrister of the Supreme Court of Victoria.

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 Australian year 12 or VCE qualification. IELTS minimum 6.0 (no band less than 6) or equivalent.

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

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.

Year 1, Semester 1

Arts Specialisation unit 1
AEK1201 INDIGENOUS AUSTRALIAN KNOWING 12
BLB1114 LEGAL RESEARCH METHODS 12
BLB1115 TORTS 12

Year 1, Semester 2

Arts Specialisation unit 2
BLB1113 AUSTRALIAN ADMINISTRATIVE LAW 12
BLO1105 BUSINESS LAW 12
BLO3352 LEGAL TOPICS B 12

Year 2, Semester 1
Arts Specialisation unit 3
BLB1101 AUSTRALIAN LEGAL SYSTEM IN CONTEXT 12
Plus two Law electives
Year 2, Semester 2
Arts Specialisation unit 4
Plus one Arts elective
Plus two Law elective
Year 3, Semester 1
Arts Specialisation unit 5
ASS3009 SOCIOLOGY OF LAW 12
ASS3036 SOCIOLOGY 2/3E: THE ECO-SOCIAL: PLACE, POLICY AND POLITICS 12
ACX3003 PROFESSIONAL AND CAREER DEVELOPMENT 12
Year 3, Semester 2
Arts Specialisation unit 6
ASL3002 LAW AND GOVERNANCE 12
ASS3037 INQUIRING INTO THE SOCIAL 12
Plus one Arts elective

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; acquisition of skills in alternative dispute settlements, 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: 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) or equivalent.

Admission Requirements Mature Age: Academic record and interview (some applicants only). Applicants may also apply on an Alternative Category Entry basis.

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

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

ASS1051 SOCIOLOGY 1A 12
ASS1052 SOCIOLOGY 1B 12
BLB1101 AUSTRALIAN LEGAL SYSTEM IN CONTEXT 12
BLB1114 LEGAL RESEARCH METHODS 12
ACX1002 KNOWING AND KNOWLEDGE B 12
BLO3352 LEGAL TOPICS B 12
ASC3095 CONFLICT RESOLUTION IN GROUPS AND COMMUNITIES 12
ASS2009 MAKING MODERN IDENTITIES 12
ASC1012 FIELDWORK 1: WORKING WITH ORGANISATIONS 12
ASC2010 FIELDWORK PLACEMENT 2 12
ASM2002 RESTORATIVE JUSTICE 12
ASS2013 SOCIOLOGY OF THE BODY 12
BLO2207 EMPLOYMENT LAW 12
Students must complete a total of 96 credit points including the following:

**COURSE STRUCTURE**

**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 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. 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;

**Course Duration:** 1 year

**Campus:** Footscray Park, St Albans. This course is for Continuing students only.

**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 (ABUW) 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).

**Course Code:** ABSP

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

**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:** 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. 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;

**Course Code:** ABSP

**Campus:** Footscray Park, St Albans. This course is for Continuing students only.

**About this course:** This course is for Continuing students only.

**Course Code:** ABSP

**Campus:** Footscray Park, St Albans. This course is for Continuing students only.

**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 (ABUW) 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).

**Course Code:** ABSP

**Campus:** Footscray Park, St Albans. This course is for Continuing students only.

**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:** 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. 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 their understanding of themselves and the world.

(b) Professional Objectives The objectives of the professional component of the BSW programs are:

• to prepare students for professional social work practice;

• to increase students’ knowledge and understanding of social welfare in the Australian context, emphasising origins, ideological bases, development, functions, contradictions, administrative forms, and impacts on oppressed groups including Indigenous people, poor 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 useful 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 lifelong learning; and

• to strengthen students’ understanding of, and commitment to, social work purposes, values, ideas, 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 be qualified to practise as professional Social Workers and will be eligible for membership of the Australian Association of Social Workers (AASW).

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 6.0 (no band less than 6) or equivalent.

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

Admission Requirements VET: 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 Social Work students must have successfully completed a total of 384 credit points.

Year 1, Semester 1

ASS1051 SOCIOLOGY 1A 12

ASX1002 CRITICAL LITERACY IN THE SOCIAL SCIENCES 12

AEK1101 INDIGENOUS AUSTRALIAN ISSUES AND UNDERSTANDINGS 12

Plus Arts Elective 1 (12 credit points)

Year 1, Semester 2

ASW1001 INTRODUCTION TO SOCIAL WORK 12

ASW1901 SOCIAL RESEARCH 1 12

ASS1052 SOCIOLOGY 1B 12

Plus Arts Elective 2 (12 credit points)

Year 2, Semester 1

ASW2102 SOCIAL WELFARE: HISTORY AND CURRENT CONTEXT 12

ASW2103 HUMAN DEVELOPMENT IN SOCIAL CONTEXT 12

ASW2202 SOCIAL WORK THEORIES 12

ASW2203 INTERPERSONAL AND COMMUNICATION SKILLS 12

Year 2, Semester 2

ASW2013 INTRODUCTION TO SOCIAL POLICY 12

ASW2090 GROUPWORK THEORY AND PRACTICE 12

ASW2094 WORKING IN HUMAN SERVICE ORGANISATIONS 12

ASW2104 CRITICAL SOCIAL WORK THEORIES 12

Year 3, Semester 1

ASW3101 SKILLS FOR SOCIAL WORK DIRECT PRACTICE 12

ASW3103 SOCIAL WORK PRACTICE: LEGAL CONTEXT 12

ASW3104 HEALTH AND MENTAL HEALTH: PRACTICE AND POLICY 12

ASW3901 SOCIAL RESEARCH 2 12

Year 3, Semester 2

ASW3201 FIELD EDUCATION 1 24

ASW3202 FIELD EDUCATION 1: INTEGRATIVE SEMINAR 12

ASW3300 WORKING WITH INDIVIDUALS AND FAMILIES 12

Year 4, Semester 1
ASW3105 COMMUNITY DEVELOPMENT 12
ASW3203 FIELD EDUCATION 2 24
ASW3204 FIELD EDUCATION 2: INTEGRATIVE SEMINAR 12

Year 4, Semester 2
ASW3106 SCHOOLS AND STUDENT WELLBEING 12
ASW4901 SOCIAL POLICY ANALYSIS: CURRENT ISSUES 12

Plus TWO electives selected from a recommended list which may include:

ACC3004 SOCIAL MEDIA 12
ACC3052 COMMUNICATION AND CULTURAL DIVERSITY 12
ACL3014 WRITING SELVES 12
ACW2023 QUEER IDENTITIES 12
ACW2033 WOMEN AND INTERNATIONAL DEVELOPMENT 12
ACW3023 GENDER CROSS-CULTURALLY 12
AEK3101 KNOWING INDIGENOUS AUSTRALIAN COMMUNITIES 12
AEK3102 INDIGENOUS LITERACIES 12
AEK3201 LEADERSHIP IN INDIGENOUS AUSTRALIAN COMMUNITIES 12
AEK3202 GLOBAL INDIGENOUS LEADERSHIP 12
ASA3023 THEORY AND PRACTICE OF INTERNATIONAL DEVELOPMENT 12
ASS3007 SPACE, KNOWLEDGE AND POWER 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
ASW3121 SUPERVISION PRACTICE IN SOCIAL WORK 12
ASX2000 STUDY TOUR 12

BACHELOR OF SOCIAL WORK (HONOURS)

Course Code: ASX
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 with Honours course is accredited by the Australian Association of Social Workers. Maximum Credit Transfer Policy Students may transfer into ABSX after completing 3 years of ABSW, if they have achieved a distinction or better in at least 50% of their Bachelor of Social Work (ABSW) units of study. As for the Bachelor of Social Work, Honours students may apply for credit transfer for previous studies. Students who think they may be eligible for credit transfer, 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 with Honours course consists of four years of full time university level study. It aims to prepare students for effective professional practice as social workers in the social and community services sector, and to equip students with advanced knowledge and skills in preparation for further learning in the field of social research. (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. 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 their understanding of themselves and the world.

(b) Professional Objectives The objectives of the professional component of the BSW programs are:

- to prepare students for professional social work practice;
- to increase students’ knowledge and understanding of social welfare in the Australian context, emphasising origins, ideological bases, development, functions, contradictions, administrative forms, and impacts on oppressed groups including Indigenous people, poor 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.

c) Research Objectives

- In addition to the general objectives and professional objectives detailed above, the Bachelor of Social Work with Honours provides students with first level research training;
- Students undertake an Honours seminar in addition to their standard coursework, design, carry out and write a minor thesis about a small piece of research, under the supervision of an academic staff member;
- This training prepares students for advanced roles in the social welfare field as well as preparing them to undertake further academic research at a postgraduate level.

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 be qualified to practise as professional Social Workers and will be eligible for membership of the Australian Association of Social Workers (AASW). In addition graduates will have completed first level research training.

Course Duration: 4 years

Admission Requirements International: Completion of the first three years of ABSW Bachelor of Social Work or equivalent with at least half of the completed Bachelor of Social Work units passed with a distinction average. Students accepted into the course will receive credit for all units already undertaken in their Bachelor of Social Work, normally consisting of a full three years of credit. IELTS minimum 6.0 (no band less than 6) or equivalent.

Admission Requirements Mature Age: Completion of the first three years of ABSW Bachelor of Social Work or equivalent with at least half of the completed Bachelor of Social Work units passed with a distinction average. Students accepted into the course will receive credit for all units already undertaken in their Bachelor of Social Work, normally consisting of a full three years of credit.

COURSE STRUCTURE

The structure of the Bachelor of Social Work with Honours includes the first three years of ABSW, followed by a year specialising in research.

YEAR ONE

Advanced Standing Year 1 - Full Credit

YEAR TWO

Advanced Standing Year 2 - Full Credit

YEAR THREE

Advanced Standing Year 3 - Full Credit

Year 4, Semester 1

ASW3105 COMMUNITY DEVELOPMENT 12
ASW3203 FIELD EDUCATION 2 24
ASW4902 SOCIAL WORK HONOURS SEMINAR 12

Year 4, Semester 2

ASW3204 FIELD EDUCATION 2: INTEGRATIVE SEMINAR 12
ASW4901 SOCIAL POLICY ANALYSIS: CURRENT ISSUES 12
ASW4903 SOCIAL WORK HONOURS THESIS 24

BACHELOR OF SOCIAL WORK

Course Code: ABUW

Campus: Footscray Nicholson.

This course is for Continuing students only.

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 group work, 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 fulfils 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/or unit coordinators for the relevant units. In accordance with Victoria University policy, ABSW 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 enquiring 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, emphasising origins, ideological bases, development, functions, contradictions, administrative forms, and impacts on oppressed groups including Indigenous people, poor 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 lifelong 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:

3113G40208 Diploma of Arts at Victoria University 217A44VIC 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) 2 references and two 500 word statements and E (iii) 2 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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ASW2090</td>
<td>SOCIAL WORK RESEARCH 1</td>
<td>12</td>
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<tr>
<td>ASW2098</td>
<td>SOCIAL RESEARCH 1</td>
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<tr>
<td>ASW3101</td>
<td>SKILLS FOR SOCIAL WORK DIRECT PRACTICE</td>
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<td>ASW3102</td>
<td>CRITICAL SOCIAL WORK THEORIES</td>
<td>12</td>
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<tr>
<td>ASW3110</td>
<td>SOCIAL WORK, ADVOCACY AND HUMAN RIGHTS</td>
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<tr>
<td>AEX1101</td>
<td>INDIGENOUS AUSTRALIAN ISSUES AND UNDERSTANDINGS</td>
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<tr>
<td>ASW3201</td>
<td>FIELD EDUCATION 1</td>
<td>24</td>
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<td>ASW3202</td>
<td>FIELD EDUCATION 1: INTEGRATIVE SEMINAR</td>
<td>12</td>
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<tr>
<td>ASW3300</td>
<td>WORKING WITH INDIVIDUALS AND FAMILIES</td>
<td>12</td>
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<tr>
<td>ASW4044</td>
<td>COMMUNITY DEVELOPMENT</td>
<td>12</td>
</tr>
<tr>
<td>ASW4092</td>
<td>SOCIAL WORK RESEARCH 2</td>
<td>12</td>
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<td>ASW4290</td>
<td>FIELD EDUCATION 2</td>
<td>24</td>
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<tr>
<td>ASW4090</td>
<td>SOCIAL POLICY ANALYSIS: CURRENT ISSUES</td>
<td>12</td>
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</table>
ASW4291  FIELD EDUCATION 2: INTEGRATIVE SEMINAR  12

STUDENTS MUST ALSO COMPLETE THE FOLLOWING:

If NOT undertaking Honours

Two professional units from the list below

(Please note that only two of these units are offered each year)

ASW4001  SCHOOLS AND STUDENT WELLBEING  12
ASW4047  SOCIAL PLANNING AND PROGRAM DEVELOPMENT  12
ASW4048  HEALTH AND MENTAL HEALTH: PRACTICE AND POLICY  12
ASW4050  STATUTORY SOCIAL WORK  12
ASW4051  SUPERVISION PRACTICE IN SOCIAL WORK  12

If undertaking Honours

ASW5002  SOCIAL WORK HONOURS: SEMINAR  24
ASW5003  SOCIAL WORK HONOURS THESIS  24

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.

Course Objectives:

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
GRADUATE DIPLOMA IN INTERNATIONAL COMMUNITY DEVELOPMENT
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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
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<tbody>
<tr>
<td>ASA5023</td>
<td>BUILDING CAPACITY AND MOBILISING CIVIL SOCIETY</td>
<td>12</td>
</tr>
<tr>
<td>ASA5024</td>
<td>MANAGEMENT IN NON-GOVERNMENT ORGANISATIONS</td>
<td>12</td>
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<tr>
<td></td>
<td>Plus one of the following two units:</td>
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<tr>
<td>ASA5010</td>
<td>TRANSCONTRATIONAL GENDER ISSUES AND HUMAN RIGHTS</td>
<td>12</td>
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<tr>
<td>ACF5031</td>
<td>WOMEN AND INTERNATIONAL DEVELOPMENT</td>
<td>12</td>
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<td></td>
<td>Plus four electives (12 credit points each)</td>
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<td>Recommended Electives</td>
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<tr>
<td>AAA5002</td>
<td>RESEARCH METHODS</td>
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<tr>
<td>AAA5011</td>
<td>INTERPRETING ‘ASIA’ AND THE ‘PACIFIC’</td>
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<tr>
<td>ACG5200</td>
<td>APPROACHES TO RESEARCH</td>
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<tr>
<td>APT5080</td>
<td>CROSS-CULTURAL ISSUES IN COUNSELLING</td>
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<tr>
<td>ASA5002</td>
<td>COMMUNITY DEVELOPMENT: PROJECT PLANNING AND</td>
<td>12</td>
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<tr>
<td></td>
<td>MANAGEMENT</td>
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<tr>
<td>ASA5003</td>
<td>HIV/AIDS AND INTERNATIONAL DEVELOPMENT</td>
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<tr>
<td>ASA5004</td>
<td>ENGAGING COMMUNITIES FOR SUSTAINABILITY</td>
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<tr>
<td>ASA5005</td>
<td>PSYCHOSOCIAL APPROACHES IN AID AND DEVELOPMENT</td>
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<td>ASA5007</td>
<td>LATIN AMERICA: ROOTS AND RADICALISM</td>
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<tr>
<td>ASA5008</td>
<td>PEACE, VIOLENCE AND CONFLICT</td>
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<td>ASA5009</td>
<td>WORKING IN CROSS-CULTURAL CONTEXTS</td>
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<tr>
<td>ASA5011</td>
<td>HUMAN RIGHTS THEORY AND PRACTICE</td>
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<td>ASA5022</td>
<td>APPROACHES TO GLOBALISATION</td>
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<td>ASA5050</td>
<td>CONFLICT RESOLUTION IN GROUPS AND COMMUNITIES</td>
<td>12</td>
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<td>ASA5055</td>
<td>REGIONAL AND INTERNATIONAL ORGANISATIONS AND POLICY</td>
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<td>ASS5002</td>
<td>OCEANIA IN THE MODERN WORLD</td>
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<tr>
<td>ASS5027</td>
<td>TIMOR LESTE: HISTORY, POLITICS AND SOCIETY</td>
<td>12</td>
</tr>
<tr>
<td>ASS5080</td>
<td>CONTEMPORARY AFRICA AND SOCIAL CHANGE</td>
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</table>

GRADUATE DIPLOMA IN COUNSELLING
Course Code: AGPD
Campus: City Flinders, St Albans.

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 specific counselling paradigms and counselling methods; 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 practica 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 APTS035 Theories and Techniques of Counselling, they will be required to complete an extra elective unit.

CORE UNITS OF STUDY

- COMMON TO BOTH GENERAL STREAM AND CHILD AND ADOLESCENT STREAM

APTS025 INDIVIDUAL AWARENESS 12
APTS070 SOCIAL AND ETHICAL ISSUES IN COUNSELLING 12

AND enrol in the following unit for two semesters

APTS085 PRACTICUM 12

PLUS FOUR UNITS - SPECIFIC TO GENERAL STREAM

APTS035 THEORIES AND TECHNIQUES OF COUNSELLING 12
APTS060 APPLIED TECHNIQUES OF COUNSELLING 12

AND two electives selected from the following list of five units:

APH4061 PRINCIPLES AND PRACTICE OF COGNITIVE BEHAVIOUR 12
APTS005 DOMESTIC VIOLENCE AND SEXUAL ASSAULT 12
APTS010 APPLIED TECHNIQUES OF GRIEF COUNSELLING 12
APTS037 CHILD AND ADOLESCENT: THEORIES AND TECHNIQUES OF COUNSELLING 12
APTS080 CROSS-CULTURAL ISSUES IN COUNSELLING 12

PLUS UNITS - SPECIFIC TO CHILD AND ADOLESCENT STREAM

APTS037 CHILD AND ADOLESCENT: THEORIES AND TECHNIQUES OF COUNSELLING 12
APTS062 CHILD & ADOLESCENT: APPLIED TECHNIQUES IN COUNSELLING 12
APTS0608 CHILD AND FAMILY DEVELOPMENT 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
APTS080 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 practise 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 taken 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**

APT5025 INDIVIDUAL AWARENESS 12
APT5037 CHILD AND ADOLESCENT: THEORIES AND TECHNIQUES OF COUNSELLING 12

**Year 1, Semester 2**

APT6008 CHILD AND FAMILY DEVELOPMENT 12
APT5062 CHILD & ADOLESCENT: APPLIED TECHNIQUES IN COUNSELLING 12

**Year 2, Semester 1**

APT5070 SOCIAL AND ETHICAL ISSUES IN COUNSELLING 12
APT5085 PRACTICUM 12

**Year 2, Semester 2**

APT5085 PRACTICUM 12

plus one Elective

Examples of Electives:

APH4050 CURRENT ISSUES IN PSYCHOLOGY A 12
APH4061 PRINCIPLES AND PRACTICE OF COGNITIVE BEHAVIOUR 12
APT5080 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 Co-ordinator.

**GRADUATE DIPLOMA IN ARTS (SOCIAL RESEARCH METHODS)**

**Course Code:** AGPM

**Campus:** Footscray Park.

**About this course:** No intake in 2013 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 quantitative 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.

**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 Co-ordinator that they have the relevant skills to undertake the course.

**COURSE STRUCTURE**

To qualify for the award of a Graduate Diploma of Arts (Social Research Methods) students must complete a total of 96 credit points.

**Year 1, Semester 1**

APP4001 QUALITATIVE GROUP PROJECT 12
APP4003 RESEARCH THEORY AND ORIENTATION 12

**Year 1, Semester 2**

APH4026 SOCIAL RESEARCH METHODS IN CONTEXT & QUALITATIVE 12
APH4035 ADVANCED RESEARCH METHODS 12

**Year 2, Semester 1**
### Course Description

**GRADUATE DIPLOMA IN PSYCHOLOGICAL STUDIES**

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

**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 prepares graduates for an APS accredited fourth year in Psychology; it does not comprise such a fourth year.

**Professional Recognition** The Graduate Diploma in Psychological Studies is recognised by the Australian Psychological Society as an approved fourth year in Psychology. To meet the requirements for registration with the Victorian Psychologists' Registration Board, students must take the three-year sequence of psychology within, or subsequent to, a degree followed by an approved fourth-year, followed by either two years supervised practice or an accredited coursework Masters or Doctoral program.

**Course Objectives:** 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**

- **COURSE STRUCTURE**
  - Year 2, Semester 2
  - APM5003 QUALITATIVE RESEARCH METHODS 12
  - APM5013 QUANTITATIVE RESEARCH METHODS 12

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>APM5013</td>
<td>QUANTITATIVE RESEARCH METHODS</td>
<td>12</td>
</tr>
<tr>
<td>APM5003</td>
<td>QUALITATIVE RESEARCH METHODS</td>
<td>12</td>
</tr>
</tbody>
</table>

**GRADUATE DIPLOMA IN PSYCHOLOGY**

**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. In addition, students who complete this course are eligible to become Probationary Psychologists with the Victorian Psychologists' Registration Board. In this Graduate Diploma, students can pursue an advanced level of theoretical study and applied aspects within Psychology and receive advanced research training. PROFESSIONAL RECOGNITION This course is accredited by the Australian Psychological Society as an approved fourth year in Psychology.

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

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- Demonstrate advanced cognitive, research and problem-solving skills to successfully undertake postgraduate research or a professional career in psychology;
- Satisfy the educational requirements for associate membership of the Australian Psychological Society;
- Demonstrate and critically apply skills in independent research, theoretical analysis and critical evaluation in psychology;
- Demonstrate and critically apply advanced knowledge in selected areas of psychology and applied psychology;
- Assess and evaluate 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 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 International: The minimum requirement for entry to Honours in Psychology will normally be a three year undergraduate degree in psychology formally assessed by the Australian Psychology Accreditation Council (APAC). IELTS minimum 6.5 (no band less than 6.0) or equivalent

Admission Requirements Mature Age: A first degree with an Australian Psychological Society accredited specialisation in Psychology (or equivalent) will be the minimum entrance requirement. Relevance 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>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>APA4019</td>
<td>FIELD RESEARCH</td>
<td>24</td>
</tr>
<tr>
<td>APA4020</td>
<td>EXTENDED FIELD RESEARCH</td>
<td>24</td>
</tr>
<tr>
<td>APH4013</td>
<td>PSYCHOLOGY IN PRACTICE</td>
<td>12</td>
</tr>
<tr>
<td>APH4071</td>
<td>PROFESSIONAL ORIENTATION (PSYCHOLOGICAL ASSESSMENT)</td>
<td>12</td>
</tr>
</tbody>
</table>

Plus ONE of the following two units:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>APH4016</td>
<td>SOCIAL RESEARCH METHODS IN CONTEXT - QUANTITATIVE</td>
<td>12</td>
</tr>
<tr>
<td>APH4017</td>
<td>SOCIAL RESEARCH METHODS IN CONTEXT - QUALITATIVE</td>
<td>12</td>
</tr>
</tbody>
</table>

Plus ONE elective (12 credit points) selected from the following list:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>APA4003</td>
<td>ORGANISATIONAL PSYCHOLOGY 1</td>
<td>12</td>
</tr>
<tr>
<td>APA4004</td>
<td>PSYCHOLOGY OF GROUP PROCESSES</td>
<td>12</td>
</tr>
<tr>
<td>APA4015</td>
<td>COMMUNITY PSYCHOLOGY</td>
<td>12</td>
</tr>
<tr>
<td>APH4050</td>
<td>CURRENT ISSUES IN PSYCHOLOGY A</td>
<td>12</td>
</tr>
<tr>
<td>APH4061</td>
<td>PRINCIPLES AND PRACTICE OF COGNITIVE BEHAVIOUR</td>
<td>12</td>
</tr>
<tr>
<td>APT5005</td>
<td>DOMESTIC VIOLENCE AND SEXUAL ASSAULT</td>
<td>12</td>
</tr>
<tr>
<td>APT5080</td>
<td>CROSS-CULTURAL ISSUES IN COUNSELLING</td>
<td>12</td>
</tr>
</tbody>
</table>

Not all electives may be available every year. Other electives may be possible with the consent of the Course Coordinator.

GRADUATE DIPLOMA OF PUBLIC ADVOCACY AND ACTION

Course Code: AGSA
Campus: Footscray Park.
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 communication 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 and 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.

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASA5020</td>
<td>THE CHALLENGES OF SOCIAL TRANSFORMATION</td>
<td>12</td>
</tr>
<tr>
<td>ASA5021</td>
<td>NEGOTIATING ADVOCACY: CONTEXTS, STRATEGIES, ACTIONS</td>
<td>12</td>
</tr>
<tr>
<td>ASA5022</td>
<td>APPROACHES TO GLOBALISATION</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>plus one Financial or Project Management elective</td>
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</table>

Year 1 Semester 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASA5023</td>
<td>BUILDING CAPACITY AND MOBILISING CIVIL SOCIETY</td>
<td>12</td>
</tr>
<tr>
<td>ASA5025</td>
<td>PUBLIC ADVOCACY INTERNSHIP</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>plus one Research Elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>plus one Financial or Project Management Elective</td>
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</tbody>
</table>

Elective list - only a selection of these are offered each year

Management Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credit Points</th>
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<tbody>
<tr>
<td>ASA5024</td>
<td>MANAGEMENT IN NON-GOVERNMENT ORGANISATIONS</td>
<td>12</td>
</tr>
<tr>
<td>ACG5098</td>
<td>MANAGING PUBLIC RELATIONS CAMPAIGNS</td>
<td>12</td>
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<tr>
<td>BM05520</td>
<td>ORGANISATION ANALYSIS AND BEHAVIOUR</td>
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</tr>
<tr>
<td>BM05547</td>
<td>EMPLOYEE DEVELOPMENT AND CHANGE</td>
<td>12</td>
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<tr>
<td>BM05590</td>
<td>MANAGEMENT IN THE ASIA-PACIFIC REGION</td>
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</table>

Financial or Project Management Electives

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<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASA5002</td>
<td>COMMUNITY DEVELOPMENT: PROJECT PLANNING AND MANAGEMENT</td>
<td>12</td>
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<tr>
<td>BAO6504</td>
<td>ACCOUNTING FOR MANAGEMENT</td>
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<tr>
<td>BAO5522</td>
<td>MANAGERIAL ACCOUNTING</td>
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<tr>
<td>BAO5734</td>
<td>FINANCIAL ANALYSIS</td>
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Research Electives

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<tr>
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<th>Course Title</th>
<th>Credit Points</th>
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<tr>
<td>AAA5002</td>
<td>RESEARCH METHODS</td>
<td>12</td>
</tr>
<tr>
<td>ACG5200</td>
<td>APPROACHES TO RESEARCH</td>
<td>12</td>
</tr>
<tr>
<td>RSS5100</td>
<td>RESEARCH METHODOLOGY</td>
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<tr>
<td>APM5003</td>
<td>QUALITATIVE RESEARCH METHODS</td>
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</tbody>
</table>

BACHELOR OF ARTS (HONOURS)

Course Code: AHBA  
Campus: Footscray Park, St Albans.

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 criterion 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 PSYCHOLOGICAL STUDIES (HONOURS)

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 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 International: The minimum requirement 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
APH4013 PSYCHOLOGY IN PRACTICE 12
APH4015 EXTENDED RESEARCH THESIS 24
APH4071 PROFESSIONAL ORIENTATION (PSYCHOLOGICAL ASSESSMENT) 12

Plus one of the following two units:

APH4016 SOCIAL RESEARCH METHODS IN CONTEXT - QUANTITATIVE 12
APH4017 SOCIAL RESEARCH METHODS IN CONTEXT - QUALITATIVE 12

Plus one elective (12 credit points) selected from the following list:

PSYCHOLOGY ELECTIVES

APA4003 ORGANISATIONAL PSYCHOLOGY 1 12
APA4004 PSYCHOLOGY OF GROUP PROCESSES 12
APA4015 COMMUNITY PSYCHOLOGY 12
APH4050 CURRENT ISSUES IN PSYCHOLOGY 1 12
APH4061 PRINCIPLES AND PRACTICE OF COGNITIVE BEHAVIOUR 12
APT5005 DOMESTIC VIOLENCE AND SEXUAL ASSAULT 12
APT5080 CROSS-CULTURAL ISSUES IN COUNSELLING 12

Not all electives may be available every year. Other electives may be possible with the consent of the Course Coordinator.

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 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 Psychological Society’s requirements for a fourth-year course in Psychology.

Careers: Students who complete one of the 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.
training at Masters level in Psychology or other professional pathways such as teaching.

Course Duration: 1 year

Admission Requirements Year 12: NA

Admission Requirements International: The minimum requirement for entry to Honours in Psychology will normally be a three year undergraduate degree in psychology formally assessed by the Australian Psychology Accreditation Council (APAC). IELTS minimum 6.5 (no band less than 6.0) or equivalent

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.

Admission Requirements VET: NA

COURSE STRUCTURE

One year course delivered over 2 semesters - total 96 credit points.

CORE UNITS

APH4012 RESEARCH THESIS 24
APH4013 PSYCHOLOGY IN PRACTICE 12
APH4015 EXTENDED RESEARCH THESIS 24
APH4071 PROFESSIONAL ORIENTATION (PSYCHOLOGICAL ASSESSMENT) 12

Plus ONE of the following two units:

APH4016 SOCIAL RESEARCH METHODS IN CONTEXT - QUANTITATIVE 12
APH4017 SOCIAL RESEARCH METHODS IN CONTEXT - QUALITATIVE 12

PLUS one elective (12 credit points) selected from the following list:

PSYCHOLOGY ELECTIVES

APM4003 ORGANISATIONAL PSYCHOLOGY 1 12
APM4004 PSYCHOLOGY OF GROUP PROCESSES 12
APM4015 COMMUNITY PSYCHOLOGY 12
APH4050 CURRENT ISSUES IN PSYCHOLOGY A 12
APH4061 PRINCIPLES AND PRACTICE OF COGNITIVE BEHAVIOUR 12
APTS005 DOMESTIC VIOLENCE AND SEXUAL ASSAULT 12

APTS080 CROSS-CULTURAL ISSUES IN COUNSELLING 12

Not all electives may be available every year. Other electives may be possible with the consent of the Course Coordinator.

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 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 International: The minimum requirement for entry to Honours in Psychology will normally be a three year undergraduate degree in psychology formally assessed by the Australian Psychology Accreditation Council (APAC). IELTS minimum 6.5 (no band less than 6.0) or equivalent

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
APH4013 PSYCHOLOGY IN PRACTICE 12
APH4015 EXTENDED RESEARCH THESIS 24
APH4071 PROFESSIONAL ORIENTATION (PSYCHOLOGICAL ASSESSMENT) 12

Plus ONE of the following two units:
Coordinator prior to application. 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

**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:

1. An awareness of the historical roots of community development and its socio-economic, cultural and ecological contexts.
2. Knowledge of community development theories and practices, and the ability to apply them to real-world situations.
3. Research skills to inform and support community development practice.
4. Professional communication and analytical skills, and the ability to plan, implement and evaluate community development programs.
5. The ability to engage with theoretical and ethical debates and issues in community development.
6. The ability to apply community development knowledge and skills to a variety of community settings.
7. The ability to work effectively within multidisciplinary teams and across cultural and intellectual boundaries.
8. Professional knowledge and skills to facilitate community development processes.
9. A commitment to lifelong learning and the ability to work effectively as an individual or member of a team.
10. An understanding of the socio-political context of community development and its role in promoting social justice and equity.

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**APT5005 DOMESTIC VIOLENCE AND SEXUAL ASSAULT** 12

**APT5061 PRINCIPLES AND PRACTICE OF COGNITIVE BEHAVIOUR** 12

**APT5080 CROSS-CULTURAL ISSUES IN COUNSELLING** 12

Not all electives may be available every year. Other electives may be possible with the consent of the Course Coordinator.

**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 (ie. 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

**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

**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 organisations 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 organisation, 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

**Year 2 Semester 1**

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**

**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) or equivalent.

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 One

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
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<tbody>
<tr>
<td>ASAS001</td>
<td>COMMUNITY DEVELOPMENT: THEORY AND PRACTICE</td>
<td>12</td>
</tr>
<tr>
<td>ASAS024</td>
<td>MANAGEMENT IN NON-GOVERNMENT ORGANISATIONS</td>
<td>12</td>
</tr>
<tr>
<td>ASAS023</td>
<td>BUILDING CAPACITY AND MOBILISING CIVIL SOCIETY</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Plus one of the following two units:</td>
<td></td>
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<tr>
<td>ASAS010</td>
<td>TRANSNATIONAL GENDER ISSUES AND HUMAN RIGHTS</td>
<td>12</td>
</tr>
<tr>
<td>ACSF031</td>
<td>WOMEN AND INTERNATIONAL DEVELOPMENT</td>
<td>12</td>
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<tr>
<td></td>
<td>Plus four electives (12 credit points each)</td>
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Year Two

Students have the option of completing a professional project (plus one elective) or a minor thesis.

OPTION 1 - Professional Project

Full-time

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
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<tbody>
<tr>
<td>ASAS6001</td>
<td>PROFESSIONAL PROJECT (FULL-TIME)</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Plus one elective (12 credit points)</td>
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Part-time

Enrol in the following unit for two semesters:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASAS6025</td>
<td>PROFESSIONAL PROJECT (PART-TIME)</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Plus one elective (12 credit points)</td>
<td></td>
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</tbody>
</table>

OPTION 2 - Thesis

Full-time

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAAS6002</td>
<td>THESIS (FULL-TIME)</td>
<td>48</td>
</tr>
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<td>...OR...</td>
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</tbody>
</table>
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.

- **AA5002** RESEARCH METHODS 12
- **AA5011** INTERPRETING ‘ASIA’ AND THE ‘PACIFIC’ 12
- **AC5200** APPROACHES TO RESEARCH 12
- **AP5080** CROSS-CULTURAL ISSUES IN COUNSELLING 12
- **AS5003** HIV/AIDS AND INTERNATIONAL DEVELOPMENT 12
- **AS5004** ENGAGING COMMUNITIES FOR SUSTAINABILITY 12
- **AS5005** PSYCHOSOCIAL APPROACHES IN AID AND DEVELOPMENT 12
- **AS5007** LATIN AMERICA: ROOTS AND RADICALISM 12
- **AS5008** PEACE, VIOLENCE AND CONFLICT 12
- **AS5009** WORKING IN CROSS-CULTURAL CONTEXTS 12
- **AS5001** HUMAN RIGHTS THEORY AND PRACTICE 12
- **AS5022** APPROACHES TO GLOBALISATION 12
- **AS5002** COMMUNITY DEVELOPMENT: PROJECT PLANNING AND MANAGEMENT 12
- **AS5050** CONFLICT RESOLUTION IN GROUPS AND COMMUNITIES 12
- **AS5055** REGIONAL AND INTERNATIONAL ORGANISATIONS AND POLICY 12
- **AS5002** OCEANIA IN THE MODERN WORLD 12
- **AS5027** TIMOR LESTE: HISTORY, POLITICS AND SOCIETY 12
- **AS5080** CONTEMPORARY AFRICA AND SOCIAL CHANGE 12
- **AS5000** STUDY TOUR 12

**Masters of Applied Psychology (Community Psychology)**

**Course Code:** AMPC

**Campus:** Footscray Park.

**About this course:** Next intake 2013 - intake every two years. The Victoria University Master of Applied Psychology (Community Psychology) program 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. The program consists of theoretical coursework, skill based practice coursework, practicum placements and an applied community psychology focused research thesis. Graduating students will have completed 1000 hours of supervised practical placement experience. (Placement requirements are outlined in a separate Practicum Manual). PROFESSIONAL RECOGNITION The Masters Course is accredited by the Australian Psychological Society (APS) and by the APS College of Community Psychologists as an approved fifth and sixth year in Psychology.

**Course Objectives:** Graduates of this course will be able to: Analyse social and psychological problems from multiple perspectives and at multiple levels and with sensitivity to the cultural and experiential forces that have impacts on such problems; Apply skills in intervention strategies which are appropriate to multiple levels of analysis of problems, from the individual level to broader community contexts; Critically apply intervention skills to a variety of contexts, such as program and policy design, implementation and evaluation, organisation and facilitation of groups, and development of social support networks; Select and apply appropriate research methodologies and independent research skills to identify, analyse and resolve complex problems in a practice setting via a research project which they will design, plan, conduct and report on; Utilise advanced communication, research and cognitive skills to present study implications and emphasise future directions for research on the issue; Assess and evaluate the various ethical and professional conduct issues that will be faced as practising psychologists; Apply for General Registration through Psychology Board of Australia, and an Area of Practice Endorsement through Psychology Board of Australia, Apply for membership of Australian Psychological Society (APS) College of Community Psychologists.

**Careers:** In community mental health; organisational, applied social, environmental, ecological and health psychology; community psychology and related areas.

**Course Duration:** 2 years

**Admission Requirements International:** Applicants must have either: (i) An honours degree with an Australian Psychological Accreditation Council (APAC) accredited four-year sequence in psychology or equivalent; or (ii) A pass degree with an Australian Psychological Accreditation Council (APAC) accredited three-year sequence in psychology together with an Australian Psychological Accreditation Council (APAC) fourth-year psychology course or equivalent. Applicants would need to have their relevant studies formally assessed by Australian Psychological Accreditation Council (APAC) for equivalency. Applicants will be interviewed to assess suitability for the course. Relevant professional experience will be a substantial factor in selection. IELTS minimum 6.5 (no band less than 6.0) or equivalent.

**Admission Requirements Mature Age:** Applicants must have either: (i) An honours degree with an Australian Psychological Accreditation Council (APAC) accredited four-year sequence in psychology or equivalent; or (ii) A pass degree with an Australian Psychological Accreditation Council (APAC) accredited three-year sequence in psychology together with an Australian Psychological Accreditation Council (APAC) fourth-year psychology course or equivalent. Applicants will be interviewed to assess suitability for the course. Relevant professional experience will be a substantial factor in selection.

**COURSE STRUCTURE**

Students are required to complete a total of 192 credit points.

**Year 1, Semester 1**

**APM5001 FOUNDATIONS OF COMMUNITY PSYCHOLOGY**
MASTER OF PSYCHOLOGY (CLINICAL PSYCHOLOGY)

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

Year 2, Semester 1

Year 2, Semester 2

plus Arts Elective - 12 credit points

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

Year 2, Semester 1

APC6101 RESEARCH PROJECT 3A 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
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 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 International: The admission requirement is a three year first degree. Applicants with relevant work, education and/or counselling experience may be considered on the basis of equivalence. Applicants must be able to provide academic and professional references and may be required to attend a selection interview and provide samples of their work. IELTS minimum 6.5 (no band less than 6.0) or equivalent.

Admission Requirements Mature Age: The admission requirement is a three year first degree. Applicants with relevant work, education and/or counselling experience may be considered on the basis of equivalence. Applicants must be able to provide academic and professional references and 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

- APT5025 Individual Awareness 12
- APT5035 Theories and Techniques of Counselling 12
- APT5037 Child and Adolescent. Theories and Techniques of Counselling 12
- APT6006 Research Methods in Counselling 12

Year 2, Semester 1

- APT5070 Social and Ethical Issues in Counselling 12
- APT6001 Practicum 1 12
- APT6004 Minor Thesis 24

Year 2, Semester 2

- APT5070 Social and Ethical Issues in Counselling 12
- APT6001 Practicum 1 12
- APT6004 Minor Thesis 24

plus two Electives*

ELECTIVES

*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.

### 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

- **APC5201** RESEARCH PROJECT 1 12
- **APC5203** CLINICAL EXPERIENCE 1 6
- **APC5204** PROFESSIONAL PRACTICE ISSUES 6
- **APC5206** CHILD AND ADOLESCENT PSYCHOPATHOLOGY 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
- **APC5217** CLINICAL PSYCHOLOGY ASSESSMENT 2 6
- **APC5218** EXTERNAL PLACEMENT 1 6
- **APC6206** INTERVENTIONS 2 6
- **APC6207** INTERVENTIONS 3 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

- **APC5205** GROUP PROCESS 6
- **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)

**Course Code:** AMPS  
**Campus:** Footscray Park.

**About this course:** Next intake 2013 - intake every two years This course provides students with a solid background in the research and theory behind the delivery of psychological services to athletes, coaches and teams. Through lectures, class
discussions, role plays and demonstrations, students explore a range of theoretical and applied psychological frameworks and are instructed in the associated psychological methods and techniques aimed at helping athletes to enjoy and achieve in sport and other aspects of their lives. A strong emphasis is placed on understanding the interpersonal dynamics of psychologist-client interactions and how therapeutic relationships develop. Sport Psychology students are also provided with opportunities to acquire skills in related areas (e.g., general psychology practice, rehabilitation psychology) in order to market their services more broadly. Currently, the course has an intake every two years and the intake is limited to 10-12 students to provide an intensive and collaborative learning experience to students and preserve the intimacy of the learning environments. 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: Graduates of this course will be able to:

- Utilise technical, communication and cognitive skills and knowledge of sport psychology to inform practice and engender a broad perspective of professional work;
- Apply critical knowledge and applied skills, methods and techniques in sport psychology to facilitate the highest level of professional service;
- Demonstrate high levels of expert judgment and ethical behaviours in order to operate according to the highest standards of professional practice;
- Adapt learning to a range of practice settings through discussion and supervision with peers and professionals;
- Employ evaluative and reflective practice techniques to facilitate the highest level of professional service and development;
- Select and apply appropriate research methodologies and independent research skills to identify, analyse and resolve complex problems in a practice setting;
- Utilise advanced communication, research and cognitive skills to present study implications to a broad audience and generate future directions for research on the issue;
- Apply for specialist APS College membership in sport psychology.

Careers: Sport psychology, sport science and related areas.

Course Duration: 2 years

Admission Requirements International: Applicants must have either: (i) an honours degree with an Australian Psychological Accreditation Council (APAC) accredited four-year sequence in psychology or equivalent; or (ii) a pass degree with an Australian Psychological Accreditation Council (APAC) accredited three-year sequence in psychology together with an Australian Psychological Accreditation Council (APAC) fourth-year psychology course or equivalent. Applicants would need to have their relevant studies formally assessed by Australian Psychological Accreditation Council (APAC) for equivalency. Applicants will be interviewed to assess suitability for the course. Relevant professional experience will be a substantial factor in selection. IELTS minimum 6.5 (no band less than 6.0) or equivalent.

Admission Requirements Mature Age: Applicants must have either: (i) an honours degree with an Australian Psychological Accreditation Council (APAC) accredited four-year sequence in psychology or equivalent; or (ii) a pass degree with an Australian Psychological Accreditation Council (APAC) accredited three-year sequence in psychology or equivalent; or (iii) a pass degree with an Australian Psychological Accreditation Council (APAC) accredited four-year sequence in psychology or equivalent; or (iv) a pass degree with a related discipline from an APAC-accredited institution. Applicants would need to have their relevant studies formally assessed by Australian Psychological Accreditation Council (APAC) for equivalency. Applicants will be interviewed to assess suitability for the course. Relevant professional experience will be a substantial factor in selection. IELTS minimum 6.5 (no band less than 6.0) or equivalent.

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 SPECIALISATION - SPORT, EXERCISE AND ACTIVE LIVING One of seven designated University Research Centres at Victoria University, ISEAL (Institute of Sport, Exercise and Active Living) is the largest of the University Research Centres and through research and consultancy, aims to promote the health and wellbeing of
the entire community via the medium of physical activity. It does this by pure and
applied research and consultancy work in each of the three areas of exercise science,
sport science, and active living: * Exercise Science - exercise and chronic disease,
metabolism and cellular function, neuromuscular function and fatigue; * Sport
Science - nature and nurture, preparation and training, the winning edge, the
business of sport; and * Active Living - moderators of physical activity, sport culture
and participation. ISEAL 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 sport and exercise science and
active living, ISEAL generates programs, consultancy services and opportunities for
collaborative research with industry and community groups.

MASTER OF PSYCHOANALYSIS
Course Code: AMPY
Campus: Footscray Park, 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 all these areas, and its emphasis 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; 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.

Year 1, Semester 1
APU5001 HISTORY AND EPISODETOMY OF PSYCHOANALYSIS 8
APU5002 THEORY OF SEXUALITY 8

Year 1, Semester 2
APU5003 CLINICAL SEMINAR I: ASSESSMENT 8

Year 2, Semester 1
APU5004 THEORY OF THE SUBJECT AND LOGIC OF THE SIGNIFIER 8
APU5005 THE SYMBOLIC, THE IMAGINARY AND THE REAL 8
APU5006 CLINICAL SEMINAR II: DEVELOPMENT OF THE TRANSFERENCE 8

Year 2, Semester 2
APU5007 NEUROSIS 8
APU5008 PSYCHOANALYTIC TECHNIQUES I 8
APU5009 CLINICAL SEMINAR III: TREATMENT OF THE NEUROSES 8

Year 3, Semester 1
APU6001 THE ETHICS OF PSYCHOANALYSIS 8
APU6002 THE OBJECT RELATION 8
APU6003 CLINICAL SEMINAR V: ETHICAL PROBLEMS IN THE CLINIC 8

Year 3, Semester 2
APU6004 PSYCHOANALYSIS WITH CHILDREN 8
APU6005 PSYCHOANALYSIS AND CULTURE 8
APU6006 CLINICAL SEMINAR VI: CHILDREN IN TREATMENT 8

Year 4, Semester 1
APU6007 CLINICAL SEMINAR VII: SPECIAL CLINICAL PROBLEMS 8
APU6008 THESIS I 16

Year 4, Semester 2
APU6009 RESEARCH SEMINAR 8
APU6010 THESIS II 16

MASTER OF PUBLIC ADVOCACY AND ACTION
Course Code: AMSA
Campus: Footscray Park, With online and distance mode in some units.

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 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
plus one Financial or Project Management elective

Year 1 Semester 2
ASA5023 BUILDING CAPACITY AND MOBILISING CIVIL SOCIETY 12
ASA5025 PUBLIC ADVOCACY INTERNSHIP 12
plus one Research Elective
plus one Financial or Project Management Elective

Year 2
Option 1

Semester 1 only
ASA6035 MINOR RESEARCH THESIS 48
or Semester 1 and 2
ASA6030 MINOR RESEARCH THESIS (PART-TIME) 24

Option 2
Semester 1 only
ASA6021 PROFESSIONAL PROJECT PAA (FULL-TIME) 24
plus two electives chosen from the available electives
or Semester 1 and 2
ASA6022 PROFESSIONAL PROJECT PAA (PART-TIME) 12
plus two electives chosen from the available electives

Management Electives
ASA5024 MANAGEMENT IN NON-GOVERNMENT ORGANISATIONS 12
ACG5098 MANAGING PUBLIC RELATIONS CAMPAIGNS 12
BMO5520 ORGANISATION ANALYSIS AND BEHAVIOUR 12
BMO5547 EMPLOYEE DEVELOPMENT AND CHANGE 12
BMO5590 MANAGEMENT IN THE ASIA-PACIFIC REGION 12

Financial or Project Management Electives
ASA5002 COMMUNITY DEVELOPMENT: PROJECT PLANNING AND
MANAGEMENT 12
BAO6504 ACCOUNTING FOR MANAGEMENT 12
BAO5522 MANAGERIAL ACCOUNTING 12
BAO5734 FINANCIAL ANALYSIS 12

Masters Electives
ASA5001 COMMUNITY DEVELOPMENT: THEORY AND PRACTICE 12
ACF5031 WOMEN AND INTERNATIONAL DEVELOPMENT 12
ASA5055 REGIONAL AND INTERNATIONAL ORGANISATIONS AND POLICY 12
ACG5208 CRISIS AND RISK COMMUNICATION 12
ACG5203 PRINT AND WEB JOURNALISM 12
ACG5209 PUBLIC HEALTH COMMUNICATION 12
BAO5573 INTERNATIONAL FINANCIAL MANAGEMENT 12
BAO5528  ACCOUNTING FOR PUBLIC SECTOR MANAGERS 12
BAO6504  ACCOUNTING FOR MANAGEMENT 12
BEO6500  ECONOMICS FOR MANAGEMENT 12
BMO5401  SPECIAL EVENT MANAGEMENT 12

Research Electives

AA5002  RESEARCH METHODS 12
ACG5200  APPROACHES TO RESEARCH 12
RCS5100  RESEARCH METHODOLOGY 12
APM5003  QUALITATIVE RESEARCH METHODS 12

MASTER OF SOCIAL WORK
Course Code: AMSW
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 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

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
or

AER8518  RESEARCHING PROFESSIONAL PRACTICE 24

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

DOCTOR OF PHILOSOPHY
Course Code: APPD
Campus: Footscray Park, St Albans, Dependent upon supervision.

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; Postcolonial 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 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 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 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 discipline of 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**

**Course Code:** APPH

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

**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; Past-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 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 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:** 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 Co-ordinator for more information.

**MASTER OF ARTS (RESEARCH)**

**Course Code:** ARXL  
**Campus:** Footscray Park, St Albans

**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 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 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 have 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 Co-ordinator for more information.

**GRADUATE CERTIFICATE IN INTERNATIONAL COMMUNITY DEVELOPMENT**

**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 International: The admission requirement for the Graduate Diploma course is a three year first degree or equivalent. IELTS minimum 6.5 (no band less than 6.0) or equivalent.

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.

ASA5001 COMMUNITY DEVELOPMENT: THEORY AND PRACTICE 12

Plus one of the following two units:

ASA5010 TRANSNATIONAL GENDER ISSUES AND HUMAN RIGHTS 12
ACF5031 WOMEN AND INTERNATIONAL DEVELOPMENT 12

Plus two electives (12 credit points each)

Recommended Electives

Please note that only a selection of these electives will be offered each semester

ASA5008 PEACE, VIOLENCE AND CONFLICT 12
ASA5009 WORKING IN CROSS-CULTURAL CONTEXTS 12
ASA5011 HUMAN RIGHTS THEORY AND PRACTICE 12
ASA5022 APPROACHES TO GLOBALISATION 12
ASA5023 BUILDING_CAPACITY AND MOBILISING CIVIL SOCIETY 12
ASA5024 MANAGEMENT IN NON-GOVERNMENT ORGANISATIONS 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

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
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 5  24
APC5203  CLINICAL EXPERIENCE AND PRACTICUM 5  12
APC5207  ADVANCED CLINICAL PSYCHOLOGY THEORY AND PRACTICE 1  12

Year 2, Semester 2

APC5301  RESEARCH PROJECT 1  12
APC5303  CLINICAL EXPERIENCE AND PRACTICUM 1  6
APC5307  PROFESSIONAL PRACTICE ISSUES 1  6

Year 2, Semester 1

APC6301  RESEARCH PROJECT 2B  12
APC6303  CLINICAL EXPERIENCE 2  6
APC6304  CLINICAL EXPERIENCE AND PRACTICUM 2  12
APC6308  PROFESSIONAL PRACTICE ISSUES 2  6
APC6310  OBSERVATIONAL METHOD 2 - CHILDHOOD  6
APC6312  CLINICAL THEORIES 1  6
APC6313  PROFESSIONAL PRACTICE ISSUES 3  6

Year 2, Semester 2

APC6314  PROFESSIONAL PRACTICE ISSUES 4  6
APC6317  CLINICAL PSYCHOLOGY SKILLS 1  6

Year 3, Semester 1

APC7301  RESEARCH PROJECT 3  12
APC7303  CLINICAL EXPERIENCE AND PRACTICUM 3  6
APC7307  ADVANCED CLINICAL PSYCHOLOGY THEORY AND PRACTICE 2  12

Year 3, Semester 2

APC7304  RESEARCH PROJECT 4  24
APC7308  CLINICAL EXPERIENCE AND PRACTICUM 4  12
APC7310  PROFESSIONAL PRACTICE ISSUES 2  6

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

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

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 EXPERIENCE AND PRACTICUM 6  12
APC7108  ADVANCED CLINICAL PSYCHOLOGY THEORY AND PRACTICE 2  12
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<th>Course Title</th>
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<td>APC5207</td>
<td>ADULT PSYCHOPATHOLOGY</td>
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<td>APC5211</td>
<td>INTERVENTIONS 1</td>
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<tr>
<td>APC5212</td>
<td>OBSERVATIONAL METHODS</td>
<td>6</td>
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<tr>
<td>APC7201</td>
<td>RESEARCH PROJECT 5</td>
<td>24</td>
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<tr>
<td>APC7202</td>
<td>CLINICAL EXPERIENCE 5</td>
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<tr>
<td>APC7209</td>
<td>EXTERNAL PLACEMENT 4</td>
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<td>APC7205</td>
<td>RESEARCH PROJECT 6</td>
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<td>APC7206</td>
<td>CLINICAL EXPERIENCE 6</td>
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<tr>
<td>APC7207</td>
<td>ADVANCED CLINICAL PSYCHOLOGY THEORY AND PRACTICE 2</td>
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<tr>
<td>APC7210</td>
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</table>

### DOCTOR OF PSYCHOLOGY (CLINICAL NEUROPSYCHOLOGY)

**Course Code:** AZPN  
**Campus:** St Albans  
This course is for Continuing students only.

**About this course:** The Doctor of Psychology program provides appropriate postgraduate training for functioning as a specialist professional psychologist in the area of Clinical Neuropsychology. Adopting a lifespan framework, the course trains graduates in a wide range of assessment, therapeutic and rehabilitation techniques with adults, children and adolescents with a particular emphasis on a psychodynamic perspective. The course presents a special focus on childhood and adolescence.

**Course Duration:** 3 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 Psychological Society. Referees’ reports and any relevant professional experience are also taken into account, and applicants are interviewed to help assess their suitability for the course.

**Course Structure**  
This coursework program is conducted on an intensive full-time basis over three 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 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
APC5114 NEUROPSYCHOLOGY OF CHILDHOOD 6
APC5116 NEUROPSYCHOLOGICAL SYNDROMES & CLINICAL NEUROLOGY 6

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 6
APC6117 CHILD AND ADOLESCENT REHABILITATION 6
APC6119 CLINICAL NEUROPSYCHOLOGY SKILLS 1 6

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 6

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
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

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.
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**

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<tr>
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**Year 1, Semester 2**

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<td>APM6085</td>
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<td>APM6076</td>
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**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.

**Course Objectives:** The professional doctorate in social work aims to provide qualified and experienced social workers with opportunities to:

- Extend understandings of research, theory and social policy, as they relate to social work practice, to expert levels of scholarship;
- Develop advanced skills in independent practice-based social research; and
- Make a significant original contribution to the existing body of social work knowledge and practice.

**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**

Students must complete 288 credit points

<table>
<thead>
<tr>
<th>Year 1 Semester 1</th>
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<tbody>
<tr>
<td>AER8510 POLICY CONTEXT OF PROFESSIONAL PRACTICE</td>
</tr>
<tr>
<td>or complete these TWO units:</td>
</tr>
<tr>
<td>ASH5001 COMMUNITY SERVICES (IDEOLOGIES IN PRACTICE)</td>
</tr>
<tr>
<td>ASH5003 SUPERVISION FOR PROFESSIONAL PRACTICE IN COMMUNITY SERVICES</td>
</tr>
<tr>
<td>plus select either:</td>
</tr>
<tr>
<td>AER8517 INVESTIGATING PROFESSIONAL PRACTICE</td>
</tr>
<tr>
<td>AER8518 RESEARCHING PROFESSIONAL PRACTICE</td>
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All students also need to complete a total of 240 credit points of either full-time or part-time thesis units.

**Year 1 Semester 2**

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**Year 2 Semester 1**

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**Year 2 Semester 2**

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**Year 3 Semester 1**

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**Year 3 Semester 2**

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<tr>
<td>ASD7000</td>
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**Part-time students enrol in:**

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<tr>
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<th>Course Title</th>
<th>Credit Points</th>
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</thead>
<tbody>
<tr>
<td>ASD7001</td>
<td>THESIS (PART-TIME)</td>
<td>24</td>
</tr>
</tbody>
</table>

**MASTER OF HEALTH SCIENCE - AGED SERVICES**

**Course Code:** HMSA  
**Campus:** City Flinders, 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 and dementia care services in any health care setting. The program will equip Graduates to understand the legal and ethical ramifications of leadership and management in aged care services and provide cost effective person-centred services for older people.

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

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

COURSE STRUCTURE

The Postgraduate programs in Aged Services incorporate: Master of Health Science - Aged Services (HMSA) - 1.5 years full-time or 3 years part-time (144 credit points) Graduate Certificate in Aged Services (HTAS) - exit point only 0.5 years full-time or 1 year part-time (48 credit points - four units) Graduate Diploma in Aged Services Management (HGAM) - exit point only 1 year full-time or 2 years part-time (96 credit points - eight units) Graduate Diploma in Dementia Care and Service (HGDC) - exit point only 1 year full-time or 2 years part-time (96 credit points - eight units)

Graduate Certificate in Aged Services (Exit point HTAS)

Select two of the following four core units:

- 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

Plus two units selected from all units listed in the Aged Services Management or Dementia Care and Service below.

Graduate Diploma in Aged Services Management (Exit point HGAM)

Students complete the four core units listed in the Graduate Certificate in Aged Services plus the following four units:

- ASD1650 OPERATIONAL AND MATERIAL RESOURCE MANAGEMENT 12
- ASD4002 QUALITY MANAGEMENT IN AGED SERVICES 12

- ASD4003 BUSINESS AND FINANCIAL MANAGEMENT IN AGED SERVICES 12
- ASD4004 HUMAN RESOURCE MANAGEMENT IN AGED SERVICES 12

Graduate Diploma in Dementia Care and Service (Exit point HGDC)

Students complete the four core units listed in the Graduate Certificate in Aged Services plus the following four units:

- 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

Or

ASD5002 LITERATURE REVIEW IN AGED SERVICES MANAGEMENT 12

Or

Elective as 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
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**

AS2001 COLONIALISM, NATIONALISM AND REVOLUTION IN SOUTH EAST ASIA 12

AS2002 CULTURAL HISTORY OF TIBET 12

AS2003 MANY VIETNAMS: WAR, CULTURE AND MEMORY 12

AS2004 RESEARCHING GENDER AND SEXUALITY IN ASIA 12

AS3001 FILM, ART AND PERFORMANCE IN ASIA 12

AS2006 CULTURE AND POLITICS IN INDONESIA 12

AS2009 SOUTHEAST ASIAN POLITICS 12

ASS2001 SOCIAL ISSUES IN CONTEMPORARY ASIA 12

ASK3500 INTERNATIONAL INTERDISCIPLINARY PROJECT 12

**ASPCDA COMMUNITY DEVELOPMENT AUSTRALASIA**

**Locations:** Footscray Park

This specialisation is designed for students who are interested in community development in the local, particularly Australian, context. As well as developing and theoretical and practical knowledge of community development, students focus on Australian sociology and social policy.

**Year 1**

ASS1051 SOCIOLOGY 1A 12

Plus

ASS1005 SOCIAL AND CULTURAL CHANGE IN SOUTH PACIFIC ISLANDS 12

Or

AEK1101 INDIGENOUS AUSTRALIAN ISSUES AND UNDERSTANDINGS 12

**Year 2**

ASC3021 COMMUNITY DEVELOPMENT: THEORY AND PRACTICE 5 12

ASC3095 CONFLICT RESOLUTION IN GROUPS AND COMMUNITIES 12

**Year 3**

ASS3031 SOCIOLOGY 3C: GOVERNING CIVIC LIFE: CITIZEN, NATION, SELF 12

ASS3032 SOCIOLOGY 3D: FORMATIONS OF POWER: GOVERNING CULTURAL IDENTITY IN A ‘POSTCOLONIAL’ WORLD 12

**ASPCDI COMMUNITY DEVELOPMENT INTERNATIONAL**

**Locations:** Footscray Park

This specialisation is designed for students who are interested in issues of international development, and issues of the global South. Students will analyse the sociological and historical underpinnings of these issues, as well as inquire into the practical responses. This includes issues of colonisation, and development, specific regional contexts of development, a study of international and regional organisation and international social policy.

**Year 1**

ASS1051 SOCIOLOGY 1A 12

Plus

ASS1005 SOCIAL AND CULTURAL CHANGE IN SOUTH PACIFIC ISLANDS 12

Or
INDIGENOUS AUSTRALIAN ISSUES AND UNDERSTANDINGS 12

ASS2028 CONTEMPORARY AFRICA AND SOCIAL CHANGE 12

ASA3023 THEORY AND PRACTICE OF INTERNATIONAL DEVELOPMENT 12

Year 3

ASS3012 SOCIOLOGY 3A: COLONISATION, DECOLONISATION AND DEVELOPMENT 12

ASS3013 SOCIOLOGY 3B: INTERNATIONAL SOCIAL POLICY 12

ASPCDS COMMUNITY DEVELOPMENT SPORT

Locations: Footscray Park

This unit set is designed for students interested in specialising in sports and exercise programs. It covers the sociology of sport, recreation policy, design of inclusive and recreation programs and health promotion.

Year 1

AHE1203 SOCIAL DIMENSIONS OF SPORT AND EXERCISE 12

AHS0134 INCLUSIVE RECREATION STRATEGIES 12

Year 2

AHS3502 RECREATION PLANNING AND POLICY 12

ASC3095 CONFLICT RESOLUTION IN GROUPS AND COMMUNITIES 12

Year 3

AHS2404 RECREATION AND COMMUNITY DEVELOPMENT 12

AHE3111 SPORT AND SOCIAL ANALYSIS 12

ASPHER HISTORY

Locations: Footscray Park, St Albans

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

Year 2

AAH2011 EUROPEAN HISTORY 1 12

AAH2012 EUROPEAN HISTORY 2 12

AAH2014 THE MAKING OF THE MODERN MIDDLE EAST 12

AAH3011 AMERICAN HISTORY 1 12

AAH3012 AMERICAN HISTORY 2 12

ASH2001 HISTORY AND MEMORY 12

ASH2002 HISTORIES OF IMMIGRANT AUSTRALIA 12

ASH2004 IRISH HISTORY 12

ASI2001 COLONIALISM, NATIONALISM AND REVOLUTION IN SOUTH EAST ASIA 12

ASI2002 CULTURAL HISTORY OF TIBET 12

AHS1111 SPORT HISTORY AND CULTURE 12

ASPHER INTERPERSONAL AND ORGANISATIONAL SKILLS

Locations: Footscray Park, St Albans

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

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<tr>
<td>APP3029</td>
<td>SKILLS IN CONTEXT</td>
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#### 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. Units in this specialisation examine the operation of politics in global, regional, national and local contexts; they raise important questions about how politics does work and how it should work. Students can enjoy engaging with topics such as globalisation, security and 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 - GENERAL** Students are required to complete SIX units including ASP1001 and ASP1002. SPECIALISATION REQUIREMENTS FOR ABIS STUDENTS ONLY Students are required to complete EIGHT units including ASP1001, ASP1002, ASP2004, and ASP2005. 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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**Second and/or Third Year**

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<td>ASP2002</td>
<td>HISTORY AND POLITICS OF TERRORISM</td>
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<td>ASP2003</td>
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<td>ASP2005</td>
<td>POLICY AND PRACTICE IN INTERNATIONAL POLITICS</td>
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<td>ASP2006</td>
<td>CULTURE AND POLITICS IN INDONESIA</td>
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<td>ASP2007</td>
<td>DICTATORSHIP AND DEMOCRACY</td>
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<tr>
<th>Code</th>
<th>Unit Name</th>
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<tr>
<td>ASP2008</td>
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<td>ASP2009</td>
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<td>ASP3001</td>
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<td>AAI2014</td>
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<td>ASS2025</td>
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<td>ASX3500</td>
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*ASP3001 is a 24-credit point unit (equivalent to 2 units). As this is a quota-based unit, students are selected on the basis of academic results and a written application.

#### ASPPSY PSYCHOLOGY

**Locations:** Footscray Park, St Albans

The Psychology specialisation is designed to prepare students for entry to a fourth year of studies which will enable graduates to receive associate membership with the Australian Psychological Society and which will meet the academic requirements for professional accreditation with the Victorian Psychologists’ Registration Board. Graduates with this specialisation may also move onto postgraduate studies in courses leading to professional accreditation as teachers, social workers or personnel officers, or to staff development work and marketing research. Alternatively, graduates may find employment in welfare and community services.

**SPECIALISATION REQUIREMENTS** Students are required to complete TEN 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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**Second and/or Third Year**

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<td>APP2014</td>
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<td>APP2101</td>
<td>INTERCULTURAL AND DEVELOPMENTAL ISSUES IN PSYCHOLOGY</td>
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<td>APP3035</td>
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<td>APP3036</td>
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<td>APP3037</td>
<td>CLINICAL ASPECTS OF PSYCHOLOGY</td>
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**PSYCHOLOGY ELECTIVES** - Students select two

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APP3016 GROUP BEHAVIOUR 12
APP3018 ORGANISATIONS AND WORK 12
APP3019 PSYCHOBIOLOGY 12
APP3020 PSYCHOANALYSIS 12
APP3021 PSYCHOLOGY OF ADJUSTMENT 12
APP3023 PSYCHOLOGICAL ISSUES IN THE WORKPLACE 12
APP3025 PSYCHOLOGICAL ASSESSMENT 12
APP3026 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 SOCIOLOGY

Locations: Footscray Park, St Albans

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

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
ASS3013 SOCIOLOGY 3B: INTERNATIONAL SOCIAL POLICY 12
ASS3032 SOCIOLOGY 3D: FORMATIONS OF POWER: GOVERNING CULTURAL IDENTITY IN A 'POSTCOLONIAL' WORLD 12
ASS3036 SOCIOLOGY 2/3E: THE ECOSOCIAL: PLACE, POLICY AND POLITICS 12
ASS3037 INQUIRING INTO THE SOCIAL 12
ASS3050 MIGRATION, MOBILITY AND GLOBALISATION 12
ASS3052 GOVERNING CIVIC LIFE: CITIZEN, NATION, SELF 12
ASX3500 INTERNATIONAL INTERDISCIPLINARY PROJECT 12
Second and/or Third Year

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<td>APS2030</td>
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<td>APS2040</td>
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<td>APS3020</td>
<td>QUALITATIVE SOCIAL RESEARCH METHODS 2</td>
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<tr>
<td>APS3021</td>
<td>QUANTITATIVE SOCIAL RESEARCH METHODS 2</td>
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<tr>
<td>APS3040</td>
<td>INDEPENDENT RESEARCH PROJECT</td>
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AAA2005 COLONIALISM, NATIONALISM AND REVOLUTION IN SOUTHEAST ASIA
Locations: Footscray Park.
Prerequisites: Nil.
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
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.
Prerequisites: Nil.
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 engenderment 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 engenderment 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 engenderment 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 engenderment and identity.
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 (Sunzi 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 Lamo Tsongkha (religious reformer), Shabkarpa...
(yogi and mystic), Gedun Chöphel (scholar and revolutionary), and His Holiness the Fourteenth Dalai Lama (Tibet's modern leader).

Credit Points: 12

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

- Demonstrate a broad knowledge of the scope of Tibetan history;
- Analyse translated texts from other cultures;
- Respond, to and write about, non-Western histories;
- Understand and analyse history in its social and political contexts;
- Understand cultural history in a disputed region.

Class Contact: One two-hour seminar per week and one one-hour gallery visit or screening/discussion per semester.


Assessment: Seminar report (1000 words) 25%; Essay (2000 words) 50%; One-hour final examination 25%.

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 those 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%.

AAA5002 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 ontological and epistemological foundations to various approaches to research (e.g., 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 methods (their values, terminology, methods and techniques) and the main criticisms of these;
- Demonstrate advanced skills of logical argument, developing hypotheses and using evidence;
- Understand debates about research ethics;
- Understand reflexivity in different types of research (descriptive/ethnographic, participatory, explanatory, exploratory, pure, applied, action etc);
- Demonstrate advanced skills of analysis and synthesis relevant to research within these fields;
- Demonstrate familiarity with issues relating to cross-cultural research methods and apply research strategies in a range of case studies;
- Select and define research topics, design research proposals and adopt effective and appropriate research methods.

Class Contact: The equivalent of two hours per week for one semester comprising one one-hour lecture and one one-hour seminar. These classes may be scheduled as intensive weekend workshops depending on student demand.


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.

AAA5011 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:

- 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 in Southeast Asia: the quest for moral authority, Stanford University Press, California.

Assessment: Seminar paper (2500 words) 30%; Research essay (5000 words) 70%.

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.
AAH2011 EUROPEAN HISTORY 1
Locations: Footscray Park, St Albans.
Prerequisites: Nil.
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 wars of communism in Russia and Nazism in Germany. The unit of study also examines one ideological battleground of these 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.
Required Reading: Book of readings to be provided by Lecturer.
Assessment: Essay, 50%. Examination, 40%. Other, Class participation, 10%.

AAH2012 EUROPEAN HISTORY 2
Locations: Footscray Park.
Prerequisites: Nil.
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.

AAH2014 THE MAKING OF THE MODERN MIDDLE EAST
Locations: Footscray Park.
Prerequisites: Nil.
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 critical 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 reassertion 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, St Albans.
Prerequisites: Nil.
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:

Assessment: Essays, 50%; Examination, 40%; Participation, 10%.
- 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
Assessment: Essay, Essays, 50%. Examination, Examination, 40%. Other, Participation, 10%.

AHH3012 AMERICAN HISTORY 2
Locations: Footscray Park.
Prerequisites: Nil.
Description: Continuing from AHH3011, this unit of study explores American society from the Cold War to 1969. Themes of political reform and repression, social conflict, civil rights dissent and social disintegration underpin studies of the presidencies of Harry Truman through to Lyndon Johnson. Special emphasis is given to the phenomenon of McCarthyism from the late 1940s to the mid 1950s, and the period from 1960 to the apocalypse of 1969.
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: One 90-minute lecture and one one-hour tutorial per week
Assessment: Essay, Essay, 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 Political Science 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-S11; 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: Set text: Maddox, C 2005, Australian democracy in theory and practice, 5th edn, Pearson Longman, Frenchs 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 major 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:
- Conduct research for, and write, academic essays.

Class Contact: Three hours per week comprising one two-hour lecture and one two-hour tutorial.
Required Reading: McLean, I. & McMillan, A, 2003, The concise Oxford dictionary of politics, 2nd edn, Oxford University Press, Oxford (available to students online through the University library). Students must purchase a copy of the AAP1010 Unit Reader from the University Bookshop. It is strongly recommended that students also obtain a copy of Heywood, A 2003, Political ideologies: an introduction, 3rd edn,
Assessment: Tutorial paper 15%; Essay plan/bibliographic exercise 15%; Essay 40%; Examination 30%.

AAP2044 SOUTHEAST ASIAN POLITICS
Locations: Footscray Park.
Prerequisites: AAP1002 - AUSTRALIAN POLITICSAAP1010 - FOUNDATIONS OF POLITICAL SCIENCEAS1001 - SOURCES OF ASIAN TRADITIONSAS11002 - SOURCES OF ASIAN MODERNITIES Either/Or
Description: This unit 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 separations; ‘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.

Required Reading: Muthiah Alagappa (ed) 1995, Political legitimacy in Southeast 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: AAP1002 - AUSTRALIAN POLITICSAAP1010 - FOUNDATIONS OF POLITICAL SCIENCEAS1001 - SOURCES OF ASIAN TRADITIONSAS11002 - SOURCES OF ASIAN MODERNITIES Either/Or
Description: This unit will examine Indonesia’s social structure and diverse cultural patterns and how these are reflected in post-independence politics. Emphasis will be given to the processes 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 ethnic minorities 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

Class Contact: Three hours per week comprising one one-hour lecture and one two-hour seminar.

Assessment: Seminar paper 30%; Essay 40%; Examination 30%.

AAP2015 INTERNATIONAL RELATIONS
Locations: Footscray Park.
Prerequisites: AAP1002 - AUSTRALIAN POLITICSAAP1010 - FOUNDATIONS OF POLITICAL SCIENCE Either/Or
Description: This unit surveys contemporary theoretical developments in international relations. Concepts to be examined will include: the role of sovereign states and supranational organisations in post-Cold War global politics; anarchism in 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.

Assessment: Tutorial presentation 15%; Essay 40%; Self-directed learning project 20%; Examination 25%.

AAP2016 DIATOCRACY AND DEMOCRACY
Locations: Footscray Park.
Prerequisites: AAP1002 - AUSTRALIAN POLITICSAAP1010 - FOUNDATIONS OF POLITICAL SCIENCE Either/Or
Description: This unit emphasises the reading of original texts by political philosophers and ‘practitioners’ of governing.

Assessment: Tutorial paper 15%; Essay 40%; Directed learning project 20%; Examination 25%.

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.

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
Either/Or

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.

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: Lasser, W 2004, American politics, 2nd edn, Houghton Mifflin, Geneva, Illinois. A Unit Reader may be required as an addition or an alternative to the above.

Assessment: Bibliographic exercise/essay plan 20%; Essay (2500 words) 50%; Two-hour examination 30%.

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 globalization 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: Permission from coordinator must be gained.

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: Permission from coordinator must be gained.

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: 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:**

**Prerequisites:** Nil.

**Description:**

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. Birch, D., T. Schrato and S. Srivastava 2001 Asia: Cultural Politics in the Global Age 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:**

- 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:**


**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 1**

**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:**

- 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

**Class Contact:** Three hours per week 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 focuses on the historical and theoretical underpinnings of community psychology. Topics include: history of community psychology; philosophical underpinnings; levels of analysis; levels of prevention; empowerment; ecological approaches.

**Credit Points:** 12

**Learning Outcomes:**

- Demonstrate understanding of the conceptual shift underpinning the community psychology paradigm;
- Recognise the levels of analysis in community psychology prevention;
- Critically assess concepts in community psychology; and
- Explain how an ecological perspective can be applied to current social issues.

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

**Required Reading:** To be advised by lecturer.

**Assessment:** ICT (Wiki, Web sites). Online discussion: Reflection on theoretical issues, 20%. Research Paper, Critical evaluation of ecological model and discussion of application to current social issue, 40%. Test, Content reflects community psychology concepts, 40%. Minimum effective word limit 5000 words.

**APA4019 FIELD RESEARCH**

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

**Prerequisites:** Admission in to the Graduate Diploma in Psychology

**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. 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; and 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 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. 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, 8000 - 12000 words, 100%.

**APC5021 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 a familiarity with the literature associated with their proposed research project;
- Develop a brief research proposal.

**Class Contact:** Individual supervise, 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.

**APC5203 CLINICAL EXPERIENCE 1**

**Locations:** St Albans.

**Prerequisites:** Admission to the Master of Psychology course

**Description:** This unit of study 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 clinical 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:** Victoria University Psychology Clinic Manual

**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.

**APC5204 PROFESSIONAL PRACTICE ISSUES**

**Locations:** St Albans.

**Prerequisites:** Admission to Master of Psychology (Clinical Psychology)

**Description:** This unit of study 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
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.

APC5206 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 etiology of the major 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 phenomenology and aetiology 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 (e.g., 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 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 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: Admission to Master of Psychology (Clinical Psychology)

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 an 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: Victoria University Psychology Clinic Manual

Assessment: Report, Submission of one signed written report of an assessment of a client conducted in VUPC to be submitted to the Course co-ordinator, 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: Admission to Master of Psychology (Clinical Psychology)

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: Admission to Master of Psychology (Clinical Psychology)
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. The two components of assessment will be ungraded. Total effective word length 3000 words.

APC5213 RESEARCH METHODS

Locations: St Albans.
Prerequisites: Admission to Master of Psychology (Clinical Psychology)
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.

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: Admission to Master of Psychology (Clinical Psychology)
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: Victoria University Clinical Psychology Placement Manual
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.
APCS215 CHILD AND FAMILY INTERVENTIONS

Locations: St Albans.

Prerequisites: Admission to Master of Psychology (Clinical)

Description: This unit of study introduces students to childhood 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


Assessment: Assignment, Case study assignment demonstrating the ability to conceptualise and develop a case specific treatment plan, 100%. Total effective word limit 5000 words.

APCS216 CLINICAL PSYCHOLOGY ASSESSMENT 1

Locations: St Albans.

Prerequisites: Admission to Master of Psychology (Clinical Psychology)

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 (WIAT, 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 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.

APCS217 CLINICAL PSYCHOLOGY ASSESSMENT 2

Locations: St Albans.

Prerequisites: Admission to Master of Psychology (Clinical Psychology)

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-therapist 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 clinical 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, Pass/Fail. Report, Written report based on interpretation and integration of assessment data/information, 80%. Minimum effective word length 5,000 words.

APCS218 EXTERNAL PLACEMENT 1

Locations: St Albans.

Prerequisites: Admission to Master of Psychology (Clinical Psychology)
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: Victoria University Clinical Psychology Placement Manual

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. 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 belownoted 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).

APC6110 CLINICAL EXPERIENCE AND PRACTICUM 4

Locations: St Albans.

Prerequisites: APC5102 - RESEARCH PROJECT 2APC5104 - CLINICAL SKILLS 2APC5106 - CLINICAL EXPERIENCE AND PRACTICUM 2APC5108 - PROFESSIONAL PRACTICE ISSUES 2APC5110 - OBSERVATIONAL METHOD 1APC5112 - CLINICAL THEORIES 1APC6109 - CLINICAL EXPERIENCE AND PRACTICUM 3

Description: Students will continue their second clinical field placement and their supervised work with clients referred to the Victoria University Psychology Clinic. Case presentations/discussions and observation of clinical assessments will provide further opportunity for extending clinical experience.

Credit Points: 12

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

- Demonstrate an 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 developing skills in psychological intervention;
- Demonstrate skills in writing psychological reports at an increasingly professional level;
- Demonstrate a capacity to use supervision effectively;
- Demonstrate skills in oral case presentation and in clinical discussion;
- Demonstrate an increasing understanding of the factors involved in working as a clinical psychologist in a multidisciplinary clinical setting.

Class Contact: Students will complete their second clinical field placement commenced in semester 1 and receive weekly supervision by the appointed placement supervisor. Fortnightly individual supervision and small and/or large group supervision will continue for clinical work in the Victoria University Psychology Clinic.


Assessment: Journal, Weekly logbook and satisfactory reports from clinical supervisors (field supervisor, supervisor of VUPC work), Pass/Fail. Presentation, Case presentations in small/large group supervision, Pass/Fail.

APC6201 RESEARCH PROJECT 3A

Locations: St Albans.

Prerequisites: APC5208 - RESEARCH PROJECT 2

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  
**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.  
**Prerequisites:** APC5210 - CLINICAL EXPERIENCE 2  
**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:** Victoria University Psychology Clinic Manual  
**Assessment:** Report, Submission of one signed written report of an assessment of a client conducted in the VUPC to be submitted to the Course Co-ordinator, 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.  
**Prerequisites:** Admission to Master of Psychology (Clinical Psychology)  
**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.  
**Prerequisites:** APC5211 - INTERVENTIONS 1  
**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 on 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.

**Prerequisites:** APC6207 INTERVENTIONS 2

**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 understanding 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

**Assessment:** Essay, Essay, 100%. Exercise, Satisfactory completion of hurdle requirement: DVD exercise assessing therapeutic skills (Pass/Fail), 0%. DVD exercise assessing therapeutic skills (Hurdle Requirement). Graded Sat/UnSat Total effective word length 3,000 words.

**APC6209 RESEARCH PROJECT 4A**

**Locations:** St Albans.

**Prerequisites:** APC6207 RESEARCH PROJECT 3A

**Description:** Individual supervision will provide guidance on conducting and writing up clinical research. This is the final research unit for the Master of Psychology

**Credit Points:** 12

**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 format.

**Class Contact:** fortnightly individual supervision

**Required Reading:** As advised by supervisor

**Assessment:** Thesis, Submit research in traditional thesis form or as literature review and a report in journal article format for internal & external examination, Pass/Fail. The assessment for this unit is ungraded. Effective word length 15,000 words.

**APC6210 RESEARCH PROJECT 4B**

**Locations:** St Albans.

**Prerequisites:** APC6208 - RESEARCH PROJECT 3B

**Description:** Individual supervision will provide guidance on conducting the clinical research and will address any practical problems that arise in regard to data collection

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Conduct data analysis in an ethical manner;
- Analyse data using relevant quantitative or qualitative techniques;
- Demonstrate appropriate progress on their research project e.g. completion of data collection and statistical analysis.

**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. Assessment for this unit is ungraded. Effective word length 5,000 words.

**APC6211 NEUROPSYCHOLOGY DISORDERS AND PSYCHOPHARMACOLOGY**

**Locations:** St Albans.

**Prerequisites:** Admission to Master of Psychology (Clinical Psychology)

**Description:** The theoretical framework of clinical neuropsychology and basic aspects of its practice will be introduced. The focus, where possible, will be on issues of relevance to clinical psychologists and will have a case study focus.

Neuropsychological disorders will be discussed from the brain-behaviour relationship framework of neuropsychology. The unit will also cover the mechanisms of action of major psychoactive drugs (both illicit and therapeutic), as well as a consideration of
literally: how and why drugs are used therapeutically.

Credit Points: 6

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

- Demonstrate an understanding of basic aspects of neuropsychology and apply this knowledge to understand brain-behaviour relationships in psychological 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.

Prerequisites: APC6204 - CLINICAL EXPERIENCE 3

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: 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, 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.

APC6213 CLINICAL HEALTH PSYCHOLOGY 2

Locations: St Albans.

Prerequisites: APC6205 - CLINICAL HEALTH PSYCHOLOGY 1

Description: This unit of study will focus on interventions aimed at the promotion of health, and the prevention, treatment and rehabilitation of illness, injury and disability within health and medical settings. The effect of pre-existing psychological problems or vulnerabilities on the course of the illness or the effectiveness of medical treatment will be covered. Designing individual and group behaviour change programs, providing consultation to other professionals and provision of interventions for carers are considered as aspects of the role of clinical psychologists in health settings. How to address the identification and treatment of non-medical problems (e.g. somatisation disorders) in health and medical settings, treatment in relation to psychological distress interfering with recovery of physical illness and specific interventions relevant to management of chronic pain will be covered.

Credit Points: 6

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

- Demonstrate knowledge of assessment and of the application of psychological principles and interventions to the promotion and maintenance of health, to the treatment of illness, and to rehabilitation;
- Demonstrate advanced knowledge and skills in identifying psychological factors contributing to illness and disorder;
- Demonstrate advanced knowledge and skills in identifying the psychological impact of illness on patients and their families;
- Demonstrate advanced knowledge and skills in identifying the psychological factors affecting the course and/or recovery for various types of illness.

Class Contact: One 1.5 hour seminar per week


Assessment: Report, A report detailing the proposed assessment, diagnosis, formulation and treatment plan for a case presentation in a medical setting (to be provided), 100%. The assessment is graded. Total effective word length 3,000 words.

APC6214 INTERVENTIONS 4

Locations: St Albans.

Prerequisites: APC6207 - INTERVENTIONS 3

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
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.
Prerequisites: Admission to Master of Psychology (Clinical Psychology)
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: Review, Evaluation - Completion of a satisfactory mid-placement review with the placement supervisor and the placement coordinator, Pass/Fail. Minimum effective word length 3000 words.

APC6217 EXTERNAL PLACEMENT 2
Locations: St Albans.

Prerequisites: APC5218 - EXTERNAL PLACEMENT 1
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 increased 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: Victoria University Clinical Psychology Placement manual
Assessment: Review, Evaluation - Completion of a satisfactory mid-placement review with the placement supervisor and the placement coordinator, Pass/Fail. Minimum effective word length 3000 words.

APC6218 EXTERNAL PLACEMENT 3
Locations: St Albans.
Prerequisites: APC6217 - EXTERNAL PLACEMENT 2
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 fulfill 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.
ACPC6102 RESEARCH PROJECT 5

Locations: St Albans.

Prerequisits: APAC6104 - RESEARCH PROJECT 4B

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: As advised by supervisor.

Assessment:Thesis, Submission of a thesis of 40,000 words. , Pass/Fail. The thesis will be examined by two suitably qualified external examiners.

ACPC6103 CLINICAL EXPERIENCE AND PRACTICUM 5

Locations: St Albans.


Description: Advanced supervised intern experience in a clinical setting beyond the university. The student will be expected to work across a range of clinical psychology activities, including assessment and intervention in general and specialised areas. Students will continue with a clinical case load in the Victoria University Psychology Clinic and receive individual and group supervision for that work.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will 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 psychological intervention;
- Demonstrate skills in writing psychological reports at an increasingly professional level;
- Demonstrate a capacity to use supervision effectively;
- Demonstrate skills in oral case presentation and in clinical discussion;
- Demonstrate an increasing capacity to work independently as a clinical psychologist in a multidisciplinary clinical setting.

Class Contact: Two hours per week of small or large group supervision, one hour per fortnight of individual supervision, and two hours of face-to-face VUPC client contact per week (on average).

Required Reading: As advised by clinical supervisors. Clinical Psychology Practicum Handbook.

Assessment: Journal, Weekly log book and end of placement report from the field supervisor, Pass/Fail. Presentation, Case presentations in individual, small/large group supervision, Pass/Fail. Report, One written report for clients from Victoria University Psychology Clinic, Pass/Fail. Exercise, Entry of own client data in Victoria University Psychology Clinic database, Pass/Fail.

ACPC6201 RESEARCH PROJECT 5

Locations: St Albans.

Prerequisits: APAC6210 - 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 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.

ACPC6202 CLINICAL EXPERIENCE 5

Locations: St Albans.
Prerequisites: APC6212 - CLINICAL EXPERIENCE 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: Victoria University Psychology Clinic Manual

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

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.


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.

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

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 Contract:** 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:** 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 logbooks, progress notes and clinic files in an external agency;
- Demonstrate knowledge of the organizational 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 increasing capacity to work independently in the role of a trainee clinical psychologist in a multidisciplinary clinical setting.

**Class Contact:** No scheduled classes.

**Required Reading:** Victoria University Clinical Psychology Placement Manual

**Assessment:** Other, Evaluation - Completion of a satisfactory mid-placement review with the placement supervisor and the placement co-ordinator, Pass/Fail. Minimum effective word length 5,000 words.

**APC7210 EXTERNAL PLACEMENT 5**

**Locations:** St Albans.

**Prerequisites:** APC7209 - EXTERNAL PLACEMENT 4

**Description:** Students will continue their third clinical placement involving 80 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 fulfill student responsibilities in relation to logbooks, progress notes and clinic files in an external agency;
- Demonstrate knowledge of the organizational 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:** Victoria University Clinical Psychology Placement Manual

**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 co-
ordinal to prior the completion of the 80 day placement, Pass/Fail. Other, Submission of signed copy of the logbook to the placement Co-ordinator 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.

APH4011 PSYCHOLOGY IN PRACTICE
Locations: Footscray Park, St Albans.
Prerequisites: Nil.
Description: This unit introduces 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, End-of-semester exam, 60%. Minimum effective word limit 2500 words.

APH4012 RESEARCH THESIS
Locations: Footscray Park, 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 or research report of 9,000 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:

- 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 9,000 and 12,000 words.

Class Contact: No scheduled classes.
Required Reading: To be advised by supervisor.

Assessment: Research Thesis, Research thesis of approximately 9,000 to 12,000 words to be submitted in second semester (APH4015 Extended Research Thesis), 100%.

APH4013 PSYCHOLOGY IN PRACTICE
Locations: Footscray Park, St Albans.
Prerequisites: Nil.
Description: This unit introduces students to the diverse nature of the profession, the various functions, roles and duties performed by psychologists. It also explores evidence-based interventions and the ethical and professional conduct required of them as psychologists.

Credit Points: 12

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; Illustrate understanding of the research bases underpinning evidence-based approaches to psychological intervention; 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 (interview exploring roles/responsibilities and career pathways for psychologists), 40%. Examination, Short answer and multiple choice exam - Evidence-based approaches to psychological intervention, 30%. Examination, Short answer and multiple choice exam - Professional ethics, 30%. Minimum effective word limit 5000 words.

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 design and carry out an independent investigation and report their findings in a thesis of 9,000 to 12,000 words. The thesis is a compulsory component completed over two semesters via enrolment in this unit of study and APH4012 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 are expected to 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 9,000 and 12,000 words.

Class Contact: No scheduled classes.
Required Reading: To be advised by lecturer.
Assessment: Thesis, Independent research, 100%. Research thesis of approximately 9,000 to 12,000 words.

APH4016 SOCIAL RESEARCH METHODS IN CONTEXT - QUANTITATIVE
Locations: Footscray Park, St Albans.
Prerequisites: Nil.
Description: This unit of study is designed to foster students’ understanding and application of advanced quantitative methods. Content includes the recognition of appropriate applications of analysis of variance and regression procedures; analysis of data (using sophisticated statistical computer packages); and the use of these methods in design and analysis of quantitative research projects.
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 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 advanced quantitative methods including design, data analysis and presentation; Choose and apply appropriate statistical techniques to answer set research question.
Class Contact: Two hours per week.
Assessment: Examination, Computer-based SPSS exam: Designed to test students’ ability to identify, justify and undertake appropriate statistical analysis, 80%. Presentation, Presentation and facilitation of class discussion on specific statistical technique, 20%. Minimum effective word limit 5000 words.

APH4017 SOCIAL RESEARCH METHODS IN CONTEXT - QUALITATIVE
Locations: Footscray Park, St Albans.
Prerequisites: Nil.
Description: Qualitative methods are explored, as well as addressing practical aspects of research, and philosophical and theoretical issues in social science, as an integral aspect of the discussion. The unit looks beyond strategies for data collection (methods) to consider the importance of epistemology, methodology and ethics in conducting qualitative research. This includes exploring the different assumptions that inform qualitative methodologies, the implications for knowledge claims and for report writing.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate understanding of 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 selected approaches in qualitative methods.
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%. Minimum effective word limit 5000 words.

APH4027 SOCIAL RESEARCH METHODS IN CONTEXT B
Locations: Footscray Park, St Albans.
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. The unit 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: Demonstrate understanding of 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 selected approaches in qualitative methods.
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%. Minimum effective word limit 2500 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 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
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.

**Required Reading:**
- Pedhazur, EJ 1994, Multiple regression in behavioural research, 4th edn, Harcourt Brace, Fort Worth, TX.

**Assessment:**
- Qualitative field study (group assignment) 15%;
- Quantitative 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: CBT intervention skills, 50%;
- Essay, Reflective essay, 25%;
- Literature Review, Review of professional literature that examines CBT practices, 25%.

**Minimum effective word limit 5000 words.**

**APH4071 PROFESSIONAL ORIENTATION (PSYCHOLOGICAL ASSESSMENT)**

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

**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 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 are expected to 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.

**Required Reading:**

**Assessment:**
- Examination, Testing knowledge of assessment techniques and report writing, 50%;
- Assignment, Assessment report based on psychological testing, 50%.

**Minimum effective word limit 5000 words.**

**APM5001 FOUNDATIONS OF COMMUNITY PSYCHOLOGY**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study reviews the history of community psychology and the development of community mental health in Australia and New Zealand. Students gain an understanding of the impact of deinstitutionalisation on the community delivery of services. Philosophical underpinnings include examining psychology’s role in the use of knowledge production and action for social justice, eg students critically review the ‘medical’ model of service delivery, power relationships, cultural relativism, blaming the victim and community control of services. Within these parameters, notions related to multiple levels of analysis and prevention are highlighted, as well as tensions between deficit models versus competencies, and the application of a psychological sense of community.

**Credit Points:** 8
Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Clarify key concepts and values in community psychology;
- Critically apply community psychology philosophical and theoretical approaches to a social issue;
- Demonstrate an understanding of the psycho-political bases of community psychology;
- Critically evaluate theories underpinning the ontology and interventions in health and wellbeing.

Class Contact: Two hours per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Project, Qualitative research project, 25%. Other, Online commentaries of relevant literature, 15%. Research Paper, Compare and contrast approaches to qualitative inquiry, 60%. Minimum effective word limit 5000 words.

APM5005 CURRENT ISSUES IN SPORT PSYCHOLOGY

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit explores the theory and research on the major themes in sport psychology to provide the foundation for practice. While the topics considered in this unit — personality, mood, motivation, anxiety, attention, imagery, flow and the psychology of injury — form the backbone of introductory sport psychology classes, the depth and approach used in this unit operate at a postgraduate level, so that students move into the applied areas with an advanced understanding of the main concepts in sport psychology.

Credit Points: 8

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

- Identify and compare key theoretical frameworks in relation to the major concepts in sport psychology;
- Demonstrate a thorough understanding of the research related to those concepts;
- Critically appraise the strengths and weaknesses of the theory and research; and
- Contribute to critical debates in sport psychology.

Class Contact: Three hours per week for one semester.


Assessment: Presentation, Class leadership in discussion of one topic covered in the unit., 35%. Essay, Written essay on one of the major themes in sport psychology., 30%. Examination, Short-answer knowledge test comprising self-reflection and case formulation, 35%. Minimum effective word limit 5000 words.

APM5008 APPLIED SPORT AND EXERCISE PSYCHOLOGY

Locations: Footscray Park.

Prerequisites: APM5005 - CURRENT ISSUES IN SPORT PSYCHOLOGY

Description: The primary goal of this unit is to enable students to bridge the gap between the theoretical and practical aspects of sport psychology. Students examine the implementation of applied sport psychology techniques and explore and learn skills related to applying psychology in sport including: personality in sport, goal setting, arousal control, imagery, self-confidence, performance routines, cognitive interventions, concentration, motivation, psychology of coaching, and counselling with athletes. Other relevant skills that applied sport psychologists are required to master such as intake interviews, test use and administration (mainstream psychology and sport psychology), interventions/techniques and report writing form an integral part of this unit. A number of secondary issues are also covered in less detail including: personality in sport, sleep, transitions and psychological aspects of injury. The unit also examines working with coaches and allied sport scientists and draws heavily on students’ own past and present sports experiences in an interactive manner.

Credit Points: 8

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

- Apply knowledge of the diversity of applied sport psychology techniques to the professional practice of psychology;
• Critically analyse a broad range of fundamental applied sport psychology interventions;
• Construct appropriate applied sport psychology interventions to assist athletes and coaches;
• Demonstrate knowledge of the key issues related to the psychology of coaching; and
• Demonstrate through practice, that they have become self-reflective practitioners.

Class Contact: Three hours per week for one semester.
Required Reading: Andersen, B 2000, Doing sport psychology, Champaign, IL: Human Kinetics.
Assessment: Presentation, Formal class presentation of one topic covered in unit, 25%. Portfolio, Applied sport psychology - professional portfolio, 30%. Examination, Competency of skills/knowledge in applied consulting situation, 20%. Exercise, Development and delivery of applied intervention, 10%. Exercise, Critical analysis of various topic covered in unit, 15%. Minimum effective word limit 5000 words.

APM5010 PSYCHOLOGICAL PRACTICE 1: ETHICS AND PROFESSIONAL PRACTICE

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit investigates the role of systems and contexts on psychological practice, for example in the government and non-government sectors, welfare, education, industrial, sporting, health and mental health systems in Victoria. Within these settings, the psychologists’ role is considered within the guidelines of the Australian Psychological Society (APS) Code of Ethics and the Psychological Board of Australia (PBA) registration guidelines. Placement expectations are discussed, including an overview of both the probable roles and responsibilities of students.
Credit Points: 8

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 unit 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;
• Appraise the APS Code of Ethics and Ethical Guidelines and the AHPRA and PBA registration requirements;
• Contextualise factors such as power, ethnicity, class and gender into psychological practice;
• Explain 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: Assignment, Critical essay on ethical issues, 50%. Presentation, Field visit to psychology agency and report back with class presentation, 50%. Minimum effective word limit 4000 words.

APM5013 QUANTITATIVE RESEARCH METHODS

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit extends skills and knowledge in advanced research methods. These include a 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. Further skill development includes the interpretation and presentation of data, an examination of published research papers, critical analysis of research arguments hypotheses, methods, analysis, interpretation and conclusions. The social responsibility of researchers is also examined.
Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:
• Apply advanced quantitative research skills to social research;
• Demonstrate advanced theoretical knowledge related to quantitative inquiry;
• Critically review published research related to research design;
• Utilise quantitative research skills to design a research proposal.

Class Contact: Two hours per week for one semester.

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

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.
Prerequisites: Nil.
Description: This unit 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:**

**Learning Outcomes:** On completion of this unit, students are expected to be able to:

- Identify and appraise the various functions, roles and duties performed by psychologists related to assessment;
- Apply knowledge and understanding of the ethical and professional conduct related to assessment and report writing in professional settings;
- Evaluate and apply psychological assessment protocols;
- Utilise a range of skills related to informal assessment processes.
- Select appropriate interventions strategies based on the assessment of client characteristics.

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

**Required Reading:** Australian Psychological Society 2007, Australian Psychological Society Code of Ethics, Available online. Additional readings to be advised by lecturer.

**Assessment:**

- Essay, Critical essay on a psychological assessment issue, 50%.
- Report, Report on psychological assessment of two individuals, 50%. Minimum effective word limit 4000 words.

**APM5021 PRACTICUM 1**

**Locations:** Footscray Park.

**Prerequisites:** APM5010 - PSYCHOLOGICAL PRACTICE 1: ETHICS AND PROFESSIONAL PRACTICE

**Description:** This unit provides support to students whilst they are undertaking their practicum placement. Therefore, the seminar sessions translate content to the applied setting of the practicum. For example, 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 and troubleshooting problems in the professional psychology setting.

**Credit Points:**

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Evaluate and link Psychologist Competencies to Learning Contracts;
- Assign the skills and knowledge learned in the course to applied settings;
- Apply a sound knowledge of legal and ethical issues to the practice of professional psychology;
- Appraise and determine the competing roles and priority settings of the professional agency;
- Develop one’s ‘place’ as a professional psychologist; and
- Identify and troubleshoot problems in the professional psychology setting.

**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.


Minimum effective word limit 4000 words Assessment will be satisfactory or nonsatisfactory.

**APM6002 COMMUNITY PSYCHOLOGY INTERVENTIONS**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit examines community psychology interventions in multiple levels of analysis, from small groups, to organisational contexts to broader community settings. Prevention strategies are critically explored, including primary prevention programs, secondary prevention strategies, tertiary prevention strategies and the notion of ‘at-risk’. The emphasis is on evidence-based interventions, and the capacity to critically evaluate existing community-based interventions.

**Credit Points:**

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Demonstrate an understanding of the multiple levels requiring analysis for community problem-solving; from individual to broader contexts, including cultural factors and notions of empowerment;
- Explain and apply the philosophy and principles for successful and sustainable community interventions;
- Examine the range of prevention strategies, including individual and larger group interventions, in light of local and international practices;
- Critically analyse a current community problem, with a view to developing an intervention strategy/ies;
- Design a complete intervention plan, including an evaluation plan, informed by relevant research.

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

**Required Reading:** Required readings will be provided online.

**Assessment:**

- Creative Works, Build a knowledge bank of community interventions, 20%. Exercise, Define a social problem in local area, 30%. Essay, Design a community psychology intervention, 50%. Minimum effective word limit 4000 words.

**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 explores professional practice in applied sport psychology, the nature of the profession and certification of sport psychology professionals. The areas considered include: (1) Psychological skills - designing psychological skills training programs and interventions, acting as a psychosocial change agent, conducting psychological skills intervention research and evaluations; (2) Effective consultants and consulting - characteristics of effective versus ineffective sport psychology consultants, helping athletes with clinical and counselling issues (eg. PTSD, depression, anxiety, eating disorders, substance abuse), client-practitioner relationships, presentation skills and formats, role-playing and observational learning experiences; (3) Working with special populations in sport psychology; and (4) Overcoming common sport psychological consulting problems - lack of client adherence; making referrals; dealing with unco-operative clients. The format of the unit is designed to encourage students to develop their critical skills and their presentation techniques. Each week, a student leads the session. Each session comprises a formal presentation during which the main concepts and
research are introduced. Students lead a discussion of two key papers on the topic, encouraging class members to contribute to critical debates on the papers and their implications for that area of sport psychology.

**Credit Points:** 8

**Learning Outcomes:** On successful completion of this unit students are expected to be able to:

- Demonstrate a thorough understanding of key issues related to the professional practice of applied sport psychology;
- Apply communication and problem solving skills to a variety of settings and with a variety of stakeholders (coaches, athletes, administrators, sport governing bodies);
- Engage in ethical and professional behaviours when working one-on-one with clients and in groups settings with teams;
- Practise cultural sensitivity when working with people from diverse backgrounds; and
- Assess and apply appropriate interventions for people with clinical and counselling issues (e.g., eating disorders, depression, anxiety) in professional sport psychology practice.

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

**Required Reading:**

**Assessment:**
- Presentation, Seminar presentations to class, 30%.
- Examination, Case formulation, treatment plans, evaluations, and self-reflection practice, 35%.
- Essay, Essay on a professional practice issue in sport psychology, 35%.
- Minimum effective word limit 5000 words.

**APM6009 PSYCHOLOGICAL PRACTICE 3: COUNSELLING THEORIES, SKILLS AND INTERVENTIONS**

**Locations:** Footscray Park.

**Prerequisites:**
- APM5010 - PSYCHOLOGICAL PRACTICE 1: ETHICS AND PROFESSIONAL PRACTICE

**Description:** In this unit, students study theories of psychological change and therapy along with their empirical evaluation. These are based on research and in particular, outcome studies. A major focus is on developing interviewing and counselling skills, and developing group work skills. The skill development aspect draws on the large body of process research. Students 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:

- Evaluate and analyse psychotherapy, counselling and group work research;
- Appraise 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:**
- Examination, Short answer questions taken from seminar sessions, 50%.
- Assignment, Video recording of counselling session and report, 50%.
- Total effective word limit 4000 words.

**APM6021 PRACTICUM 2**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit is designed to provide students with support in their field experience in a specialist setting. Class content focuses on the ethical and legal issues relating to specialist practice, the translation of theories to the specialist applied setting, troubleshooting any practical problems arising on placement, and determining the appropriate use of specialist and generalist skills.

**Credit Points:** 16

**Learning Outcomes:** On successful completion of this unit students are expected to be able to:

- Demonstrate the application of knowledge of APS Code of Ethics in the placement setting;
- Make the connection with psychological theories and the work performed in the placement setting;
- Seek advice on practical problems and challenges arising in the placement setting;
- Consider the appropriate use of generalist and specialist skills in the placement setting;
- Construct an appropriate Learning Contract in consultation with placement supervisor.

**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:**
- Examination, Learning Contracts, Pass/Fail.
- Journal, Logbook, Pass/Fail.
- Report, Placement report, Pass/Fail.
- Supervisor’s report, Pass/Fail.
- Minimum effective word limit 6500 words. Assessment will be Satisfactory or Non-satisfactory.

**APM6030 THESIS RESEARCH**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit 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:** 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;
- Utilise standard APA (6th) formatting style;
- Apply academic learning to develop an original research thesis.
Class Contact: Monthly one-hour class plus individual supervision.

Required Reading: To be advised by lecturer.

Assessment: Thesis. All theses will be assessed by two independent markers, one internal and one external, 100%. Minimum effective word limit 10000 words.

**APM6040 PSYCHOLOGICAL PRACTICE 4C**

**Locations:** Footscray Park.

**Prerequisites:** Nil

**Description:** This unit examines and evaluates the multiple roles of the community psychologist as a practitioner. These roles include a participant-observer, evaluator, consultant, researcher, change agent, planner-designer, networker, trainer, negotiator, facilitator, intervener and activist. Students reflect upon and identify their existing capabilities, competencies and skills, and then identify their gaps in competencies. From this self-reflection, a learning contract will be developed to formulation a professional practice plan in preparation for their future workplace.

**Credit Points:** 8

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Identify and discuss professional issues relevant to psychological practice;
- Integrate and evaluate the learning acquired in academic course work and on placement;
- Clarify values in relation to working as a community psychologist, in the light of course and placement experience, with particular emphasis on culture, gender, ability and minority group identification; and
- Develop plans for enhancing competencies as community psychologists in future work settings.

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

**Required Reading:** To be advised by lecturer.

**Assessment:** Presentation, Seminar presentation and report, 40%. Project, Professional practice plan including self-evaluation and aims for continuing education and professional practice, 60%. Minimum effective word limit 4000 words.

**APM6045 PSYCHOLOGICAL PRACTICE 4S**

**Locations:** Footscray Park.

**Prerequisites:** APM6003 - PROFESSIONAL PRACTICE IN APPLIED SPORT PSYCHOLOGY

**Description:** This focus of this unit is in four key areas: (1) Ethics and standards in applied sport psychology, including training and certification standards, boundaries of practice, and consulting ethics; (2) Professional practice issues, including getting started in psychological practice, initiating and building a practice, and charging for services/billing clients; (3) Issues in applied sport psychology consulting, including evaluating psychological skills training programs, developing strategies for gaining entry into practice, and enhancing client adherence; and (4) Self-evaluation and planning, including identifying personal strengths and weaknesses as a consultant, strategies for developing consulting skills, practitioner health and well-being, and peer supervision.

**Credit Points:** 8

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Assess and apply professional ethical standards across a diverse range of client-practitioner interactions in psychological practice;
- Demonstrate a sound understanding of Australian registration and certification standards for sport and exercise psychologists;
- Apply their understanding of boundaries of practice to their own professional practice of psychology;
- Identify and undertake key business administration and management tasks in private practice and clinic settings (e.g., fees, billing, progress notes);
- Critically evaluate the effectiveness of their own and others’ psychological skills programs;
- Demonstrate the skills and knowledge associated with being a self-reflective practitioners.

**Class Contact:** One two-hour seminar per week for one semester.

**Required Reading:** Morrissey, S & Reddy P 2006, Ethics and professional practice for psychologists, Melbourne: Thomson Social Science Press.

**Assessment:** Presentation, Lead a class discussion on one topic covered in the unit, 30%. Essay, Self-evaluation essay on key psychological practice issues, 35%. Examination, Short-answer knowledge test comprising self-reflection and case formulation, 35%. Minimum effective word limit 5000 words.

**APM6050 PRACTICUM 3**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit provides students with extended knowledge of specialist psychological practice settings, and the roles and responsibilities taken by professional psychologists in these settings. It is also 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:** On successful completion of this unit, students are expected to be able to:

- Successfully complete a supervised practice in an agency setting;
- Integrate psychological theories with issues that arise in agency settings;
- Employ complex negotiation skills to determine strategies for resolving practical problems and challenges in psychological practice settings; and
- Distinguish between generalist and specialist skills and apply them in psychological practice settings.

**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.


**APM6060 PSYCHOLOGY OF COMMUNITY HEALTH**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit is designed to apply theories and principles of health and
community psychology to fieldwork in community settings. Special emphasis is given to social health issues impacting on the western region of Melbourne. The focus is 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:** On successful completion of this unit, students are expected to be able to:

- Critically examine the principles of community based health prevention;
- Conceptualise and apply theories of social determinates of wellbeing to a social issue;
- Evaluate the effectiveness of health promotion concepts and strategies;
- Apply an ecological model to explain external socio-cultural factors related to health and wellbeing.

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

**Required Reading:** Students are directed to current journal articles in the relevant areas.

**Assessment:** Project, Class presentation and minor report on relevant topic area, 30%. Project, Major project including proposal, final report and project evaluation, 70%. Minimum effective word limit 4000 words.

**APM6070 EXTENDED THESIS RESEARCH**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study is a continuation of the same project undertaken in APM6030 Thesis Research. In this unit however, students are expected to devote proportionately more of their study time to completing their research project than during other semesters. The unit is designed to provide students with the 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 is smaller.

**Credit Points:** 12

**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;
- Utilise standard APA (6th) formatting style;
- Apply academic learning to construct an original research thesis;
- Produce an original research thesis based upon a topic with either Community Psychology or Sport Psychology relevance;
- Evaluate project outcomes and determine the implications for the specialist area.

**Class Contact:** Monthly one-hour class per fortnight.

**Required Reading:** Students will be directed to current journal articles in the relevant areas.

**Assessment:** Thesis, Thesis will be assessed by two independent markers, 100%. Minimum effective word limit 10000 words.

**APM6075 PRACTICUM 4**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**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

**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

**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.

**Assessment:** At least two psychological case reports. Placement report based on
learning contract. Report from field supervisor based on learning contract.

**APM6090 DOCTORAL THESIS (RESEARCH)**

**Locations:** Footscray Park

**Prerequisites:** Nil.

**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:** Footscray Park, St Albans.

**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 focussing on specific topics and special applications
of research and knowledge in psychology.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected
to 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;

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected
to 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;
- Apply knowledge of research methodologies to a specific research topic and collect data for a research project;
- 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%. Exercise, Short exercise on writing method and results sections, 5%. Laboratory Work, Laboratory report, 35%. Journal, Journal relating to seminar, 10%. There is a hurdle requirement that students attend at least 80% of the seminar classes. Total effective word limit 3000 words.

**APP1014 INTERPERSONAL SKILLS**

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

**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.


**Assessment:** Project, Group project involving research of an historical psychological study and its impact on the discipline, then give a PowerPoint presentation, 20%. Essay, written critique, 20%. 3,000 equivalent wordcount.

**APP1015 ORGANISATIONAL SKILLS 1**

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

**Prerequisites:** Nil.

**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:** Johns G & Saks AN 2008, 7th edn, Organisational behaviour: understanding and managing life at work, Toronto: Pearson.

**Assessment:** Journal, Reflective journal, 50%. Essay, Essay, 50%. Effective word limit 3,000 words.

**APP1016 FOUNDATIONS OF PSYCHOLOGICAL RESEARCH**

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

**Prerequisites:** Nil.

**Description:** This unit uses the examination of key historical psychology research studies to help develop academic skills and knowledge (including essay writing and online 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, R 2009, 6th edn. Forty studies that changed psychology, New Jersey: Pearson Prentice Hall.

**Assessment:** Project, Group project involving research of an historical psychological study and 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 effective word limit 3000 words.

**APP2013 PSYCHOLOGY 2A**

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

**Prerequisites:** APP1012 - PSYCHOLOGY 1APP1013 - 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 provides students with further training in both quantitative and qualitative research methods. Students 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 are expected to be able to:
- Identify 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 laboratory report demonstrating understanding of cognitive-biological psychology concepts and statistics.

**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 on cognitive-biological psychology topic, 10%. Report, Laboratory report on cognitive-biological psychology topic that demonstrates application of statistical methods, 40%. Examination, Examination on research methods, 20%. Examination, Examination on cognitive and biological psychology, 30%. Total effective word limit 3000 words.

**APP2014 PSYCHOLOGY 2B**

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

**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 focus on contemporary personality theory and research and introduce the issue of personality assessment or measurement. The research methods lectures build on the concepts underpinning research methodologies, statistical tests and processes introduced in APP2013 Psychology 2A. Students 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 are also 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 are expected to be able to:

- Identify 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;
- Use inferential statistics in psychology;
- Collect, critically analyse and report on quantitative data.

**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 on social psychology project presentation topic, 10%. Project, Social psychology project presentation (Conduct a group observational study, prepare and present group findings), 20%. Report, Personality discussion paper, 20%. Examination, Examination on research methods, 20%. Examination, Examination on personality and social psychology, 30%. Total effective word limit: 3000 words.

**APP2023 INTERPERSONAL SKILLS 2**

**Locations:** Footscray Park, 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:** Geldard D & Geldard K 2009, 6th edn, Basic personal counselling: a training manual for counsellors, Frenchs Forest 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:** Footscray Park, 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: Johns G & Saks AM, 7th edn, Organisational behaviour: understanding the managing life at work, 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: Footscray Park, St Albans.

Prerequisites: APP1012 - PSYCHOLOGY 1AAPP1013 - 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 includes a study of perspectives and research relating to personality, cognitive, social and emotional development in childhood and adulthood.

Credit Points: 12

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

- Demonstrate greater awareness of psychological perspectives on cultural and social diversity;
- Reflect upon and critically discuss issues related to intercultural psychology;
- 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: Book of readings to be advised by lecturer.

Assessment: Essay, Essay on a theoretical or applied issue in developmental psychology, 30%. Journal, Reflective journal on selected intercultural psychology readings, 30%. Examination, Mid-semester examination on intercultural psychology lecture content, 20%. Examination, End of semester examination on developmental psychology lecture content, 20%. Total effective word limit 3000 words.

APP3015 COUNSELLING THEORY AND PRACTICE

Locations: Footscray Park, St Albans.

Prerequisites: APP2013 - PSYCHOLOGY 2A

Description: This unit of study includes an overview of the principles and practices of counselling from a range of paradigms. Specifically, psychodynamic, existentialist, person-centred, Gestalt, behavioural, cognitive behavioural, postmodern (narrative and solution-focus), and systemic therapies are explored in relation to their historical background, theoretical premises, therapeutic techniques and strengths and limitations in clinical practice. Students are also challenged to explore their own understanding of therapeutic change and to interface this personal perspective with the models presented.

Credit Points: 12

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

- Demonstrate theoretical knowledge of the main counselling theories presented and of their related psychotherapeutic interventions;
- Demonstrate an understanding of counselling skills common to most therapeutic interventions as well as counselling skills aligned to particular psychotherapies; and
- Illustrate an in-depth understanding of two particular theories/therapies.

Class Contact: One hour lecture and one hour tutorial per week


Assessment: Essay, Comparative essay on two counselling theories/therapies, 50%. Examination, Multi-choice and/or short answer examination, 50%. Total effective word limit 3000 words.

APP3016 GROUP BEHAVIOUR

Locations: Footscray Park, St Albans.

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: Footscray Park, St Albans.

Prerequisites: APP2013 - PSYCHOLOGY 2A

Description: This unit is designed to introduce students to the theory and practice of organisational psychology. It provides an overview of individual, group and organisational processes within a work context. At the individual level topics include motivation, job satisfaction and stress. This unit examines group processes such as leadership, power and politics. At an organisational level topics include organisational culture and change. This unit also introduces students to personnel issues such as the processes involved in employee selection.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Demonstrate an understanding of major theories in the organisational psychology field;
- Reflect upon experiential exercises designed to enhance understanding of theoretical constructs;
- Review key organisational psychology concepts and discuss the link between theory and practice in a work setting; and
- Demonstrate use of psychological research to support possible solutions to organisational problems.

Class Contact: Two hours per week for one semester.


Assessment: Assignment, Report plan: submission of interview transcripts and report plan, 10%. Report, Report explores the link between theory and practice in organisational psychology, 50%. Examination, Final exam, 40%. Total effective word limit 3000 words.

APP3021 PSYCHOLOGY OF ADJUSTMENT

Locations: Footscray Park, St Albans.

Prerequisites: APP2013 - PSYCHOLOGY 2A

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 are expected to 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): Topics focus on adjustment experiences such as migration and trauma and community, 50%. Total effective word limit 3000 words.

APP3023 PSYCHOLOGICAL ISSUES IN THE WORKPLACE

Locations: Footscray Park, St Albans.

Prerequisites: APP2013 - PSYCHOLOGY 2A

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:

- Recognise the relationship between biological systems and behaviour;
- Demonstrate knowledge of the anatomy of the brain and nervous system;
- Illustrate an understanding of sleep, dreaming and circadian rhythms;
- Demonstrate an understanding of genetics and genetic counselling; and
- Critically evaluate a specific issue or topic related to psychobiology.

Class Contact: One one-hour lecture each week and one two-hour laboratory/seminar each second week in one semester.


Assessment: Exercise, Essay plan and reference exercise, 10%. Essay, Essay topic: Identifies and critically evaluates an issue or theory in psychobiology, 40%. Examination, 50 item multiple choice examination, 50%. Total effective word limit 3000 words.

APP3020 PSYCHOANALYSIS

Locations: Footscray Park, St Albans.

Prerequisites: APP2013 - PSYCHOLOGY 2A

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

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).
- 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.

Required Reading: Available on Blackboard/WebCT.

Assessment: 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.

APP3025 PSYCHOLOGICAL ASSESSMENT

Locations: Footscray Park, St Albans.

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; validity and reliability in psychometrics; 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 are expected to be able to:
- Recognise 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;
- Conduct and report observations and interview findings in a case study report;
- Demonstrate an understanding of validity and reliability issues in the context of structured and unstructured psychological assessment techniques.

Class Contact: One two-hour weekly workshop which typically includes a one-hour lecture format.

Required Reading: Contemporary reading to be advised by lecturer.

Assessment: Report, Case study report: report of observation and interview findings (1500 words), 50%. Examination, Short answer questions, 50%. Total effective word limit 3000 words.

APP3028 FIELDWORK

Locations: Footscray Park, St Albans.

Prerequisites: APP2014 - PSYCHOLOGY 2B

Description: The unit involves students 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

Required Reading: Reader to be advised by lecturer

Assessment: Assignment, Develop and write learning goals for fieldwork, 20%. Journal, Reflective journal: reflect upon how fieldwork experiences have contributed to learning and professional development, 30%. Essay, Exploring the link between a work issue and psychological theory/research, 50%. Total effective word limit 3000 words.
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.
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:Footscray Park, St Albans.
Prerequisites:APP2013 - PSYCHOLOGY 2AAPP2014 - PSYCHOLOGY 2BAPP2101 - INTERCULTURAL AND DEVELOPMENTAL ISSUES IN PSYCHOLOGY
Description:This unit of study includes: 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:
- Demonstrate understanding of the criteria used to determine the validity and usefulness of various types of quantitative research designs;
- Select appropriate statistical procedures for analysis of different types of research data;
- Understand and apply skills in the use of SPSS for Windows;
- Demonstrate awareness of basic psychometric methods and their applications; and
- Design, undertake and write up a psychological research project.

Class Contact:One one-hour lecture and one three-hour lab class per week for one semester.
Assessment:Report, Research project report: Design, undertake and write up research project that demonstrates application of appropriate statistical methods, 50%. Examination, One three-hour examination, 50%. Total effective word limit 3000 words.

APP3036 HISTORY AND THEORIES IN PSYCHOLOGY

Locations:Footscray Park, St Albans.
Prerequisites:APP2013 - PSYCHOLOGY 2AAPP2014 - PSYCHOLOGY 2BAPP2101 - INTERCULTURAL AND DEVELOPMENTAL ISSUES IN PSYCHOLOGY
Description:The place of psychological theories and practices in 20th century thought is pursued through lecture presentations and seminar discussions on recent philosophies of science, including positivist, constructivist/interpretive and critical approaches; and utilising within-psychology case examples such as behaviourism, psychoanalysis, cognitivism and information processing, and critical psychology.
Credit Points:12

Learning Outcomes:On successful completion of this unit, students are expected to be able to:
- Integrate understandings of psychology as a discipline;
- Consider the objects and methods of inquiry within particular schools of psychology, and their respective conceptualisations of ‘truth’ and ‘science’;
- Relate the activities and concepts of particular schools to broader historical factors, and consider their relative merits and limitations;
- Demonstrate reflective processes in relation to the practice of psychological activities;
- Demonstrate thinking in the application of psychology to particular research questions; and
- Demonstrate an understanding of their preferred approach to psychology.

Class Contact:One one-hour lecture per week and one three-hour lab class 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:Footscray Park, St Albans.
Prerequisites:APP2013 - PSYCHOLOGY 2AAPP2014 - PSYCHOLOGY 2BAPP2101 - INTERCULTURAL AND DEVELOPMENTAL ISSUES IN PSYCHOLOGY
Description:This unit of study will provide an overview of human neuro-psychology: elements of neuroscience, neuro-psychological syndromes, the aphasias, visual spatial neglect, the aphasia; 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: Nil.

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; and interpreting results and drawing conclusions. The final product will be a research paper structured for submission to a refereed journal.

Credit Points: 12

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

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

Class Contact: One one-hour lecture and one two-hour laboratory workshop session each week.

Required Reading: To be advised by lecturer.
**APR1000 RESEARCH FULL-TIME**

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

**Prerequisites:** Enrolment in a postgraduate research course.

**Description:** This unit of study will involve students preparing a thesis that meets the requirements of the University regarding word length.

**Credit Points:** 48

**Class Contact:** Full-time workload.

**Required Reading:** To be negotiated in consultation with supervisor.

**Assessment:** Examination by three external examiners appointed for this purpose.

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**APR1001 RESEARCH PART-TIME**

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

**Prerequisites:** Enrolment in a postgraduate research course.

**Description:** This unit of study will involve students preparing a thesis that meets the requirements of the University regarding word length.

**Credit Points:** 24

**Class Contact:** Part-time workload.

**Required Reading:** To be negotiated in consultation with supervisor.

**Assessment:** Examination by three external examiners appointed for this purpose.

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**APS2030 QUALITATIVE SOCIAL RESEARCH METHODS 1**

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

**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 qualitative 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 are expected to be able to:

- Demonstrate an understanding of the range of quantitative methods that may be used in social research;
- Demonstrate an increased level of skill and knowledge associated with the application of quantitative methods such as t-tests, analysis of variance and regression;
- Demonstrate an advanced level of skill in the use of SPSS;
- Interpret and present statistical findings in accordance with APA reporting guidelines.

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


**Assessment:** Examination, Final examination, 50%. Laboratory Work, Laboratory exercises and write up of statistical results in accordance with APA reporting guidelines, 50%. Total effective word limit 3000 words.

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**APS2040 QUANTITATIVE SOCIAL RESEARCH METHODS 1**

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

**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 qualitative 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 are expected to be able to:

- Critically assess and reflect upon the use of advanced qualitative approaches in contemporary social research;
- Identify ethical and practical issues related to the use of advanced qualitative strategies;
- Design and conduct a small-group community-based qualitative project;
- Demonstrate skills in working collaboratively in producing a field research report.
Class Contact: Three hours per week for one semester comprising one-two-hour
lecture and one one-hour laboratory session.

Required Reading: Readings will be offered on a yearly basis but will be subject to
change in light of current trends and movements in the area. Consequently, a
required reading consistent from year-to-year will not be available or necessary.

Assessment: Journal, Research journal - reflections upon class content and conduct of
research project, 10%. Review, Review of three articles using qualitative
methodologies, 15%. Research Paper, Small group qualitative field study, 25%.
Examination, Final examination, 50%. Total effective word limit 3000 words.

APS3021 QUANTITATIVE SOCIAL RESEARCH METHODS 2

Locations: Footscray Park, St Albans.

Prerequisites: APS2040 - QUANTITATIVE SOCIAL RESEARCH METHODS 1

Description: The aims of this unit of study are to: further develop students’ ability to
conduct social research; provide students with skills to undertake research using
multivariate statistical techniques; examine and explore theoretical and
methodological issues in social research methods; expand students’ knowledge and
understanding of the uses of multivariate designs and statistical methods in social
research; introduce students to advanced techniques in social and psychological
research, and to develop students’ expertise in statistical computing, in particular
advanced techniques in SPSS.

Credit Points: 12

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

- Demonstrate an increased level of knowledge associated with the use of
  advanced research techniques in quantitative methods;
- Illustrate understanding of appropriate application of advanced statistical
techiniques;
- 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 comprising one two-hour
lecture and one two-hour laboratory session.

Required Reading: Field, A 2009, 3rd edn, Discovering statistics using SPSS, London:
Sage.

Assessment: Laboratory Work, Laboratory assignments designed to test students’
ability to identify and utilise appropriate statistical techniques, 40%. Examination,
Final examination, 40%. Presentation, Oral Presentation: Group presentation on a
statistical technique, 20%. Total effective word limit 3,000 words.

APS3040 INDEPENDENT RESEARCH PROJECT

Locations: Footscray Park, St Albans.

Prerequisites: APS3020 - QUANTITATIVE SOCIAL RESEARCH METHODS 2

Description: This unit of study aims to provide students with limited, supervised
experience in planning, conducting, analysing and reporting a socially significant
research study. On completion of this unit of study, students should be able to:
further understand the significance of social research and the difficulties associated
with undertaking social research and design and complete a qualitative and/or
quantitative research study with some degree of independence.

Credit Points: 12

Learning Outcomes: On completion of this unit, students are expected to be able to:

- Demonstrate understanding of the difficulties associated with
  undertaking social research and apply skills to manage such difficulties;
- Apply knowledge gained in research methods to design and complete a
  small group qualitative and/or quantitative research study;
- Demonstrate skills in working collaboratively in executing research
  project and write up of final report; and
- Competently present and defend the research in an open forum of
  persons.

Class Contact: Three hours per week for one semester.

Required Reading: To be advised by lecturer and supervisor.

Assessment: Assignment, Research proposal, 10%. Presentation, Oral presentation of
completed report, 20%. Research Paper, Group research report, 70%. Total effective
word limit 3000 words.

APT1310 PSYCHOLOGY 1

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study includes: human development across the lifespan; social
emotional, personality and cognitive development; relationship contexts and family
life cycle; introduction to theories in psychology: psychodynamic, behavioural,
cognitive, attachment/interpersonal and family systems; concepts of health and
illness, experiences of health, illness and treatment across the lifespan; psychological
processes relevant to health and illness including pain, sleep, anxiety, grief, and
coping; developmental processes and adaptation to chronic illness and disability;
therapeutic communications; interviewing; managing conflict in the health care
setting.

Credit Points: 12

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

- Demonstrate familiarity with the major phenomena of social, emotional, personality and cognitive development across the lifespan;
- Describe characteristic behaviours that people are likely to exhibit at
  various stages of the lifespan;
- Demonstrate an awareness of the complexity and variety of human
development and experience of illness;
- Discuss the roles of family and relationship in human development and
  adaptation;
- Demonstrate acquisition of the vocabulary necessary to understand
  psychological literature pertaining to lifespan development and
  experience of illness;
- Demonstrate communication and interview skills relevant to the
  healthcare setting.
AP1311 PSYCHOLOGY ACROSS THE LIFESPAN

**Locations:** St Albans.

**Prerequisites:** Nil.

**Description:** This unit of study includes: human development across the lifespan; social, emotional, personality and cognitive development; relationship contexts and the family life-cycle; introduction to theories in psychology: psychodynamic, behavioural, cognitive, attachment/interpersonal and family systems; concepts of health and illness, experiences of health, illness and treatment across the lifespan; psychological processes relevant to health and illness including pain, sleep, anxiety, grief, and coping; developmental processes and adaptation in chronic illness and disability.

**Credit Points:** 12

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

- Demonstrate a familiarity with the major phenomena of social, emotional, personality and cognitive development across the lifespan;
- Describe characteristic behaviours that people are likely to exhibit at various stages of the lifespan;
- Demonstrate an introductory understanding of some major theories of human development;
- Describe and discuss basic psychological processes related to the experience of illness;
- Demonstrate an awareness of the complexity and variety of human development and human experience of illness;
- Discuss the roles of family and relationship in human development and adaptation;
- Demonstrate acquisition of the vocabulary necessary to understand psychological literature pertaining to lifespan development and experience of illness.

**Class Contact:** A total of 60 hours comprising three one-hour lectures and one two-hour workshop per week.

**Required Reading:** White, F, Hayes, B & Livesey, D 2005, Developmental psychology: from infancy to adulthood, Pearson, French’s Forest, NSW.

**Assessment:** Examination, To be advised, 40%. Essay, To be advised, 30%. Assignment, Field study assignment, 30%.

AP5010 APPLIED TECHNIQUES OF GRIEF COUNSELLING

**Locations:** City Flinders, St Albans.

**Prerequisites:** AP5035 - 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.

APT5025 INTEGRATIVE APPROACHES TO COUNSELLING

**Locations:** City Flinders, St Albans.

**Prerequisites:** Nil.

**Description:** This unit of study will address key theories and practical skills for effective counselling. These include the person-centred, Gestalt, existential, behavioural, cognitive-behavioural, and psychodynamic theories. The course will provide a balanced approach to counselling practice.

**Learning Outcomes:** On successful completion of this unit, students will be able to:
- Describe key features of effective intake, referral and termination.
- 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, termination and referral.

**Credit Points:** 12

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

**Required Reading:** To be advised by lecturer.

**Assessment:**
- Report, Agency Service Provider, 40%.
- Research Paper, Theory paper, 50%.
- Assignment, Counselling demonstration, 50%.

**Practitioner Spring Publishing**

**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:** City Flinders, St Albans.

**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

**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).

APT5025 THEORIES AND TECHNIQUES OF COUNSELLING

**Locations:** City Flinders, St Albans.

**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%.

APT5037 CHILD AND ADOLESCENT: THEORIES AND TECHNIQUES OF COUNSELLING

**Locations:** City Flinders, St Albans.

**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 worked with. Specific counselling processes will be defined and their evidence-based 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

**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.

APT5060 APPLIED TECHNIQUES OF COUNSELLING

**Locations:** City Flinders, St Albans.

**Prerequisites:** APT5035 - 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.

APT5062 CHILD & ADOLESCENT: APPLIED TECHNIQUES IN COUNSELLING

**Locations:** St Albans.

**Prerequisites:** APT5037 - 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

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

**Required Reading:** A Book of Readings will be put together which will consist of current interventions and tools for assessment. "Drawing on clinical..."

Assessment: Videotaped role-play or in vivo intervention; Essay.

APT5070 SOCIAL AND ETHICAL ISSUES IN COUNSELLING

Description: This unit of study aims to: improve cross-cultural 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 underlying 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

Class Contact: Two hours per week for one semester and three hours per semester of mixed-mode or self-directed study.

Required Reading: Corey, S. 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

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: On successful completion of this unit student are expected to be able to:

- Reflect upon specific issues in counselling that arise from working with clients from culturally and linguistically diverse backgrounds;
- Demonstrate skills in dealing with cultural issues that can impact on counselling practice; and
- Recognise the social and cultural relevance of counselling in a multicultural society.

Class Contact: Two hours per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Assignment, Critical reflection on cross-cultural issues and counselling practice, 50%. Presentation, Group researches and presents an issues related to counselling individuals from a particular cultural background, 50%. Minimum effective word limit 5000 words.

APT5085 PRACTICUM

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.

Class Contact: Three hours per week for one semester and three hours per semester of mixed-mode or self-directed study.

Required Reading: To be advised by lecturer.

Assessment: Assignment, Journal/ written assignment, 50%. Report, Field report, 50%.

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.

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 assignment, 50%. Report, Field report, 50%.

APT6002 PRACTICUM 2

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.

Class Contact: Two hours per week class contact for one semester plus field placement.
APT6004 MINOR THESIS
Locations: City Flinders.
Prerequisites: APT6006 - RESEARCH METHODS IN COUNSELLING
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: 24
Class Contact: Regular contact with supervisor.
Required Reading: To be advised by lecturer.
Assessment: Thesis 100%.

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
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%.

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
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).

APT6008 CHILD AND FAMILY DEVELOPMENT
Locations: St Albans.
Prerequisites: Nil.
Description: This unit of study will include: a psychodynamic approach to child development; emotional milestones as the foundation of attachment; applying a developmental approach to problems in childhood and adolescence including depression, attention deficit disorder, and youth suicide; understanding the impact of separation loss and trauma on future generations; developing observational skills through direct infant observation.
Credit Points: 12
Class Contact: Two-day introductory workshop followed by two hours per week over one semester.
Assessment: Essay, Theoretical essay on chosen topic (2000-2500 words), 50%. Report, Write-up of infant observations (1000-1500 words), 30%. Presentation, Class presentation of infant observation, 20%.

APU3001 PSYCHOLOGICAL ISSUES
Locations: St Albans, City King.
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-esteem, 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
Class Contact: Three hours per week for one semester comprising lectures and tutorials.

APU5001 HISTORY AND EPISODEMOLY OF PSYCHOANALYSIS
Locations: St Albans.
Prerequisites: Nil.
Description: This unit of study will include a review of the history of psychoanalysis and the different psychoanalytic schools. It will also include a study of Freud’s seminal works on the formations of the unconscious: neurotic symptoms, dreams, parapraxes and jokes.
Credit Points: 8
Class Contact: One 90-minute seminar per week for one semester.
Assessment: Essay, 3000 words, 80%. Presentation, Seminar presentation (national 1000 words), 20%.
APU3002 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 sexuality.
Credit Points: 8
Class Contact: One 90-minute seminar per week for one semester.
Assessment: Essay, 3000 words, 80%. Presentation, Seminar presentation (notional 1000 words), 20%.

APU5003 CLINICAL SEMINAR I: ASSESSMENT
Locations: St Albans.
Prerequisites: Nil.
Description: 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
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
Class Contact: One 90-minute seminar per week for one semester.
Assessment: Essay, 3000 words, 80%. Presentation, Seminar presentation (notional 1000 words), 20%.

APU3005 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
Class Contact: One 90-minute seminar per week for one semester.
Assessment: Essay, 3000 words, 80%. Presentation, Seminar presentation (notional 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 includes a presentation and discussion of clinical material and conceptualisation of the development of the transference in the cases presented.
Credit Points: 8
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
Description: This unit of study includes a study of the Freudian theory and further elaborations on the neuroses in contemporary psychoanalysis, including a detailed review of Freud’s case histories.
Credit Points: 8
Class Contact: One 90-minute seminar per week for one semester.
Assessment: Essay, 3000 words, 80%. Presentation, Seminar presentation (national 1000 words), 20%.

APU5008 PSYCHOANALYTIC TECHNIQUES I

Locations: St Albans.

Prerequisites: APU5001 - HISTORY AND EPISODEMiology 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.

Credit Points: 8

Class Contact: One 90-minute seminar per week for one semester.


Assessment: Essay, 3000 words, 80%. Presentation, Seminar presentation (national 1000 words), 20%.

APU5009 CLINICAL SEMINAR III: TREATMENT OF THE NEUROSSES

Locations: St Albans.

Prerequisites: APU5006 - CLINICAL SEMINAR II: DEVELOPMENT OF THE TRANSFERENCE

Description: This unit of study will include a presentation and discussion of clinical cases of neurosis and the strategies for treatment.

Credit Points: 8

Class Contact: One 90-minute seminar per week for one semester.


Assessment: Assignment, Case history or written commentary on case presentation (2000 words), 100%.

APU5010 PSYCHOSIS AND PERVERSION

Locations: St Albans.


Description: This unit of study will include a study of the psychoses and the perversions, mainly in the works of Freud and Lacan but also incorporating other original contributions, focused on the questions of differential diagnosis from a structural point of view.

Credit Points: 8

Class Contact: One 90-minute seminar per week for one semester.


Assessment: Essay, 3000 words, 80%. Presentation, Seminar presentation (national 1000 words), 20%.

APU5011 PSYCHOANALYTIC TECHNIQUE II

Locations: St Albans.

Prerequisites: APU5008 - PSYCHOANALYTIC TECHNIQUES I

Description: This unit of study will include a critical study of the main contributions to psychoanalytic technique after Freud, with particular emphasis on the work of Jacques Lacan.

Credit Points: 8

Class Contact: One 90-minute seminar per week for one semester.


Assessment: Essay, 3000 words, 80%. Presentation, Seminar presentation (national 1000 words), 20%.

APU5012 CLINICAL SEMINAR IV: HANDLING OF THE TRANSFERENCE

Locations: St Albans.

Prerequisites: APU5009 - CLINICAL SEMINAR III: TREATMENT OF THE NEUROSSES

Description: This unit of study will include presentation, discussion and formulations on case material that illustrates questions and problems concerning the handling of the transference in psychoanalysis, both in typical and atypical situations.

Credit Points: 8

Class Contact: One 90-minute seminar per week for one semester.


Assessment: Assignment, Case history or written report on case presentation (2000 words), 100%.

APU6001 THE ETHICS OF PSYCHOANALYSIS

Locations: St Albans.


Description: This unit of study will include a study of the philosophical, scientific and clinical sources of the ethical questions that specifically concern the psychoanalytic experience, their relations with the questions that occupy moral philosophy and their significance in clinical practice.

Credit Points: 8

Class Contact: One 90-minute seminar per week for one semester.


Assessment: Essay, 3000 words, 80%. Presentation, Seminar presentation (national 1000 words), 20%.
APU6002 THE OBJECT RELATION

Locations: St Albans.
Prerequisites: APU5010 - PSYCHOSIS AND PERVERSIONAPU5011 - 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
Class Contact: One 90-minute seminar per week for one semester.
Assessment: Essay, 3000 words, 80%. Presentation, Seminar presentation (notional 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
Class Contact: One 90-minute seminar per week for one semester.
Assessment: Assignment, Case history or written commentary on case presentation (2000 words), 100%.

APU6004 PSYCHOANALYSIS WITH CHILDREN

Locations: St Albans.
Prerequisites: APU6001 - THE ETHICS OF PSYCHOANALYSISAPU6002 - 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
Class Contact: One 90-minute seminar per week for one semester.
Assessment: Essay, 3000 words, 80%. Presentation, Seminar presentation (notional 1000 words), 20%.

APU6005 PSYCHOANALYSIS AND CULTURE

Locations: St Albans.
Prerequisites: APU6001 - THE ETHICS OF PSYCHOANALYSISAPU6002 - 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
Class Contact: One 90-minute seminar per week for one semester.
Assessment: Essay, 3000 words, 80%. Presentation, Seminar presentation (notional 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
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
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 1

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:

Credit Points: 12

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: 6

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

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: Footscray Park.

Prerequisites: Nil

Description: This unit introduces 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 are expected to be able to:

- Apply the conventions of accurate academic referencing to written assessments;
- Present information clearly and succinctly through an oral presentation in class;
- Demonstrate an awareness of the range of cultures represented in class and in other societies which are the focus of their study; and
- 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: Essay, Argumentative essay (1,500 words), 50%. Presentation, Role play and related paper (1,000 words), 40%. Presentation, Class presentation, 10%.

ASA1025 CROSS-CULTURAL FIELDWORK PREPARATION

Locations: Footscray Park.

Prerequisites: Nil

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 class is delivered in workshop format and includes lecturers and guest speakers to engage students and challenge some of the cultural assumptions on 'universal values'.

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 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.


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: Footscray Park.

Prerequisites: ASA1023 - COMMUNITY DEVELOPMENT FROM THE LOCAL TO THE GLOBAL; ASC1012 - FIELDWORK 1: WORKING WITH ORGANISATIONS

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 are expected to be able to:

- Identify the social, economic, environmental and political circumstances that give rise to social movements and social actions;
- Examine 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 reflexive skills with respect to community development methodologies and practice.

Class Contact: Two hours per week for one semester.


Assessment: Other, Class reflection, 20%. Essay, Research essay, 30%. Essay, Theoretical essay, 50%. Effective word limit 3000 words.

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, 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 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 (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 are expected to be able to:

- Describe the institutions of the international community, when they were founded and the conditions that led to their emergence;
- Demonstrate understanding of the Declaration, Convention, Treaty or Security Council Resolution which are relevant to NGOs and community
groups and be able to demonstrate how they may be used to hold
duties of states accountable;

- Identify how International Civil Society has been able to both move the
  policies of international organisations and benefit from the changes that
  have been brought about;

- Examine the different roles of global organisations, such as the UN
  system and regional bodies in Africa, Asia, the Pacific and Latin America.

**Learning Outcomes:**
On successful completion of this unit, students are expected to be able to:

- Demonstrate understanding of 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

**Required Reading:**
Clark, DA 2006, The Elgar companion to development studies, Massachusetts: Edward Elgar.

**Assessment:**
Class Contact, Two hours per week for one semester

**Required Reading:**
Lakey, B, Lakey, G, Napier, R & Robinson, J 1995, Grassroots and
nonprofit leadership: a guide for organizations in changing times,

**Credit Points:** 12

**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 are expected to be able to:

- Identify the major theoretical frameworks of international development
  and distinguish the key differences between these frameworks;

- Evaluate the applicability of one or more of these theoretical frameworks
  to an international development case study using evidence and
  arguments from the academic literature;

- Identify the key actors in international development (eg. nation-states,
  NGOs) and analyse the distinct resources (social, cultural, political,
  economic) these actors bring to international development; and

- Analyse the responses of community development organisations to
  international development issues by evaluating the success of one such
  organisation.

**Class Contact:** Two hours per week for one semester

**Required Reading:**
Clark, DA 2006, The Elgar companion to development studies, Massachusetts: Edward Elgar.

**Assessment:**
Class Contact, Two hours per week for one semester

**Required Reading:**
Lakey, B, Lakey, G, Napier, R & Robinson, J 1995, Grassroots and
nonprofit leadership: a guide for organizations in changing times,

**Credit Points:** 12

**ASA3023 THEORY AND PRACTICE OF INTERNATIONAL DEVELOPMENT**

**Locations:** Footscray Park.

**Prerequisites:** Nil

**Description:**
A major aim of this unit of study is to consolidate student's
understandings of the central theoretical and practical aspects of international
community development work, in the global South. A study of the nature of formal
and informal decision-making processes of the international, national and local levels
constitutes an important part of this unit. Methodological and conceptual issues 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 international
community development theory and policy and its implementation.

**Learning Outcomes:**
On successful completion of this unit, students are expected to be able to:

- Identify the major theoretical frameworks of international development
  and distinguish the key differences between these frameworks;

- Evaluate the applicability of one or more of these theoretical frameworks
  to an international development case study using evidence and
  arguments from the academic literature;

- Identify the key actors in international development (eg. nation-states,
  NGOs) and analyse the distinct resources (social, cultural, political,
  economic) these actors bring to international development; and

- Analyse the responses of community development organisations to
  international development issues by evaluating the success of one such
  organisation.

**Class Contact:** Two hours per week for one semester

**Required Reading:**
Clark, DA 2006, The Elgar companion to development studies, Massachusetts: Edward Elgar.

**Assessment:**
Class Contact, Two hours per week for one semester

**Required Reading:**
Lakey, B, Lakey, G, Napier, R & Robinson, J 1995, Grassroots and
nonprofit leadership: a guide for organizations in changing times,

**Credit Points:** 12

**ASA3024 PROJECT DESIGN AND IMPLEMENTATION**

**Locations:** Footscray Park.

**Prerequisites:**
ASA1023 - COMMUNITY DEVELOPMENT FROM THE LOCAL TO THE
GLOBAL; ASC2004 - RESEARCH AND FIELDWORK 2

**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
Students examine both the notion of ‘community’ and ‘development’. The unit perspective and examines variations 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 are expected to 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;
- Evaluate projects and programs in the field of community development in societies other than one’s own;
- Demonstrate understanding of 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:**
- Crooke, M 2003, Beyond the horizon: a guide to managing development projects from a distance, Canberra: Australian Council for Overseas Aid.

**Assessment:**
- Essay, Reflective essay (1,000 words), 50%. Project, Project (1,500 words), 40%. Exercise, Class exercises (500 words), 10%.

**ASA5001 COMMUNITY DEVELOPMENT: THEORY AND PRACTICE**

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

**Prerequisites:** Nil.

**Description:** This unit looks at community development from a range of perspectives. The focus is on understanding the context of international development and sharing practical skills and responses to these contexts. 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. How do we do community development in an age where the dictators of the free market hold supreme? Or are they contradictory? Development itself as a new construct evolve.

**ASAS002 COMMUNITY DEVELOPMENT: PROJECT PLANNING AND MANAGEMENT**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study focuses on project planning and design for community development work in a development setting. The principles of project design are 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, budgeting, research methods, participatory approaches such as Participatory Rural Appraisal (PRA), gender and development strategies, and monitoring and evaluation.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Master the central theoretical and practical aspects of community development project design, implementation and evaluation;
- Critically investigate and evaluate the success of community development projects;
- Creatively design, implement and monitor community action plans, strategies and projects that would contribute to professional practice.

Class Contact: Classes take the form of a two hour session: usually there will be a lecture followed by workshop and seminar activities.


Assessment: Assignment, Situational analysis, 35%. Presentation, Presentation, 15%. Project, Project proposal, 50%. Minimum effective word limit 5000 words.

ASA5003 HIV/AIDS AND INTERNATIONAL DEVELOPMENT

Locations: Footscray Park.

Prerequisites: Nil.

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.


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.

ASA5004 ENGAGING COMMUNITIES FOR SUSTAINABILITY

Locations: Footscray Park, City Flinders, St Albans.

Prerequisites: Nil.

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 on an experience of a community for sustainability, 40%. Other, Written proposal to improve a community for sustainability, 40%. Total effective word limit 5000 words.

ASA5005 PSYCHOSOCIAL APPROACHES IN AID AND DEVELOPMENT

Locations: Footscray Park.

Prerequisites: Nil.

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
AS5006 DESIGNING INTERNATIONAL DEVELOPMENT PROJECTS

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**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:

- 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.

**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.

AS5008 PEACE, VIOLENCE AND CONFLICT

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** The Latin American region has produced a dynamic array of radical, local and indigenous responses to its historic, economic and political circumstances. The unit explores major issues in Latin America’s historical and contemporary formation, including pre-Hispanic cultures, nation-building and the roots of socialism throughout the 20th century, and contemporary responses to the increasingly transnational world of the early 21st century. The unit is designed to explore the racial, class-based and gendered responses that emerged out of the region’s colonial and pre-colonial past, and to contextualise these responses within the broader regional and global environments. The unit also explores popular mobilisation against neocolonial social hierarchies, focusing particularly on indigenous and localised responses.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Distinguish between different countries and regions within Latin America, as well as identify salient points in their historic, cultural, economic and political development;
- Identify and critically appraise key concepts associated with the development of Latin American societies and their integration with the rest of the world;
- Identify the complex relationships between local level developments and transnational processes;
- Develop skills to research and evaluate a diversity of sources from and about Latin America, including print and multimedia, academic publications, web pages, song lyrics, and film - as well as identify the various perspectives reflected;
- Critically evaluate cases of development and social change within the region, as well as Latin American responses to globalisation and internal change.

**Required Reading:** Guardiola-Rivero, O 2010, ‘The solution to all our problems’ in What if Latin America ruled the world? How the south will take the north through the 21st century, New York: Bloomsbury Press Panizza, F 2009, Contemporary Latin America: development and democracy beyond the Washington consensus, London: Zed Books

**Assessment:**
- Review, Reflective review paper, 30%
- Presentation, Class presentation, 30%
- Essay, Research essay, 40%

Minimum effective word limit 5000 words.

AS5007 LATIN AMERICA: ROOTS AND RADICALISM

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**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 ethnopolitical 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 peacebuilding 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, peace building, 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.


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.

ASA5009 WORKING IN CROSS-CULTURAL CONTEXTS

Locations: Footscray Park.

Prerequisites: Nil.

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:

- 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.


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.

ASA5010 TRANSNATIONAL GENDER ISSUES AND HUMAN RIGHTS

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit explores how gender is deeply embedded in the ways we define our worlds and act within it; how our bodies are regulated and surveilled according to this dimension; hence how power enters into both the enhancement and suppression of capabilities through definitions of gendered bodies and their interactions and intersections. The gendered dimension is considered from a global perspective through the lens of human rights and how the latter attempt to intersect some traditional modes of gendered identities and interactions by injecting questions about opportunities and outcomes of a social, political, economic or cultural nature. All of this is then disseminated and applied to the work of development and community development.

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: Classes take the form of a weekly two-hour seminar. This will include lectures, discussions and other learning activities.


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%. Minimum effective word limit 5000 words.

ASA5011 HUMAN RIGHTS THEORY AND PRACTICE

Locations: Footscray Park, City Flinders.

Prerequisites: Nil.

Description: This unit includes the history of the idea of human rights, especially the
two important periods of (i) the Enlightenment and (ii) the immediate post-war reaction to the Holocaust, and the way these have shaped our modern understandings of what makes up ‘human rights’. It incorporates a consideration of contemporary issues in human rights, such as debates about universalism and relativism, the problem of ‘universal’ human rights in a world of cultural diversity, the tension between individual and collective understandings of rights, the limitations of the enlightenment heritage of the ‘human’ and of ‘human rights’, the link between rights and responsibilities, feminist critiques, postmodern critiques, and postcolonial critiques of human rights, and so on. The limitations of a purely legal framework for human rights are examined, and contributions of other disciplines and professions are explored, especially around the idea of a culture of human rights. The unit concludes with an examination of the place of human rights in community development, including the advantages and the limitations of a human rights based approach to community development practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit students are expected to be able to:

- Demonstrate mastery of the historical and philosophical background of human rights;
- Critically discuss and engage with contemporary issues, dilemmas and controversies about human rights;
- Develop skills to investigate and analyse the relationship between human rights and community development;
- Critically apply a human rights framework to community development practice.

Class Contact: Two hours per week.


ASA5020 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 ASA5021 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).

ASA5021 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).

ASA5022 APPROACHES TO GLOBALISATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit explores the processes of globalisation ‘from below’, from a community development perspective. The unit argues that the process of globalisation has been uneven, contradictory, and increasingly complex as disparities
between the Global South and Global North produce a range of responses and meanings from individuals, community groups, and other social movements. Particular emphasis is placed on the development of the theory and practice of community development in relation to the economic, cultural, political and social aspects of globalisation. This includes introducing the processes of globalisation/anti-globalisation and global justice movements; analysis and case studies of peoples' responses to rapid changes and globalising forces; and consideration as to how people are both shaped by, but also shape, a globalised world. The unit further considers international non-government organisations and international, national and local governing bodies as they relate to community development programs locally and globally. Through lectures, case studies, and multimedia presentations, students develop a deeper understanding of what globalisation is coming to mean at the local level of people and community.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Identify different schools of thought on the meaning and character of globalisation;
- Demonstrate understanding of the differences between various dimensions of globalisation: political, economic, cultural and environmental;
- 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;
- Contribute to and/or facilitate online global forums and interact with the international development communities.

**Class Contact:** The unit is delivered in intensive mode during Semester 4 - class contact hours will be around five hours a day over five days.

**Required Reading:**

**Assessment:**
- Review, Reflective review paper, 30%. Presentation, Class Presentation, 30%. Essay, Research essay, 40%. Minimum effective word limit 5000 words.

**ASA5023 BUILDING CAPACITY AND MOBILISING CIVIL SOCIETY**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study complements 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 covered in this unit include advocacy, solidarity, service delivery, provision of expertise and governance. Students examine civil society's relationships with other actors, including other civil society organisations (CSOs), governments, international institutions and the private sector. Sessions 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 mobilise communities to claim rights, hold governments and authorities to account, connect communities and representatives, and plan and implement community development initiatives. Students 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 are 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:

- Identify 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;
- Demonstrate understanding of 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.

**Required Reading:**

**Assessment:**

**ASA5024 MANAGEMENT IN NON-GOVERNMENT ORGANISATIONS**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study looks at different forms of organisational structures involved in organising and mobilising for social change in Australia and overseas. 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 covers are: group dynamics, the recruitment of staff and employee relations, networking, brainstorming and decision-making, program planning, monitoring and evaluation of ongoing programs and special projects, budgeting, situational analysis, project proposal writing and project management.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Explain 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;
- 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. This unit of study may also be offered in summer semester.


**Assessment:** Assignment, Discuss the external pressures and internal solutions for today's NGOs, 50%. Essay, Structuring, resourcing and financing today's NGOs, 50%. Minimum effective word limit 5000 words.

**ASAS025 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.

**Required Reading:** Postgraduate Program in Public Advocacy and Action Handbook 2009.

**Assessment:** Reflective journal of internship experience 30%; Evaluative report of internship project 70%. (Equivalent to 5000 words).

**ASAS050 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, 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, Depending on project location.

**Prerequisites:** ASA6002 Research Methods or ACG5200 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:

- 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.

**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 of study 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.
**ASA6025 PROFESSIONAL PROJECT (PART-TIME)**

**Locations:** Footscray Park, Depending on project location.

**Prerequisites:** AAS5002 Research Methods or AGS5200 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;
- 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;
- 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;
- 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;
- 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:** Nil.

**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 supervisor and the university supervisor. The placement generally commences in the second half of the year and may be undertaken in either block or concurrent mode. Alongside their fieldwork placement students will attend the equivalency of two days of lectures in burst mode. In this time they will learn practical skills relating...
to working in organisations, especially facilitation skills.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Identify 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;
- Undertake a small scale project or organising task in a community development or human services agency;
- Demonstrate their improved communication and project co-ordination skills;
- Examine the linkages between policy, conceptual and theoretical frameworks and community development or human services work in a work integrated learning context.

**Class Contact:** Two hour workshop/exursion. One hundred hours placement time, plus burst mode sessions scheduled outside placement hours, approximately 12 hours per semester.


**Assessment:** Report, Student Field Report: Students to keep a reflective journal throughout their fieldwork and submit a report based on their experience (2,000 words), 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 and interpersonal communication;
- Organise meetings, run workshops and negotiate outcomes;
- Clearly grasp 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:** Footscray Park.

**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 expected to be able to:

- Implement an action research or Participatory Action Research (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:** Project, prepare a short action research or participatory rapid appraisal project brief in conjunction with the second-year field placement (1,000 words), 40%. Report, report on the project 1,500 words), 50%. Journal, Reflective Journal (500 words), 10%.

**ASC2010 FIELDWORK PLACEMENT 2**

**Locations:** Footscray Park.

**Prerequisites:** ASC1012 - FIELDWORK 1: WORKING WITH ORGANISATIONS

**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 are expected to be able to:
- Describe the aims, policies and strategies of a specific community development or human services agency;
- Identify community development and/or human service worker roles in an actual community or agency setting;
- Undertake a small scale project or organising task in a community development or human services agency;
- Demonstrate their improved communication and project co-ordination skills;
- Examine the linkages between policy, conceptual and theoretical frameworks and community development or human services work in a work integrated learning context.

**Class Contact:** Weekly 2 hour workshop/excursion. 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, 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 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 (1,000 words), 40%. Report, Student Field Report (2,000 words), 30%. Review, Supervisor/Student field experience appraisal, 30%.

**ASC2023 COMMUNICATION FOR SUSTAINABLE DEVELOPMENT**

**Locations:** Footscray Park, Unless otherwise advised.

**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 Bretton Woods, Los Bonos/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:
- Clarify 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;
- Examine 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:** Footscray Park.

**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.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to: Demonstrate the skills to to develop a piece of research from the ‘ideas’ stage to completion and to incorporate critical thinking about philosophical concepts and methodological approaches, as well as previous research; Convey and express ideas with appropriate grammar, spelling and English expression; Demonstrate the use of appropriate references in both the substantive and methodological sections of the proposed research and the proposed method/methodology. The research project must be a co-operative and collaborative arrangement with the supervising agency.

**Class Contact:** One one-hour lecture and one one-hour tutorial plus a fieldwork placement totalling 100 hours in agency.

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:

- Demonstrate understanding of concepts in community development;
- Examine community development approaches both in urban and rural communities; and
- Identify current issues relating to cultural diversity as well as developing community partnerships in local and global settings.

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

**Required Reading:**

**Assessment:** Project, Profile of a Community Development Site, 30%. Presentation, Class Presentation of a Community Case Study, 20%. Case Study, Community Case Study, 50%. Total effective word limit 3000 words.

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**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 are expected to 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 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.


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 familiarity with a range of communication strategies, ‘forms’, content and narrative structures involved in public print and electronic media;
- Demonstrate writing and expression skills to a standard that is acceptable in the performance of the full range of community development work;
- Demonstrate a grounded — theoretical and practical — understanding of interpersonal communication, public communication, mass communication and the key social determinants of class, culture, gender, race and ethnicity, which are integral to, and fundamentally affect and shape, communication in a socially, economically, culturally and linguistically diverse community;
- Critically analyse various aspects of communication and be able to ‘read’ and interpret media communications at a sophisticated level required for community work.

ASC3095 CONFLICT RESOLUTION IN GROUPS AND COMMUNITIES

Locations: Footscray Park, 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 of study 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, intra group conflicts, cultural and inter group 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: On completion of this unit students are expected to be able to:

- Analyse some key theoretical and practical frameworks on peace, violence and conflict;
- Identify structural, systemic, psychosocial and political violence and conflict;
- Explain a broad range of non-violent actions and strategies;
- Explore the suitability of non-violent actions;
- Appraise peacebuilding risks while working in conflict zones; and
- Demonstrate reflective skills in writing.

Class Contact: Intensive class, six hours over four days (total of 24 hours)


Assessment: Assignment, Conflict Mapping, 40%. Essay, Analysing a particular dispute, 60%. Total effective word limit 3000 words.

ASD1560 FINANCIAL MANAGEMENT IN AGED SERVICES

Locations: City Flinders, Off-campus.

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:
- 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%.

ASD1571 HUMAN RESOURCE MANAGEMENT IN AGED SERVICES

Locations: City Flinders, and Off-campus.

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 are expected to 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, and Off-campus.

Prerequisites: ASD1560 - FINANCIAL MANAGEMENT IN AGED SERVICES

Description: This unit covers the foundations for planning and operational management within aged and community care services. This begins with sound governance structures and understanding the distinctions between governance and management. Approaches to strategic and business planning are examined, covering key operational issues to be considered in managing highly regulated aged and community care services. Students have the opportunity to consider how the current policy environment impacts on service planning and management, considering issues such as the financial and environmental sustainability of services and the role of marketing and technology. Students gain practical experience in planning processes and analysing key management issues in the sector.

Credit Points: 12

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

- Appraise knowledge of sound organisational and governance structures and distinctions between for-profit and not-for-profit services;
- Apply practical experience in preparing strategic and business plans;
- Examine knowledge of key operational management functions such as purchasing and outsourcing services;
- Demonstrate adequate knowledge of legislative and compliance requirements in areas such as building design and the safety of staff, residents and clients;
- Establish a fundamental understanding of the importance of planning for the sustainability and efficiency of aged and community 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: Students are provided with a list of required readings at the beginning of the semester.

Assessment: Exercise, Practice-based exercises, 50%. Report, Committee of enquiry report, 50%. Minimum effective word limit 5000 words.

ASD4000 UNDERSTANDING DEMENTIA: A MULTIDISCIPLINARY PERSPECTIVE

Locations: City Flinders, and Off-campus.

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 are expected to be able to:

- Establish a critical, reflective approach to management and practice in dementia services;
- Differentiate among the courses of cognitive illnesses (pathway of dementia) that can be expected by persons and those that support them;
- Examine normal and pathological anatomy, physiology, signs and symptoms of dementia;
- Apply current research into the management of treatment of cognitive 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: Exercise, Work based exercise, 20%; Essay, Problem scenario: work based application, 30%; Essay, Critique, 50%. Minimum effective word limit 5000 words.

ASD4001 SOCIAL AND POLITICAL ASPECTS OF AGEING

Locations: City Flinders.

Prerequisites: Nil.

Description: The central aim of this unit of study is to answer the questions: 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 uses sociological frameworks 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 are expected to be able to:

- Critically appraise the main transitions of ageing in the context of Australian society and factors affecting outcomes of these transitions for older people;
- Demonstrate an understanding of ageing from sociological and political perspectives;
- Apply sociological frameworks to an understanding of aged care policy;
- Demonstrate knowledge of the background to policy initiatives in Australian health, welfare, community and residential care programs;
- Demonstrate knowledge of current Commonwealth, State and local government roles, policies, legislation and funding in aged services programs including housing, health, employment, retirement benefits and incomes;
- Consider the ethical and professional issues in policy development and planning and administration of aged care programs.

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%.

ASD4003 BUSINESS AND FINANCIAL MANAGEMENT IN AGED SERVICES

Locations: City Flinders, Off-campus.

Prerequisites: Nil.

Description: This unit of study provides basic and essential knowledge of financial management principles within the context of 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; financial planning and computer spreadsheet exercises related to high and low care residential facilities; financial management of community care packages; and financial management of HACC services, retirement villages, and residential rebuild/renovation projects.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to 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.


Assessment: Exercise, Review of age-related issue, 10%; Case Study, Life transition study, 30%; Assignment, Written assignment, 60%. Minimum effective word limit 5000 words.

ASD4002 QUALITY MANAGEMENT IN AGED SERVICES

Locations: City Flinders, and Off-campus.

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 are expected to be able to:

- Appreciate key concepts and principles in establishing effective and efficient best practice in management and management systems;
- Awareness of the need to develop an integrated approach to quality management in terms of human, technical, legislative and environmental elements;
- Introduction to the tools and methods of continuous improvement;
- Introduction to the implementation and evaluation of quality management in aged services covering residential and community services in the public and private sectors.

Class Contact: Two hours per week for one semester comprising of one-hour lecture
ASD4004 HUMAN RESOURCE MANAGEMENT IN AGED SERVICES

Location: City Flinders, and Off-campus.

Prerequisites: Nil.

Description: This unit of study provides a sound introduction to the principles and practice of human resource management in community and aged service organisations. Human resource management is a very broad area and topics covered include: personnel recruitment and selection; staff retention and management; managing workforce diversity; organisational behaviour; performance management; change management; industrial relations and legislative requirements for service providers.

Credit Points: 12

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

- Contribute to an understanding of the importance of human resources in the aged care services;
- Appraise a range of human resource issues in the aged care services;
- Comment on 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. Online delivery for off-campus students.


Assessment: Exercise, Online practical exercises, 20%. Project, Project business plan, 80%. Minimum effective word limit 5000 words.

ASD4006 MANAGEMENT ETHICS AND SOCIAL RESPONSIBILITY IN AGED SERVICES

Location: City Flinders, and Off-campus.

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 develop a basic understanding of ethical terms, principles and concepts used and an overview of philosophical principles employed in decision-making and policy planning and administration. The unit addresses issues relating to: allocation of resources; policy and practice in residential and community care including: restraint; non-compliance; not-for-resuscitation orders; dying with dignity; ethics in business; family/surrogate or community responsibility for care; and quality of life issues. The syllabus also includes 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 are expected to be able to:

- Apply knowledge of ethical concepts and theoretical frameworks to underlying decision-making in aged services;
- Comment on key ethical issues in aged services and dementia care;
- Apply and justify relevant elements in ethical dilemmas and contribute to problem-solving in the aged service settings;
- Critique ethical issues related to an organisational culture;
- Establish an awareness of the imperative for business management in aged services;
- Apply leadership in promoting integrity in facilitating policy for ethical practice in aged services.

Class Contact: Two hours per week for one semester comprising of one-hour lecture and one-hour tutorial. Online delivery for off-campus students.

Required Reading: To be advised by lecturer.

Assessment: Case Study, Identify solutions to an ethical dilemma, 30%. Exercise, Identification and application of ethical concept, 20%. Essay, Written essay: apply ethical principles in aged care settings, 50%. Minimum effective word limit 5000 words.

ASD4102 PERSON-CENTRED APPROACHES TO DEMENTIA SERVICES

Location: City Flinders, and Off-campus.

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 clientele 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 are expected to be able to:

- Contribute to an understanding of the importance of ethical concepts in the aged care services;
- Appraise current care practices within their own work setting and identify areas deficient in the provision of person-centred care;
- Apply 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;
- Apply 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. Online delivery for off-campus students.


Assessment: Exercise, Work-based exercise, 15%. Essay, Problem-based essay, 35%. Project, Industry-based project, 50%. Minimum effective word limit 5000 words.

ASD4105 LEADERSHIP, INNOVATION AND CHANGE

Location: City Flinders, and Off-campus.
Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Apply knowledge, skills and attitudes required by a professional leader-manager in aged and dementia specific care and services;
- Comment on knowledge of the theories and styles of leadership;
- Appraise leadership skills to facilitate best practice in aged and dementia specific care;
- Facilitate workplace communication and conflict management;
- Assess and appraise actual and potential issues or practices impacting on the attainment of a quality delivery of services;
- Critique the principles of evidence-based health service evaluation to enhance a critical, reflective approach to learning and practice in aged 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 selected study materials.

Assessment: Report, Work-based problem, 40%. Essay, Practice-related issue, 60%. Minimum effective word limit 5,000 words.

ASD4106 DEMENTIA PROJECT: PRACTICAL EXPERIENCE FOR SERVICE PROVIDERS

Locations: City Flinders, Off-campus.

Prerequisites: ASD4000 - UNDERSTANDING DEMENTIA: A MULTIDISCIPLINARY PERSPECTIVE; ASD4102 - PERSON-CENTRED APPROACHES TO DEMENTIA SERVICES; ASD4105 - LEADERSHIP, INNOVATION AND CHANGE

Description: This practical project is designed to identify key issues related to dementia care and services in the workplace. The unit of study brings together key aspects of the prerequisite units to enable students to identify and apply knowledge, insights and skills to their workplace project. Students submit a project proposal for approval by the course coordinator; this is endorsed by the manager of the relevant facility, service or organisation. In order to complete their project, students are 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 are expected to be able to:

- Evaluate service provision and identify opportunities for improvement;
- Develop innovative programs or projects;
- Contribute effectively with other professionals in the field;
- Evaluate processes and outcomes.

Class Contact: Two-hour seminars for on-campus students and online for off-campus students.

Required Reading: To be advised by lecturer.

Assessment: Report, Work-based project, 100%. Minimum effective word limit 5000 words.

ASD4107 HUMANISTIC DESIGN FOR PERSONS WITH DEMENTIA

Locations: City Flinders, Off-campus.

Prerequisites: ASD4000 - UNDERSTANDING DEMENTIA: A MULTIDISCIPLINARY PERSPECTIVE; ASD4105 - LEADERSHIP, INNOVATION AND CHANGE

Description: This unit of study provides students with an understanding of the design and assessment of environments for persons with dementia and the development of appropriate design solutions for this population. Environments are discussed in relation to human ecology, ageing in place, and age-related changes in sensory, perpetual, and cognitive functioning. These environments are considered in the contexts of the person, interpersonal relationships, organisations, community and society. Environmental issues for other stakeholders involved with older persons are explored.

Credit Points: 12

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

- Appraise the design of environments used by persons with dementia;
- Devise improvements to social and physical environments for people with dementia;
- Produce recommendations for carers, agencies and design professionals.

Class Contact: Two hours per week for one semester comprising of one-hour lecture and one-hour tutorial. Online delivery for off-campus students.

Required Reading: Students will be provided with selected study materials.

Assessment: Exercise, Practice-related exercise, 30%. Presentation, Practice-related presentation, 10%. Essay, Integrating research and practice, 60%. Minimum effective word limit 5000 words.

ASD5002 LITERATURE REVIEW IN AGED SERVICES MANAGEMENT

Locations: City Flinders, Off-campus.

Prerequisites: ASD4000 - UNDERSTANDING DEMENTIA: A MULTIDISCIPLINARY PERSPECTIVE; ASD4105 - LEADERSHIP, INNOVATION AND CHANGE

Description: This unit of study enables students to extend their knowledge and skills in an area of professional interest in aged services. Students conduct a literature review normally relevant to the topic selected for their minor thesis or collaborative research project. Students survey the literature including government and policy reports, texts and journals demonstrating ability to access a merge of media sources and databases. Students 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 gain experience in developing structure and writing a proposal and thesis.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Appraise sources of ideas on topics related to aged services;
- Compare and contrast different authors' views of the topic;
- Critique methodological or theoretical ideas;
- 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 for one semester.

Required Reading: To be advised by lecturer.

Assessment: Report, Written report (5000 words), 100%.

ASD5004 MINOR THESIS (FULL-TIME)

Locations: City Flinders.

Prerequisites: Satisfactory completion of HGAS or HGDC.

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

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, (on-campus or off-campus mode).

Prerequisites: Satisfactory completion of HGAS or HGDC.

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

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.

ASD5014 MINOR THESIS (PART-TIME)

Locations: City Flinders.

Prerequisites: Satisfactory completion of HGAS or HGDC.

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

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, (on-campus or off-campus mode).

Prerequisites: Satisfactory completion of HGAS or HGDC.

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.
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.

Prerequisites: Nil.

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 effects 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 migrant 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 interpretive skills with respect to the formation and delivery of nursing and health services within socially diverse communities.

Class Contact: 1x2 hr and 1x1 hr lecture 1x2 hour tutorial

Required Reading: All Required Reading for this unit is in the form of a carefully selected compilation available on E Reserve and can be accessed directly. It is
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
Class Contact: A total of 48 hours over one semester comprising lectures, tutorials, seminars and workshops.
Required Reading: Germov, J 1999, Second opinion, Oxford University Press, Oxford. (A Book of Readings prepared for this unit of study will also form part of the required reading)
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 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.

ASE1325 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; 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 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.
- 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.


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.

ASH1001 WORLD HISTORY 1

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: The paired units, World History 1 and 2, take a broad, synthetic 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 1770s most people imagined that God or “the gods” controlled human history. From the time Cook was exploring the Australian coastline, in the 1770s, 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: To be advised by lecturer

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.

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.


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.

ASH2003 AUSTRALIANS AT WAR

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: Australians at War deals with the following themes: The impact of war on national identity Conflict, Division and Consensus on the Home Front The shaping of an Australian definition of the ‘just war’ Dissenting from an ‘unjust’ war Repatriating the veterans

Credit Points: 12

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

- Demonstrate an understanding of events 19th and 20th century Irish history;
- Demonstrate understanding of a variety of conceptual approaches to interpreting Irish history;
- Demonstrate how this history shapes contemporary Ireland;
- Identify and interpret a wide variety of secondary and primary materials;
- Examine historical issues through analysis of events in Irish History;
- Analyse historical evidence, scholarship and changing representations of the past in Ireland;
- Construct an evidence-based argument in audio, digital, oral, visual or written form; and
- Identify and reflect critically on the knowledge and skills developed in the study of Irish History.

Class Contact: One hour Lecture and one hour tutorial

Required Reading: Prepared Unit Reader


ASH4001 HONOURS THESIS (FULL-TIME)

Locations: Footscray Park, St Albans.

Prerequisites: ASH4004 - HONOURS RESEARCH: THEORY, METHOD AND DEBATES

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: 48

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

- Developed and used the skills necessary to conduct a research project;
- Developed the skills needed to present a formal written thesis;
- 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%.

ASH4002 HONOURS THESIS (PART-TIME)

Locations: Footscray Park, St Albans.

Prerequisites: ASH4004 - HONOURS RESEARCH: THEORY, METHOD AND DEBATES

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 successful completion of this unit, students are expected to be able to:

- Develop and apply the skills necessary to conduct a research project;
- Develop and apply the skills needed to present a formal written thesis;
- 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. Thesis, 12,000-15,000 word thesis, 100%.

ASH4004 HONOURS RESEARCH: THEORY, METHOD AND DEBATES

Locations: Footscray Park, St Albans.

Prerequisites: Must be enrolled in AHBA

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;
- Prepare a coherent and well structured research plan for the thesis/exegesis;
- Apply the principles of ethical research and understand ethical debates about new research methods such as e-research;
- Extend knowledge and experience of creative, independent research;
- Evaluate different conceptual frameworks relevant to honours level research;
- Evaluate a range of new fields of study which have emerged in the humanities and social sciences.

Class Contact: Two hours per week for one semester.


Assessment: Assignment, Research Proposal (1500 words), 35%. Exercise, Scholarly Community Exercise (1000 words), 20%. Essay, Literature Review (2500 words), 45%.
ASH4011 SOCIOLOGY HONOURS

Locations: St Albans.
Prerequisites: Have to be enrolled in AHBA.
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.
Assessment: Essay (3000 words) chosen from selected topics 60%; Workshop of a selected topic which students relate and apply to current professional context 20%; Reflective journal on learning 20%.

ASH5002 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 co-ordinator 60%; Seminar presentation to be negotiated from students’ self-learning goals 40%.

ASH5003 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 ASH5001 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%.

ASI1001 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: Barrstone, T 2003, Literatures of Asia: from antiquity to the present, 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.

ASI1002 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 following text is available for free via the Library’s E-Book collection and will be used in conjunction with weekly readings made available through the Library’s E-Reserve. Birch, D (et al) 2001, James Bennett Etitle Asia: cultural politics in the global age, Craws 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%.

ASI2001 COLONIALISM, NATIONALISM AND REVOLUTION IN SOUTH EAST ASIA
Locations: Footscray Park.
Prerequisites: Nil.
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 utilized 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: 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 historical studies in relation to colonised and decolonising societies;
• 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 one-hour lecture and one one-hour tutorial per week.

Required Reading: Vickers, A 2005, A history of modern Indonesia, New York: Cambridge University Press. Additional required readings provided to students during semester.


ASI2002 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 an important individual from the Amdo region who had a significant impact in Tibet and beyond. These include Lama Tsongkhapa (religious reformer), Shabkarpa (yogi and mystic), Gedun Chisêl (scholar and revolutionary), and His Holiness the Fourteenth Dalai Lama (Tibet’s modern leader).

Credit Points: 12

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

• Demonstrate a broad knowledge of the scope of Tibetan history;

• Analyse translated texts from other cultures;

• Respond to and write about, non-Western histories;

• Understand and analyse history in its social and political contexts; and

• Demonstrate understanding of cultural history in a disputed region.

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


Assessment: Assignment, Textbook questions (8 best x 2.5%), 20%. Presentation, Class presentation, 30%. Essay, Major essay, 50%. Total effective word limit 3000 words.

ASI2003 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 those 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 are expected to 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; and

• Explore key issues associated with the war, including: national identity, patriotism, loyalty, sacrifice, morality and the meaning and justification of war.

Class Contact: One two-hour lecture and one one-hour tutorial for 10 weeks per semester.

Required Reading: Book of readings available for purchase from Footscray Park campus.

Assessment: Review, Book/film review, 30%. Essay, Research essay, 40%. Examination, Written examination, 30%. Total effective word limit 3000 words.

ASI2004 RESEARCHING GENDER AND SEXUALITY IN ASIA

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study examines recent research into questions of gender and sexuality in Asia, contemporary and historical. With an emphasis on becoming familiar with recent innovations in research methods in gender and sexuality, case studies will be drawn from a range of selected Asian cultural contexts. Issues considered will include sexuality and public morality, engagement (e.g. femaleness, maleness, androgyny), heterosexuality and homosexuality, prostitution, sex tourism, ped estry, and possibilities for gender equality and empowerment in specific cultural milieux.

Credit Points: 12

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

• Demonstrate understanding of 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.

Required Reading: Weekly required readings as outlined in the unit guide provided to students at the beginning of semester.

Assessment: Hurdle task - students are required to submit a 500 word summary of an article which will be set by the coordinator. No marks are allocated, however students must complete this hurdle to meet the requirements of this unit. Review, Film Review, 40%. Essay, Research essay, 60%. Total effective word limit 3000 words.
**AS3001 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 performances such as The Story of Chunhyang (parasori, 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%.

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**ASL2004 SOCIAL STUDIES OF SCIENCE TECHNOLOGY AND JUSTICE**

**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 emphasized 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?

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be 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.

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**ASL2003 ETHICS**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study 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:

- Recognize 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.
- Demonstrate a foundational understanding of contemporary theory drawn from social studies in science and technology (SST);
- Demonstrate increased effectiveness 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 assignment linked learning.

**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. (a) S 2001, Suspect identities, Cambridge MA: Harvard University Press Feldman, R 2009, The role of science in law, Oxford University Press Lynch, M et al 2008 Truth machine, University of Chicago Press

**Assessment:** Exercise, This is an orientation exercise related to the units particular field of study, 15%. Assignment, A set of four pre-seminar tasks, 30%. Assignment, A collaborative group research and presentation, 30%. Essay, An end of semester essay on topics relating to unit content. , 25%. Effective word limit 3,000 words.

**ASL3002 LAW AND GOVERNANCE**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study places key theoretical texts in the sociology of space and of spaces of incarceration in particular, alongside significant reports, legislative shifts and related debates within the recent history of incarceration in Australia. The unit aims to develop a critical understanding of the emergence of contemporary institutions of incarceration and to foster students’ engagement with an ongoing and charged debate, in both public and professional arenas, as to the relations between topologies and institutional and administrative aspirations. It takes as its focus the intersection 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

**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%.

**ASL5002 SPACES OF INCARCERATION**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study places key theoretical texts in the sociology of space and of spaces of incarceration in particular, alongside significant reports, legislative shifts and related debates within the recent history of incarceration in Australia. The unit aims to develop a critical understanding of the emergence of contemporary institutions of incarceration and to foster students’ engagement with an ongoing and charged debate, in both public and professional arenas, as to the relations between topologies and institutional and administrative aspirations. It takes as its focus the intersection 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 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%.

**ASL5003 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 know-how through the three 'tiers' of the criminal justice system: the role of forensic technology in the policing and detection of crime; the means by which the findings of forensic scientists and technicians are presented to the courts; and their effect upon sentencing and/or penal policy. There is also an historical structure to the unit content as we trace, in particular: the rise and demise of anthropometric methods of criminal investigation; the superseding technology of latent fingerprint identification; the emergence of contemporary techniques, including DNA profiling, psychological and neurological forensic tools; and the harnessing of algorithms to identify behavioural anomaly.

**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%.

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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

**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%.

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**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

**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.

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**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

**Assessment:** Thesis, Work equivalent to 15,000 words, 100%.

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**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 enshrined 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

**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%.

**ASM2004 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 methods of historical inquiry, statistical methods in criminology, and a study of the methodologies deployed in ethical decision-making.

**Credit Points:** 12

**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%.

**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

**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 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 of 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.

**Required Reading:** Braithwaite, J & Strand, H (eds) 2000, Restorative justice: from philosophy to practice, Aldershot, Dartmouth.

**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 orientated 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.
ASM3001 ADVOCACY AND MEDIATION INTERNSHIP 1

Locations: Footscray Park.
Prerequisites: Nil.
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
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 a 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 internship 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 portfolios, then produce a statement on graduate attributes that can then be used when applying for work; End of internship written proforma 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.

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
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 a 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 internship 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 portfolios, then produce a statement on graduate attributes that can then be used when applying for work; End of internship written proforma 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.

ASM6001 PROFESSIONAL THESIS (FULL-TIME)

Locations: Not applicable.
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. Attendance 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 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: Footscray Park.
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 to: 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. Attendance 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 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.

ASP1001 FOUNDATIONS OF POLITICAL SCIENCE

Locations: Footscray Park, St Albans.
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 major modern political ideologies (eg. green politics, feminism, economic rationalism, ‘Third Way’ politics).
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students are expected to be able to:
- Recall and explain the important political philosophies, ideologies and concepts which should inform their understanding of current political events;
- Critique and apply political concepts and contemporary events;
Select, review and use primary and secondary materials related to political concepts and events;

Communicate their ideas and arguments precisely and concisely in a range of settings and forms.

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

Required Reading: Students must purchase a copy of the ASP1002 Unit Reader from the University Bookshop. Also recommended are: - McLean, I & McMillan, A 2010, The concise Oxford dictionary of politics, 3rd edn, Oxford University Press, Oxford (available to students online through the University library), and: - Heywood, A 2003, Political ideologies: an introduction, 3rd edn, Macmillan, London.

Assessment: Assignment, Essay plan (2 A4 pages), 15%. Essay, Fully referenced academic essay (2000 words), 50%. Examination, 2 hour, short answer/multi-choice exam, 35%.

ASP1002 ORIGINS OF INTERNATIONAL POLITICS

Locations: Footscray Park, St Albans.

Prerequisites: Nil

Description: This unit provides an introduction to key historical events and concepts relating to international politics. It is designed to help students understand the origins of the political systems in which we live today, and to recognise the importance of political science as a means of investigating and evaluating political structures and practices at local, national, regional and global levels. We examine the origins of nation-states, corporations, and key international and non-governmental organisations, discussing how, where, when and why these political forms emerged and why they have persisted and proliferated. This is the first of two level one units that must be completed as part of the Political Science specialization. It is also a core unit in the International Studies (ABIS) course. On completion of this unit, students will be prepared to venture further into the study of politics and international affairs.

Credit Points: 12

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

- Describe the origin and character of key political structures, including nation-states, corporations, and international and non-governmental organisations;
- Examine and explain the emergence and persistence of such political structures;
- Select and analyse a range of primary and secondary sources related to the study of these political structures, and;
- Communicate, orally and in writing, in a clear and persuasive manner.

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

Required Reading: Students will also be supplied with electronic copies of further readings as well as guidance on engaging with online news sources. Boylis, J, Smith S & Owens, P 2010, 5th edn, The globalization of world politics, Oxford: Oxford University Press.

Assessment: Assignment, Reflective paper. My involvement in international affairs (500 words), 20%. Essay, A fully referenced, academic essay (1500 words), 40%. Examination, Short answer, end of semester exam (90 minutes), 40%.

ASP2001 POLITICAL ECONOMY OF COLONIALISM AND NEOCOLONIALISM

Locations: Footscray Park.

Prerequisites: ASH1001 - WORLD HISTORY 1ASH1002 - WORLD HISTORY 2OR AAP1010 and AAP1002

Description: This 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 kanyang 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 latter 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 a 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.

ASP2002 HISTORY AND POLITICS OF TERRORISM

Locations: Footscray Park.

Prerequisites: ASH1001 - WORLD HISTORY 1ASH1002 - WORLD HISTORY 2OR AAP1010 and AAP1002

Description: This unit places current concerns with terrorism in an historical and theoretical framework. It examines current and historical examples of state terrorism, state-sponsored terrorism and private terrorism and tries to explain the causes of terrorist activity. Much contemporary writing dealing with the so-called ‘Global War on Terror’ is chauvinistic and orientalist and assumes an almost ontological divide between Islam, Christianity and Judaism. This unit critically examines that discourse.

Credit Points: 12
**ASP1001 or ASP1002**

**Description:** The purpose of this unit is to provide students with knowledge regarding some of the different theoretical lenses that can be used to interrogate international politics. These lenses, which include “rationalist” theories such as Realism and Liberalism and “reflexivist” theories such as Constructivism and Post-Structuralism, help us to interpret the world in different ways. They also form frameworks in which research on international politics can be undertaken and evaluated. This unit asks students to engage with and evaluate examples of academic research, in part as a means of preparing students to undertake their own research later in their studies.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Explain and discuss an array of contemporary International Relations theories;
- Evaluate, explain and apply both IR theories and examples of research in which such theories have been employed;
- Identify, gather and evaluate primary and secondary materials relating to IR theory;
- Communicate in a clear and coherent fashion their ideas and arguments regarding IR theory.

**Class Contact:** Students will attend a one-hour lecture and a one-hour tutorial each week.


**Assessment:** Assignment, 2 A4 page guide to an article on IR theory, 30%. Essay, Fully-referenced, academic essay on IR theories (5000 words), 40%. Examination, End of semester, two-hour, essay-based exam, 30%.

**ASP2005 POLICY AND PRACTICE IN INTERNATIONAL POLITICS**

**Locations:** Footscray Park.

**Prerequisites:** ASP1001 - FOUNDATIONS OF POLITICAL SCIENCE

**Description:** This unit offers students the opportunity to consider in some detail the functions and operations of a range of national and international organisations engaged in international affairs. We shall construe the term “international affairs” broadly, as referring to the interaction of people across political, national and cultural boundaries, and we shall investigate a variety of forms of actors, including states, international organisations, corporations, and non-governmental organisations. The broader functions of this unit are to help students to appreciate both the range of organisation engaged in international affairs and to consider the relationship between their academic studies and skills and the range of career pathways that pertain to them.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Describe and discuss the functions and operations of a range of organisations engaged in international affairs;
• Identify and investigate problems of relevance to such organisations and plan and carry out research in order to analyse and respond to these problems;
• Identify, gather, evaluate and utilise a range of primary and secondary sources related to such research topics;
• Communicate in a clear and persuasive manner and in a style appropriate to a given organisation.

Class Contact: Students will attend a one-hour lecture and a one-hour tutorial each week.

Required Reading: Students will be asked to purchase from the bookshop a pack of readings tailored to the tutorial topics of this unit.

Assessment: Review, 2 A4 page review of the range of organisations relevant to an issue of importance in international affairs, 30%. Research Paper, Research paper on an issue of importance in international affairs (1500 words), 40%. Report, 4 A4 page report on an issue of importance in international affairs, tailored for a specific organisation involved with that issue, 30%.

ASP2006 CULTURE AND POLITICS IN INDONESIA

Locations: Footscray Park.

Prerequisites: Either ASP1001 or ASP1002 or AS11001 or AS11002.

Description: This unit of study will examine Indonesia’s social structure and diverse cultural patterns and how these are reflected in post-independence politics. Emphasis will be given to the processes 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 ethnic minorities 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: On successful completion of this unit, students are expected to be able to:

• Demonstrate their knowledge of cultural, social and political features of post-independence Indonesia;
• Demonstrate their capacity to critically evaluate concepts, accounts and arguments related to the above;
• Demonstrate their capacity to identify, gather and evaluate primary and secondary materials relating to cultural, social and political structures within Indonesia;
• Demonstrate their capacity to communicate in a clear and coherent fashion their ideas and arguments regarding Indonesian culture, society and politics.

Class Contact: Two hours per week comprising one one-hour lecture and one one-hour seminar.

Required Reading: A reading pack prepared by staff will be made available via the bookshop. The reading pack will contain excerpts from academic texts and novels, offering students both primary and secondary source material.

Assessment: Research Paper, 2 A4 page paper based on tutorial topics and designed to support tutorial discussion, 30%. Essay, Fully referenced academic essay (2000 words), 40%. Examination, End of semester exam, 30%.

ASP2007 DICTATORSHIP AND DEMOCRACY

Locations: Footscray Park.

Prerequisites: Nil

Description: While notoriously difficult to define, democracy and dictatorship are two key concepts in the social sciences and crop up in most history and politics subjects. ASP2016 looks at them in more detail, with students encouraged to deepen their understanding by a study of the writings of the theorists and practitioners of power themselves rather than solely via interpretations by others. The course begins with some general questions on dictatorship and democracy. It then moves on to examine the writings of a range of important political theorists. These writings will include examples from Ancient Greece, the Renaissance period in Europe, the Enlightenment period in Europe and America, the Totalitarian movements of the 20th Century, and some diverse contemporary political contexts.

Credit Points: 12

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

• Understand the theories and nature of democracy and dictatorship and the various forms of these doctrines;
• Use critical analysis to evaluate concepts and arguments related to political doctrines;
• Identify, gather and critically employ research regarding political theory, and;
• Communicate arguments and analysis in a precise and concise fashion, both orally and in written form.

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: A unit reading pack must be obtained from the VU bookstore. In addition, it is recommended that students purchase the following text: Arendt, H 1973, The origins of totalitarianism, Harcourt Brace Jovanovich, New York.

Assessment: Essay, Academic, fully referenced essay (2000 words), 50%. Journal, Two points of submission, 30%. Examination, One hour, essay based examination, 20%.

ASP2008 NORTH AMERICAN POLITICS

Locations: Footscray Park.

Prerequisites: Students must complete either ASP1001 or ASP1002

Description: The United States of America represents one of the most important political communities in the world today. On the one hand, the US remains the most powerful state in world politics; the decisions made in Washington (and in other centres of political power within the US) often impact directly on the lives of people all over the planet. On the other hand, the model of politics developed in the United States has been incredibly influential around the world, shaping the design of political institutions in states ranging from Australia to Iran. For these and other reasons, investigating the US political system is both important and interesting. In this unit, we examine the US federal government first and foremost as a political experiment - how did those who designed the US Constitution expect their government to work? Does it work as they expected? How and why has it changed over time? We shall also examine how contemporary debates have played out in the US political system, such as those regarding the US role in the world, the widening inequality gap, and the provision of healthcare to the US population.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Demonstrate an understanding of the US political system, and of key contemporary debates within the US;
- Demonstrate a capacity to critically evaluate the foundational principles and the current operation of the political system;
- Demonstrate a capacity to engage in research through the identification of research problems, the gathering of relevant primary and secondary sources, and the evaluation and utilisation of those sources;
- Demonstrate a capacity to communicate ideas and arguments in a clear and coherent fashion, both orally and in writing.

Class Contact: Students must attend a one-hour lecture and one one-hour tutorial per week.


Assessment: Research Paper, 1500 word evaluation of a key foundational principle from the US political system, 50%. Essay, Fully referenced academic essay (1500 words), 50%.

ASP2009 SOUTHEAST ASIAN POLITICS

Locations: Footscray Park.

Prerequisites: Students must have completed ASP1001 or ASP1002 or AS11001 or AS11002

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 separations; ‘political cultures’; and civil society and the role of the middle class in contemporary Southeast Asian politics. The unit of study 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 are expected to be able to:

- Demonstrate understanding of political systems, cultures and events within Southeast Asia;
- Critically analyse such systems, cultures and events;
- 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 concise and precise manner.

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

Required Reading: Students will be asked to buy a reading pack prepared by the unit coordinator. Where possible, materials will be offered online as well as or instead of sources in the reading pack.

Assessment: Assignment, Preparatory assignment, 30%. Assignment, Final assignment - academic essay, 30%. Examination, End of semester examination - essay based, 40%. Total effective word limit 3000 words.

ASP3001 PARLIAMENTARY INTERNSHIP

Locations: Footscray Park.

Prerequisites: Students must apply to the Unit Coordinator for enrolment in this unit.

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. This unit offers an excellent opportunity for students to gain practical knowledge of the workings of the Victorian Parliament in particular, and of political systems more generally. Entry into this unit is determined on application to the unit coordinator and can be competitive. However, the practical and professional benefits of this unit are many.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to 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.

Required Reading: This is an internship unit; students are not set required readings. Instead, background readings offering an introduction to each student’s designated area of research are identified through a process of negotiation between staff, students, and representatives of the relevant MP’s office.

Assessment: Research Paper, 6000 word; self-directed research paper, 30%. Essay, 2000 word reflective essay, 30%.

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

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.

**ASS1001 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

**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;
- Identify the differences between Melanesia, Polynesia and Micronesia;
- Apply relevant sociological concepts to the countries of the Pacific Islands 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:** Antony Hooper 2000 Culture and Sustainable Development in the Pacific 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:** Footscray Park, St Albans.

**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:

- Recognise the nature of sociological approaches to problems, as distinct from other forms of inquiry;
- Outline different theoretical approaches within the broad discipline of sociology;
- Apply theoretical tools and concepts offered within the discipline of sociology and to recognise and experiment with their applicability to problems and practices beyond the classroom;
- Demonstrate a familiarity with 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:** Footscray Park, St Albans.

**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 are expected to be able to:

- Demonstrate knowledge of sociology and its starting point the claim that both normality and deviance are `managed';
- Outline different theoretical approaches within the broad discipline of sociology;
- Apply theoretical tools and concepts offered within the discipline of sociology and to recognise and experiment with their applicability to problems and practices beyond the classroom;
- Demonstrate a familiarity with academic conventions of documentation and referencing.
• Analyse some key perspectives of the sociology of deviance and the management of normality;
• Demonstrate the development of relevant analytic and research skills;
• Demonstrate the development of presentation skills, 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.

Required Reading: ASS1052 unit reader

Assessment: Essay, Critical analysis of the regulation of normal and deviant citizens, 40%. Exercise, Demonstrate an understanding of key concepts in sociology of deviance, 30%. Examination, End of semester, 30%. Total effective word limit 3,000 words.

ASS2001 SOCIAL ISSUES IN CONTEMPORARY ASIA

Locations: St Albans.

Prerequisites: Nil.

Description: This unit of study will develop students’ understanding of the tension between globalisation and nationalism in countries in Southeast Asia and South Asia. Australia’s historical, cultural and political representations of ‘Asia’ will be examined with particular reference to expressions of fear and desire towards ‘Asia’. The unit of study will address issues such as: sex tourism; the new international division of labour and ‘Asian’ women; the rise of a global middle class; the Asian economic crisis; environmental and anti-globalisation activism in the region and current developments in Indonesia and East Timor.

Credit Points: 12

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

• Utilise the conceptual vocabulary of globalisation and nationalism in analysing contemporary issues in Southeast and South Asia;
• Demonstrate an enhanced critical awareness of how ‘Asia’ has been represented in Australia;
• Assume a sociological vantage point on current developments in Indonesia and East Timor.

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: Research essay 50%; Oral presentation 25%; Review essay/media exercise 25%. The assessment will comprise the equivalent of 4000 words per student.

ASS2009 MAKING MODERN IDENTITIES

Locations: Footscray Park.

Prerequisites: ASS1051 - SOCIOLOGY 1AASS1052 - SOCIOLOGY 1B

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 are expected to be able to:

• Develop 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: MMI Reader 2012 VU


ASS2013 SOCIOLOGY OF THE BODY

Locations: Footscray Park, St Albans.

Prerequisites: ASS1051 - SOCIOLOGY 1AASS1052 - SOCIOLOGY 1B

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:

• Analyse social phenomena across cultures;
• Develop and demonstrate advanced skill 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 presentation 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: ASS1051 - SOCIOLOGY 1AASS1052 - SOCIOLOGY 1B

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 labour 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 lecture and one 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: ASS1051 - SOCIOLOGY 1A; ASS1052 - SOCIOLOGY 1B

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

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: Footscray Park.

Prerequisites: ASS1051 - SOCIOLOGY 1A; ASS1052 - SOCIOLOGY 1B

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. 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 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 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, Poster presentation on comparative trends in development between an African and another developing region (500 words), 30%. Report, Written report using research conducted with emerging African background communities or agencies that work with them (1,000 words), 40%. Essay, Theoretical essay on a set topic drawn from one of the weekly seminar topics (1,500 words), 30%.

ASS2051 CHILD AND SOCIETY

Locations: Footscray Park, St Albans.

Prerequisites: Nil

Description: This unit of study will develop students’ knowledge of childhood as a complex social, cultural, historical and contemporary concept. 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 actor, agent 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:** 2012 Book of Readings VU Bookshop

**Assessment:** Exercise, Exercise set based on essential reading, 25%. Exercise, Exercise set based on essential reading, 25%. Essay, Reflective essay of 2000 words, 50%. Effective word limit 3000 words.

**ASS2052 MEANING AND SOCIAL CONTEXT**

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

**Prerequisites:** Nil.

**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 debates among sociologists 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 to the contemporary sociological study of religion
- Reflect meaningfully on the unique status of the ‘search for meaning’ during postmodernity
- Show an awareness of some of the significant contributors to this field of sociological enquiry

**Class Contact:** 1 hour seminar and 1 hour tutorial per week

**Required Reading:** Book of Readings VU Bookshop

**Assessment:** Exercise, Exercise set based on essential reading, 25%. Exercise, Exercise set based on essential reading, 25%. Essay, Reflective essay, 50%. Effective word limit 3,000 words.

**ASS3007 SPACE, KNOWLEDGE AND POWER**

**Locations:** Footscray Park.

**Prerequisites:** ASS1051 - SOCIOLOGY 1A ASS1052 - SOCIOLOGY 1B

**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? But 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? This is the kind of question Michel Foucault asks in a discussion with Paul Rabinow 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 affectivity 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:** ASS1051 - SOCIOLOGY 1A ASS1052 - SOCIOLOGY 1B

**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
**ASS3012 SOCIOLOGY 3A: COLONISATION, DECOLONISATION AND DEVELOPMENT**

**Locations:** Footscray Park.

**Prerequisites:** ASS1051 - SOCIOLOGY 1A; ASS1052 - SOCIOLOGY 1B

**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; nationalist 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 are expected to 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.

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**ASS3013 SOCIOLOGY 3B: INTERNATIONAL SOCIAL POLICY**

**Locations:** Footscray Park.

**Prerequisites:** ASS1051 - SOCIOLOGY 1A; ASS1052 - SOCIOLOGY 1B

**Description:** This unit of study will build on students' understanding of sociological analysis by analysing social policy from a global perspective. There are three main aims in this unit. The first is to analyse how social policy is constructed, which includes an examination of the actors and agencies that are involved in this, especially states, international regulatory organisations and NGOs. The second is to compare and analyse several key aspects of social policy in the global south. These include policy around issues of health, education and urbanisation. The third is to analyse global social policy. This refers to the role of global and regional actors, in interaction with state actors, in the construction of social policy.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Describe how social policy is constructed at local, regional and global levels;
- Compare and analyse key aspects of social policy in the global south; and
- Analyse the role of global and local actors and agencies in the construction of social policy.

**Class Contact:** Intensive class, 6 hours over 4 days (total of 24 hours)

**Required Reading:** Deacon, B 2007, Global social policy and governance, London: Sage.

**Assessment:** Presentation, Tutorial presentation, 25%. Project, Research project, 30%. Essay, Major essay, 45%. Total effective word limit 3000 words.

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**ASS3031 SOCIOLOGY 3C: GOVERNING CIVIC LIFE: CITIZEN, NATION, SELF**

**Locations:** St Albans.

**Prerequisites:** ASS1051 - SOCIOLOGY 1A; ASS1052 - SOCIOLOGY 1B

**Description:** Current political and sociocultural changes are redefining notions of citizenship, nationhood and self. Recent debates about globalization 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 neoliberal views, which prioritise deregulation and the removal of trade barriers, have dominated social policy agendas, reshaped national economies and refigured geopolitical 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 prescibitations. 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: On successful completion of this unit, students are expected to be able to:

- Demonstrate a comprehensive and critical understanding of contemporary debates about governing civic life;
- Demonstrate a knowledge of the way in which contemporary forms of governance are reshaping key social policy areas;
- Present and lead a discussion on a key social issue; and
- Prepare a complex and high quality submission/paper on a key policy issue.

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: Examination, Take home exam, 60%. Exercise, Tutorial questions, 40%. Total effective word limit 3000 words.

ASS3032 SOCIOLOGY 3D: FORMATIONS OF POWER: GOVERNING CULTURAL IDENTITY IN A 'POSTCOLONIAL' WORLD

Locations: Footscray Park.

Prerequisites: ASS1051 - SOCIOLOGY 1AASS1052 - SOCIOLOGY 1B

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 illustrated 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

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

- Apply analytic and conceptual skills in the area of cultural analysis of indigenous cultures;
- Identify the conceptual basis and cultural significance of Orientalist and postcolonial writings and visual representations;
- Explain, at a foundational level, how history is constructed at the dinner table, over the fence, in parliament and in the streets;
- Demonstrate a detailed knowledge of the history of systems of racial taxonomy as well as the effects such methods of classification have had on Indigenous populations;
- Assess the basis of child removal policies with respect to the Indigenous populations of Australia;
- Evaluate how literary texts, historical documents and academic publications may offer different ways of viewing the same social question or 'problem'.

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.


ASS3037 INQUIRING INTO THE SOCIAL

Locations: Footscray Park, St Albans.

Prerequisites: ASS1051 - SOCIOLOGY 1AASS1052 - SOCIOLOGY 1B

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: ASS1051 - Sociology 1A; ASS1052 - Sociology 1B

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

ASS3038 EXCURSIONS INTO THE FUTURE

Locations: St Albans.

Prerequisites: ASS1051 - Sociology 1A; ASS1052 - Sociology 1B

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.
Learning Outcomes: On successful completion of this unit students are expected to be able to:

- Demonstrate a comprehensive and critical understanding of contemporary debates about governing civic life;
- Demonstrate a knowledge of the way in which contemporary forms of governance are reshaping key social policy areas;
- Present and lead a discussion on a key social issue; and
- Prepare a complex and high quality submission/paper on a key policy issue.

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: Examination, Take home exam, 60%. Exercise, Tutorial questions, 40%. Total effective word limit 3000 words.

ASS5011 SOCIAL AND CULTURAL CHANGE IN THE SOUTH PACIFIC

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

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


Assessment: Tutorial presentation 20%; Book review 20%; Major essay 30%; Class test 20%; Class participation 10%. Assessment will be equivalent to 4000 words per student.

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 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: 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 such as United Nations on the development of East Timor;
- Understand the key areas of Timorese thought and action through these periods through meeting and engaging Timorese in Melbourne and/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 alternating 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.

ASS5080 CONTEMPORARY AFRICA AND SOCIAL CHANGE

Locations: Footscray Park.

Prerequisites: Nil.

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 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 Australia’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.
**ASW1001 INTRODUCTION TO SOCIAL WORK**

**Locations:** Footscray Nicholson.

**Prerequisites:** Nil

**Description:** This unit introduces students to Social Work practice, including its development and location within the social and community services sector. Lectures and recommended literature introduce students to key themes and debates in the development of social work in Australia and elsewhere. Students are expected to expand their understanding of social work as an activity shaped and constrained by social policy, legislation and organisations, as well as by a dynamic body of knowledge and skills, and a strong and explicit value and ethical base. The unit includes an introduction to radical, critical and anti-oppressive social work theory and practice.

**Credit Points:** 12

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

- Discuss social work practice as a diverse, purposeful activity, informed by a dynamic body of theory and knowledge;
- Describe the development of Social Work in Australia and its major international influences;
- Locate contemporary social work practice within its industrial, political, societal and organisational environment and within the main human service discourses;
- Demonstrate a beginning understanding of social work ethics, values and contemporary debates and the role of the professional association in Social Work practice;
- Identify the major critiques of Social Work including feminist, structural/anti-oppressive, neo-conservative and post modern perceptions;
- Discuss the role of Social Work in social reform and social change.

**Class Contact:** One 90-minute lecture and one 90-minute tutorial per week.


**Assessment:** Assignment, Brief written assessment, 20%. Presentation, Class presentation, 30%. Essay, Essay on a topic provided by unit coordinator, 50%. Total effective word limit 3,000 words.

**ASW1901 SOCIAL RESEARCH 1**

**Locations:** Footscray Nicholson.

**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:

- Explain, at a beginning level of 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;
- Discuss the key steps in planning, designing and implementing a research/evaluation study;
- Identify ethical issues and guidelines for social research; and
- Demonstrate understanding, at a beginning level, of descriptive statistics and how they can be applied in social research.

**Class Contact:** Weekly two-hour lecture/tutorials.


**Assessment:** Research Paper, Critical reflection on a piece of published social work research, 30%. Research Paper, Workbook on descriptive statistics and critique of usefulness of quantitative analysis in social science research, 30%. Review, Literature review on a topic that would be appropriate for social work research, 40%. Total effective word limit 3,000 words.

**ASW2013 INTRODUCTION TO SOCIAL POLICY**

**Locations:** Footscray Nicholson.

**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;
- Recognise 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;
- Practise 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.

ASW2090 GROUPWORK THEORY AND PRACTICE

**Locations:** Footscray Nicholson.

**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 uses the process of critical reflection to integrate students’ personal experiences, in the practice and theoretical dimensions of groupwork. It focuses 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:

1. Describe theoretical and practical issues relating to the process of practice with/in groups; Reflect and report on their experiences as group members and group leaders in a small group settings; Discuss the different contexts of groupwork practice and the implications for practice; Demonstrate a working awareness and understanding of power in the groupwork context; Recognise 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:** Lindsay, T & Orton, S 2008, Groupwork practice in social work, 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.

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ASW2094 WORKING IN HUMAN SERVICE ORGANISATIONS

**Locations:** Footscray Nicholson.

**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:

1. Identify and discuss the dilemmas and tensions facing workers in human service organisations;
2. Critically review the human service sector and its impact on human service organisations;
3. Identify and illustrate the conceptual frameworks for understanding the structure and culture of organisations;
4. Make the links between organisational theory and practice;
5. Discuss the skills, knowledge and tools necessary to work effectively in human service organisations.

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**Class Contact:** Weekly 2.5 hours lecture/tutorial

**Required Reading:** Hughes, M & Wearing, M 2007, Organisations and management in social work, London: Sage.

**Assessment:** Review, Identify and illustrate with examples of three key ideas from the literature set for weeks one to five, 25%. Presentation, Group presentation and facilitation of a tutorial, 35%. Assignment, Analysis of human service organisation using either one of the mapping or profile templates distributed in class, 40%. Total effective word limit 3000 words.

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ASW2098 SOCIAL RESEARCH 1

**Locations:** Footscray Nicholson.

**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:

1. Demonstrate understanding, at a beginning level of the different philosophical approaches and frameworks of social research;
2. Critically examine the purposes, limitations and strengths of research reported in the media, in practice and in literature;
3. Demonstrate awareness of the key steps in planning, designing and implementing a research/evaluation study;
4. Identify ethical issues and guidelines for social research; and
5. Demonstrate understanding, at a beginning level of descriptive statistics and how they can be applied in social research.

**Class Contact:** Weekly two-hour lecture/tutorials.


**Assessment:** Research Paper, Critical reflection on a piece of published social work research, 30%. Research Paper, Workbook on descriptive statistics and critique of usefulness of quantitative analysis in social science research, 30%. Review, Literature review on a topic that would be appropriate for social work research, 40%. Total effective word limit 3,000 words.

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ASW2102 SOCIAL WELFARE: HISTORY AND CURRENT CONTEXT

**Locations:** Footscray Nicholson.

**Prerequisites:** Nil

**Description:** This unit introduces students to key concepts of the contemporary Australian welfare state, including ‘need’, ‘wellbeing’, ‘welfare’ and the ‘state’, together with some key dimensions of structural oppression. It surveys the history of the welfare state, its development in the Australian context and the historical judgements that underpin its formation and current practice. It explores the forms that welfare has taken in relation to particular communities in Australia, with particular emphases on class, gender, disability and race. The future of the welfare state is also discussed in the context of current debates, together with the nature of social work and how it fits within the welfare project.

**Credit Points:** 12
Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Recognise historical development of the welfare state in Australia and the international context, and the significant judgements that have shaped its development;
- Explore what social welfare is, and why it forms a significant part of sociopolitical, economic and legal institutions in Australia;
- Discuss the various concepts, perceptions, myths and stereotypes about social welfare;
- Critically examine the links between major political paradigms and key concepts about social welfare;
- Explore some of the many issues confronting the Australian social welfare state in the future.

Class Contact: One 90-minute lecture and one 90-minute tutorial per week for one semester.

Required Reading: Mendes, P 2008, Australia’s welfare wars revisited, Sydney: UNSW Press

Assessment: Review, Review readings weeks 1 to 5, 25%. Presentation, Group presentation case study, 35%. Essay, Essay topics relate to specific aspects of the unit, 40%. Total effective word limit 3000 words.

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.

Required Reading: Cleihorne, L & Drewery, W 2010, Human development: family, place, culture, McGraw-Hill Education, North Ryde NSW.

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.

ASW2104 CRITICAL SOCIAL WORK THEORIES


Prerequisites: ASW2202 - 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 critically reflective 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;
- Identify various critical perspectives and place these theories in historical, cultural, political, economic and social contexts;
- Critique these theories and their efficacy in practice settings;
- Discuss critically, the complexities, ambiguities, uncertainties and challenges of the contemporary social context;
- Draw on international literature to inform the understanding and critique of theory development in social work; and
- 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.

Required Reading: Mullaly, B 2010, Challenging oppression and confronting privilege, Toronto: Oxford University Press.

Assessment: Review, Review of readings from weeks one to four, 25%. Essay, Annotated essay plan, 35%. Essay, Topic to be negotiated with Unit Coordinator, 40%. Effective word limit 3,000 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) are examined in accordance with their respective ideologies. Each ideology is 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 is explored in order to identify the tensions between its social care, social change and social control functions. A major focus in this unit is oppression and disadvantage as explanations for social problems and as an organising framework for critical social work practice. Students are 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

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

- Discuss 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;
- Recognise different world views about the nature of society and how these views lead to different explanations of social problems, different welfare solutions and different social work practices;
- Articulate their own worldviews relative to social work theories;
- Critically reflect on various worldviews and their usefulness to explain and address social issues.

Class Contact: Two hours per week for one semester.


Assessment: Review, Written review of readings from weeks 1 - 4, 25%. Exercise, Annotated essay plan, 35%. Essay, Chosen from topic list, 40%. Total effective word limit 3000 words.

ASW2203 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 are studied integrating a critical and anti-oppressive approach. Students 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:

- Assess theoretical, practice and self knowledge for understanding in professional practice;
- Apply knowledge and cultural sensitivities for professional practice;
- Locate the place of generic interpersonal and communication skills used in professional practice;
- Use 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 3000 words.

ASW3101 SKILLS FOR SOCIAL WORK DIRECT PRACTICE


Prerequisites: ASW2202 - SOCIAL WORK THEORIES ASW2203 - 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, groups and families 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 theories, 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:

- Use the integrated framework underpinned by an anti-oppressive foundation;
- Critically evaluate the impact of cultural difference in work with individuals, groups and families;
- Use 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;
- Employ beginning and further interpersonal and communication skills for assessment and intervention in casework practice;
- Apply the necessary knowledge and skills base to begin supervised casework in social work.

Class Contact: This unit of study begins with a two-day introductory workshop and for the remainder of the semester runs 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 3000 words.
ASW3102 CRITICAL SOCIAL WORK THEORIES


Prerequisites: ASW2202 - 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 critically reflective 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 lifelong 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.


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).

ASW3104 HEALTH AND MENTAL HEALTH: PRACTICE AND POLICY


Prerequisites: Nil

Description: This unit explores the social, political and cultural issues related to health and mental health/wellbeing in Australian communities and internationally. What is meant by health and mental health will be explored within the social construction of knowledge. Particular attention will be given to health and mental health policies, practices and research findings and their impact on health equity and access to services for differently placed individuals and communities. This unit recognises that all social workers, whatever their field of practice, need a working knowledge of health and mental health. In accordance with the AASW accreditation standards, this unit provides skills and knowledge that can assist entry-level social workers in situations involving issues of mental health and illness. The approach in this unit is specific and practical, providing foundational knowledge about health and mental health policies, services and treatment. It is also analytical. It explores the socially constructed notions of health and ill-health. In the tradition of critical practice, this unit recognises the layers of oppression often present for people in contact with 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:

- Critically evaluate the roles of social workers in the legal system;
- Exercise skills in key areas of practice such as report writing and record keeping;
- Recognise 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;
- Illustrate 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 or equivalent


Assessment: Assignment, Analysis of a legal text using relevant frameworks, 20%. Report, Plan for a social worker’s court report, 30%. Assignment, Law reform submission/strategy, 50%. Total effective word limit 3000 words.

ASW3103 SOCIAL WORK PRACTICE: LEGAL CONTEXT


Prerequisites: Nil

Description: The pursuit of social justice is central to social work. One key arena of that pursuit is the legal system. It is an area of practice in which social workers are...
Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Examine health and mental health issues from a variety of perspectives including practitioners, service-users and consumer advocates, locally, nationally and internationally;
- Investigate the ways in which historical developments have shaped the delivery of services, treatment and policy options;
- Define what is meant by good health and mental wellbeing and how these definitions are socially constructed by social, cultural, economic and political imperatives;
- Locate structural (gender, age, class, religion, ethnicity, cultural including ATSC communities and (dis)ability) factors in the health and mental wellbeing of all peoples;
- Recognise and contrast the roles and responsibilities of government and non-government agencies in relation to the provision of health and mental health services and resources across the community sector; and
- Critically evaluate, a range of policies and practices that influence the health and mental health agenda, especially their impact on equity and access issues.

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 3,000 words.

ASW3105 COMMUNITY DEVELOPMENT


Prerequisites: Nil

Description: This unit of study explores the history, nature and dimensions of community development, both nationally and internationally. Focus is 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 whilst also recognising the potential for collaborative alliances; partnerships that link individuals with communities; community resources that mobilise change informed by a commitment to social justice; and human rights and equity for all. In addition this unit of study has a practical component which will enable students to develop their skills as community development practitioners.

Class Contact: Two hours per week for one semester or equivalent. Format will vary in accordance with unit calendar.

Required Reading: Bottrell, D & Goodwin, G 2011, 1st edn, Schools, communities.
and social inclusion, South Yarra: PalgraveMacmillan. AASW, 2006 Guidelines for school social workers, AASW.

Assessment: CT (Wiki, Web sites), Wiki entries and engagement in class discussion, 10%. Assignment, Analysis case study, 20%. Assignment, Theoretical analysis of literature, 70%. Total effective word limit 3000 words.

ASW3110 SOCIAL WORK, ADVOCACY AND HUMAN RIGHTS


Prerequisites: Nil.

Description: The pursuit of social justice is central to social work. One key arena 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: ASW2104 - CRITICAL SOCIAL WORK THEORIES 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 are 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 are utilised. The field education co-ordinator is 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: Cleak, H & Wilson, J 2007 2nd edn, Making the most of field placement, 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: provides 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; provides a focused arena for the experience and practice of group process/organisation skills; encourages a shared learning environment and at the same time encourages individual responsibility for explaining and reflecting on practice issues; and lastly, encourages 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 practice with theory;
• Identify and analyse developing practice skills;
• Reflect on the application of 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: Cleak, H & Wilson, J 2007, Making the most of field placement, Australia: Thomson.

Assessment: Portfolio, Placement portfolio demonstrating achievement of the learning outcomes, Pass/Fail. Total effective word limit 3000 words.

ASW3203 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 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 are 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 are utilised. The field education co-ordinator is 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 final-year social work student;
• 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 influence 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 to know how and when to use consultation and supervision;
• Demonstrate an emerging capacity for critical reflective practice; and
• Demonstrate a practice-based awareness of the issues of consumer service and resource networks associated with their placement agency’s functions.

Class Contact: This unit consists of 70 days of supervised field education in a human service agency.

Required Reading: Royse, D, Singh Dhooper, S & Lewis Rompf, E 2007, Field instruction: a guide for social work students New York: Pearson. Cleak, H & Wilson,
Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Describe collaborative assessment and intervention in social work practice;
- Apply 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;
- Contribute and facilitate group discussion of examples of direct social work practice with individuals and/or families, their placement and/or place of work;
- Reflect critically on practice, utilising peer feedback, consultation with lecturers, personal awareness and theoretical input;
- 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.

Required Reading: Maidment & Egan, 2009, 2nd edn, Practice skills in social work and welfare: more than just common sense, St Leonards, NSW: Allen and Unwin.


Assessment: Exercise, Skills exercise, 20%. Presentation, Facilitated 45-minute class session, 35%. Assignment, Assessment and intervention plan, 45%. Total effective word limit 3000 words.

ASW3901 SOCIAL RESEARCH 2


Prerequisites: ASW1901 - 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 of study 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 1. Students continue to examine the importance of research in social work practice; the philosophical bases of social work research; and the empowering potential of postcolonial, feminist and participatory action approaches to research and evaluation. This unit also includes a module on analysing and presenting quantitative data. Students are introduced to, and have the opportunity to use, SPSS and Excel in the computer laboratory. Emphasis is on descriptive statistics and presenting data in meaningful ways.

Credit Points: 12

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

- Articulate an understanding of social research and its role in social work practice;
**Learning Outcomes:**

- Locate themselves as reflective practitioner/researchers;
- Recognise 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.

**Required Reading:** Sarantakos, S 2005, 3rd edn, Social research, New York: Palgrave Macmillan.

**Assessment:** Research Paper, Develop a research question that is relevant to social work research, 20%. Exercise, Propose a research design for your research topic. Demonstrate the suitability of research design for your proposed research, 40%. Test, Quantitative data analysis and presentation test OR Literature review of specific research area, 40%. Total effective word limit 3000 words.

**ASW4001 SCHOOLS AND STUDENT WELLBEING**

**Locations:** Footscray Nicholson.

**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.

**Required Reading:** Bottrell, D & Goodwin, G 2011, 1st edn, Schools, communities and social inclusion, South Yarra: Palgrave Macmillan. AASW, 2006 Guidelines for school social workers, AASW.

**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**

**Locations:** Footscray Nicholson.

**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.

**Required Reading:** Tesoriero, F 2010 4th Edition, Community Development: community-based alternatives in an age of globalisation Pearson Australia, Frenchs Forest, NSW.

**Assessment:** Assessment Project, Community profile, 30%. Presentation, Critical reflection on reading material, 30%. Essay, Essay, 40%. Total effective word limit 3,000 words.
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.

Credit Points: 12

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

- Recognise the diverse ways in which social workers undertook social planning — organisationally, locally, nationally and internationally;
- Demonstrate a critical understanding of the processes and content of social planning;
- Identify the theoretical frameworks and debates relevant to social planning and the development of community service programs;
- Understand key activities of social planning such as designing and evaluating services, assessing community needs and place-management;
- Explore the implication of various social planning frameworks for social justice and for critical social work practice.

Class Contact: Two hours per week for one semester. Format will vary in accordance with unit calendar.


Assessment: Assignment, Individual written assignment, 60%. Presentation, Group tutorial presentation, 40%. Total effective word limit 3000 words.

ASW4048 HEALTH AND MENTAL HEALTH: PRACTICE AND POLICY


Prerequisites: Nil.

Description: This unit explores the social, political and cultural issues related to health and mental health/wellbeing in Australian communities and internationally. What is meant by health and mental health will be explored within the social construction of knowledge. Particular attention will be given to health and mental health policies, practices and research findings and their impact on health equity and access to services for differently placed individuals and communities. This unit recognises that all social workers, whatever their field of practice, need a working knowledge of health and mental health. In accordance with the ASW/ACSW accreditation standards, this unit provides skills and knowledge that can assist entry-level social workers in situations involving issues of mental health and illness. The approach in this unit is specific and practical, providing foundational knowledge about health and mental health policies, services and treatment. It is also analytical. It explores the socially constructed notions of health and ill-health. In the tradition of critical practice, this unit recognises the layers of oppression often present for people in contact with health and mental health services, and provides a basis for recognising and responding to these factors. This unit is run in the final semester of the Bachelor of Social Work and therefore assumes that students will be active learners, and have material to contribute to the unit. It is also expected that students will engage in both analysis and critique of the material that is presented to them.

Credit Points: 12

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

- Demonstrate an understanding of the nature, causes, scope and impact of health and mental health on individuals, families and communities, including the environment and the workplace;
- Demonstrate an understanding of the way in which historical developments have shaped the delivery of services, treatment and policy options;
- Demonstrate what is meant by good health and mental wellbeing and how these definitions are socially constructed by social, cultural, economic and political imperatives;
- Demonstrate an understanding of structural (gender, age, class, religion, ethnicity, cultural including ATSC communities and (dis) ability) factors in the health and mental wellbeing of all peoples;
- Demonstrate an understanding of the roles and responsibilities of government and non-government agencies in relation to the provision of health and mental health services and resources across the community sector;
- Demonstrate an understanding of, and critically evaluate, a range of policies and practices that influence the health and mental health agenda, especially their impact on equity and access issues;
- Critically evaluate the effectiveness of a range of policy, research and practice responses to health and mental health issues and concerns;
- Critically evaluate the effectiveness of the responses and services provided by government and non-government agencies for those involved in health services and policies in Australia and internationally;
- Demonstrate an understanding of the issues concerning health and mental health issues from a variety of practitioners’, service-users’ and consumer advocates’ perspectives, locally, nationally and internationally; and
- Contribute constructively to exploring solutions to some of the problems generated by concerns for individual, community and societal wellbeing 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.

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: 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 discussed 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: O’Donoghue, K 2003, Restorying social work supervision, 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, resources and changed. This involves both an awareness of policy processes in relation to specific areas of social policy and an understanding of theory and concepts relevant to the dynamics of policy processes generally. This unit of study is designed to assist students to develop transferable skills in social policy analysis. The unit will revisit the policy cycle and the sociopolitical and economic context of Australian social policy as introduced in the units ‘Introduction to Social Policy’ and ‘Social Welfare: History and Current Context’. This unit uses the knowledge and insights of the discipline of social policy, along with those from the disciplines of political science, economics, sociology and organisational theory, to analyse and interpret policy processes and important areas of social policy.

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

**Required Reading:** McClelland, A & Smyth, P (eds) 2006, Social policy in Australia: understanding for action, Oxford University Press, South Melbourne. www.apo.org.au is the website of Australian Policy Online. Students should sign up for regular updates from this very valuable free service.

**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**

**Locations:** Footscray Nicholson.

**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 1. Students will continue to examine the importance of research in social work practice; the philosophical bases of social work research; and the empowering potential of postcolonial, feminist and participatory action approaches to research and evaluation. This unit includes a module on analysing and presenting quantitative data. Students will be introduced to, and have the opportunity to use, SPSS and Excel in the computer laboratory. Emphasis will be on descriptive statistics and presenting data in meaningful ways.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to 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**

**Locations:** Footscray Nicholson.

**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 co-ordinator 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;
- 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:** Cleak, H & Wilson, J 2007, Making the most of field placement South Melbourne: Cengage Learning.

**Assessment:** Practicum, Assessed in accordance with the individual placement learning contract, based on the Skills & Knowledge Guide in the S/Work Field Education Manual. Total effective word limit of 3000 words.

**ASW4291 FIELD EDUCATION 2: INTEGRATIVE SEMINAR**

**Locations:** Footscray Nicholson.

**Prerequisites:** ASW3201 - FIELD EDUCATION 1 & ASW203 - INTERPERSONAL AND COMMUNICATION SKILLS

**Description:** This unit 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.

**ASW4901 SOCIAL POLICY ANALYSIS: CURRENT ISSUES**

**Locations:** Footscray Nicholson.

**Prerequisites:** ASW2013 - INTRODUCTION TO SOCIAL POLICY

**Description:** Policy analysis, policy development and policy activism are essential aspects of effective social work practice as they protect the interests of disadvantaged and disempowered people. Social workers increasingly require the knowledge and skills to understand how policies are initiated, designed, resourced, and changed. This involves both an awareness of policy processes in relation to specific areas of social policy and an understanding of theory and concepts relevant to the dynamics of policy processes. This unit of study is designed to assist students to develop transferable skills in social policy analysis. It revisits the policy cycle and the sociopolitical and economic context of Australian social policy as introduced in the units ‘Introduction to Social Policy’ and ‘Social Welfare: History and Current Context’. This unit uses the knowledge and insights of the discipline of social policy, along with political science, economics, sociology, and organisational theory to analyse and interpret policy processes and important areas of social policy.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Articulate policy development processes and the factors that impact on policy development and implementation;
- Assess the sociopolitical and economic environment within which social policy is developed;
- Undertake social policy research and analysis;
- Demonstrate an in-depth understanding of at least one major area of social policy;
- Research and discuss issues in contemporary Australian social policy and social work practice.

**Class Contact:** Two hours per week for one semester


**Assessment:** Assignment, Annotated bibliography on chosen policy topic, 20%. Presentation, Group presentation, 30%. Essay, Policy analysis paper, 50%. Total effective word limit 3000 words.

**ASW4902 SOCIAL WORK HONOURS SEMINAR**

**Locations:** Footscray Nicholson.

**Prerequisites:** ASW3901 - SOCIAL RESEARCH 2

**Description:** This unit of study provides honours students with the opportunity to develop research practice expertise and specialist knowledge in a particular area of their undergraduate studies, thus enabling them to develop a capacity to reflect on their practice. The content of this unit includes advanced research methodology; design of an appropriate honours research project; preparation of an ethics application; and development of a detailed research proposal.

**Credit Points:** 12

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

- Select the components required to undertake a research project;
- Evaluate ethical issues and ethical guidelines for conducting social work research;
- Demonstrate beginning skills for analysing data of either a qualitative or quantitative nature;
ASW4903 SOCIAL WORK HONOURS THESIS

**Locations:** Footscray Nicholson.

**Prerequisites:** ASW4902 - SOCIAL WORK RESEARCH 2

**Description:** This unit of study provides honours students with the opportunity to undertake independent research and develop an honours thesis based on original research.

**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 small research project to investigate this question;
- Design and carry out a small research project with appropriate methodology, methods, and data analysis;
- Construct a formal thesis incorporating a review of literature, a research design chapter, findings and conclusion.

**Class Contact:** Individual supervision: one hour per week

**Required Reading:** Sarantakos, S 2005, 3rd edn, Social research, Australia, South Yarra: Macmillan Education.

**Assessment:** Thesis, Honours thesis, 100%. Total effective word limit 15,000 words.

ASW5003 SOCIAL WORK HONOURS THESIS

**Locations:** Footscray Nicholson.

**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 post 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 issues and ethical guidelines for conducting social work research;
- Articulate the components required to undertake a research project;
- Commence a small piece of research;
- Design and carry out a small research project with appropriate methodology, methods, and data analysis;
- Construct a formal thesis incorporating a review of literature, a research design chapter, findings and conclusion.

**Class Contact:** Individual supervision: one hour per week from second semester.


**Assessment:** Formal research proposal (5000 word limit) comprising the first three chapters of the Honours thesis 100%.

ASX1001 ASIAN PHILOSOPHY

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

**Prerequisites:** Nil.

**Description:** Asian Philosophy is an introduction to the main schools of thought in Asia, past and present. Students are encouraged to explore a wide range of primary and secondary English and translated sources on Buddhist philosophy, Zen Buddhism in China and Japan, the Bhagavad-gita and Indian thought, Yoga, meditation, Daoism (Taoism) and Confucianism in China, Tibetan Buddhism and Islamic and Sufi
thought. Students learn about key ideas like tantra, humanity, heart-mind, emptiness, and doing-without-doing, and also learn about thinkers such as Laozi (Lao-tzu), Confucius (Kongzi), Zhuangzi (Chuang-tzu), the Buddha, Patanjali, Bodhidharma, Rumi, Milarepa and many other ‘characters’. The emphasis is on understanding each philosophy as offering an ‘art of living’ and a mode of inquiry that continues to be relevant in our present time.

Credit Points: 12

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

- Demonstrate an elementary understanding of the major currents in Asian philosophy;
- Distinguish the main ideas and founders of a range of Asian philosophies;
- Discuss ideas from a range of cultural traditions;
- Apply ‘care’ in scholarship and learning.

Class Contact: Two one-hour lectures and one one-hour tutorial per week.


Assessment: Assignment, Reflective writing assignment every two weeks (5 x 200 words), 50%. Essay, Major essay (2000 words), 50%.

ASX1002 CRITICAL LITERACY IN THE SOCIAL SCIENCES

Locations: Footscray Nicholson, Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit aims to develop a solid understanding of the conceptual foundations of the social sciences and to build essential skills of critical reading, analysis, argument, use of evidence and formal academic writing. Students will be introduced to some of the debates and controversies about the social sciences through a coherent case study that runs throughout the semester. Possible areas could be new developments in environmental social science, migration and cultural diversity in the Australian context, or the internationalisation of social identity. This case study approach will ensure that skills of language, literacy and numeracy are embedded in the unit to provide a strong foundation for the disciplinary requirements of various specialisations in relevant undergraduate courses. For example, in a case study of environmental debates in the social sciences, students would develop numeracy skills by reading graphs, and learning to interpret different sets of numerical and visual data. The unit combines conceptual and practical outcomes through the link between skills-based learning and the development of scholarly analytical approaches to the social sciences.

Credit Points: 12

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

- Identify and discuss a suitable research question;
- Describe distinct methodologies and associated methods (quantitative and qualitative) and apply them to a specific research question;
- Recognise basic principles associated with the practical use of quantitative and qualitative methods;
- Express the kind and characteristics of the knowledge gained through the research process;
- Source relevant literature and report findings using the discipline appropriate protocols; and
- 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: International Study Tour.

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 (eg. 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 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;
- Work 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 co-ordinator 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 social sciences 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 ideals 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;
- Describe the ethical issues related to research;
- Recall and discuss 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.
ASX5000 STUDY TOUR

Locations: St Albans, International Study Tour.

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

SCHOOL OF SPORT AND EXERCISE SCIENCE

Below are details of courses offered by the School of Sport and Exercise Science in 2013.

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

BACHELOR OF EXERCISE SCIENCE AND HUMAN MOVEMENT/BACHELOR OF PSYCHOLOGICAL STUDIES
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: Graduates of this course will be able 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 further postgraduate study, graduates may pursue a career as a registered psychologist.

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 6.0 (no band less than 6) or equivalent.

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

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

Students must complete 32 units as per the course structure

Year 1, Semester 1
AHE1101 STRUCTURAL KINESIOLOGY 12
AHE2100 EXERCISE PSYCHOLOGY 12
APP1012 PSYCHOLOGY 1A 12
Arts Elective 1
Year 1, Semester 2
AHE1202 BIOMECHANICS 12
AHE2112 HISTORY OF SPORT 12
APP1013 PSYCHOLOGY 1B 12
Arts Elective 2
Year 2, Semester 1
AHE2214 SPORT AND FITNESS DELIVERY SYSTEMS 12
APP2013 PSYCHOLOGY 2A 12
APP2101 INTERCULTURAL AND DEVELOPMENTAL ISSUES IN PSYCHOLOGY 12
RBM1174 HUMAN PHYSIOLOGY 12
Year 2, Semester 2
AHE1206 SPORT PSYCHOLOGY 12
AHE2104 EXERCISE PHYSIOLOGY 12
APP2014 PSYCHOLOGY 2B 12
Elective 1 - Choice of Exercise Science and Human Movement elective or any unit offered in the University
Year 3, Semester 1
AHE1203 SOCIAL DIMENSIONS OF SPORT AND EXERCISE 12
AHE2127 MOTOR LEARNING 12
APP3035 RESEARCH METHODS IN PSYCHOLOGY 12
APP3036 HISTORY AND THEORIES IN PSYCHOLOGY 12
Year 3, Semester 2
AHE2213 CAREER AND PROFESSIONAL DEVELOPMENT 2 12
APP3037 CLINICAL ASPECTS OF PSYCHOLOGY 12
Elective 2 - Choice of Exercise Science and Human Movement elective or any unit offered in the University

COURSE STRUCTURE
412
Arts Elective 3

Year 4, Semester 1

AHE3112 CAREER AND PROFESSIONAL DEVELOPMENT 3 12

Elective 3 - Choice of Exercise Science and Human Movement elective or any unit offered in the University

Arts Elective 4

Psychology Elective 1

Year 4, Semester 2

AHE3200 PROFESSIONAL ETHICS 12

Arts Elective 5

Arts Elective 6

Psychology Elective 2

PSYCHOLOGY ELECTIVES

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

BACHELOR OF EXERCISE SCIENCE AND HUMAN MOVEMENT/BACHELOR OF SPORT & RECREATION MANAGEMENT

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: Graduates of this course will be able to:

- Apply a range of vocational skills to manage a variety of sport organisations and meet the needs of members, players, staff sponsors and other significant stakeholders;
- Use interpersonal, communication and technical skills to gain employment in the fields of exercise science and human movement, such as sport science, sport psychology, sport coaching and the fitness industry;
- 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;
- Use initiative and in-depth discipline knowledge to adapt to the changing needs of industry, commerce and community;
- Apply technical, communication and problem-solving skills to leadership roles that promote 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 as 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: 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) or equivalent.

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

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

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

AHE1101 STRUCTURAL KINESIOLOGY 12

AHE2100 EXERCISE PSYCHOLOGY 12

AHS1100 INTRODUCTION TO SPORT AND RECREATION 12
**BACHELOR OF SPORT COACHING**

**Course Code:** ABHS  
**Campus:** Footscray Park.

**About this course:** This course has two distinct specialisations: Sport Science and Physical Education (PE). The course equips students with the required sport coaching skills to positively influence children and adults participating in community sport from the recreational to the 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. The Physical Education specialisation comprises three essential elements: sport coaching specific units; physical education units, as required by the Victorian Institute of Teaching; and scope to develop a second teaching method. This combination of PE, 2nd teaching method and sport coaching is unique and provides an important point-of-difference for graduates in the marketplace. Graduates from this three year program are required to complete an additional one year Graduate Diploma of Teaching before being eligible to teach in Victoria. The Sport Science specialisation consists of sport coaching and sports science units with 4 additional elective units to develop an additional minor speciality. The Bachelor of Sport Coaching has been internationally benchmarked and represents a course that meets the needs of key sporting industry bodies.

**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 legislation regulations and non-statutory guidelines (e.g. occupational health and safety, codes of conduct and ethical, moral and equitable coaching practice);
- 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 a Graduate Diploma of Teaching);
- 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 (subject to completion of registration requirements);
- 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:** 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) or equivalent.

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

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

**Admission Requirements Other:** Applicants with relevant employment or work experience may complete and submit the VTAC PI form. Interviews for some applicants only on the basis of academic record and submitted PI form.

### COURSE STRUCTURE

Students complete 24 units in ABHS Bachelor of Sport Coaching (48 credit points per semester). Students enrolled in ABHS with a Sport Science specialisation complete:

- 13 Core Sport Coaching Units;
- 7 Sport Science Specialisation Units; and
- 4 Electives.

Students enrolled in ABHS with Physical Education specialisation complete:

- 13 Core Sport Coaching Units;
- 6 Physical Education Specialisation Units (provides a Physical Education teaching method); and
- 5 Teaching Method Electives (provides an additional teaching method).

### PHYSICAL EDUCATION STREAM

**Year 1 Semester 1**

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<th>Course Title</th>
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**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:** Graduates of this course will be able to:

- Use initiative, judgement and communication skills to manage a variety of sport and recreation organisations and meet the needs of members, players, staff, sponsors and other significant stakeholders;
- Apply in-depth skills in event management to a diversity of service delivery settings, especially the sport and recreation industry;
- Work independently, ethically and professionally in sporting clubs, state and national sporting and recreation agencies, leisure centres, sport stadiums and major events facilities, community service organisations and sport management consultancies;
- Use initiative and in-depth discipline knowledge to adapt to the changing needs of the sport and recreation industry, commerce and community;
• Apply technical, communication and problem-solving skills to leadership roles that promote institutional and social change with social justice initiatives;

• Demonstrate a critical 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;

• Apply a practical understanding of the ongoing and project tasks and problems associated with leading and facilitating sport and recreation opportunities and managing events;

• Demonstrate 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 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.

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

- AHS1108 SPORT AND THE MEDIA 12
- BAD1101 ACCOUNTING FOR DECISION MAKING 12
- BCO1102 INFORMATION SYSTEMS FOR BUSINESS 12
- BM01102 MANAGEMENT AND ORGANISATION BEHAVIOUR 12

Year 2, Semester 1

- AHS1200 SPORT AND RECREATION MANAGEMENT 12
- AHS1207 SPORT AND RECREATION CAREER DEVELOPMENT 1 12
- BHO1171 INTRODUCTION TO MARKETING 12
- BLO1105 BUSINESS LAW 12

Year 2, Semester 2

- AHS1107 SPORT, LEISURE AND SOCIETY 12
- AHS2111 SPORT SPONSORSHIP 12
- AHS2300 EVENT MANAGEMENT IN SPORT AND RECREATION 12
- BHO3420 EVENT OPERATIONS 12

Year 3, Semester 1

- AHS3114 SPORT AND RECREATION FACILITY MANAGEMENT 12
- BEO1106 BUSINESS STATISTICS 12
- BHO3421 BUSINESS EVENTS 12

Year 3, Semester 2

- AHS3113 ETHICS AND SOCIAL POLICY IN SPORT 12
- BHO2301 SUSTAINABLE OPERATIONS 12
- BHO3510 HOSPITALITY, TOURISM & EVENTS INDUSTRY PROJECT 12
- BM03405 LIVE PERFORMANCE MANAGEMENT 12

Year 4, Semester 1

- AHS3505 SPORT RECREATION AND SUSTAINABILITY 12
- BEO1105 ECONOMIC PRINCIPLES 12
- BFP2100 PROFESSIONAL DEVELOPMENT 2 - ANALYSIS AND STRATEGY 12
- BHO2422 EVENT CREATION AND DESIGN 12

Year 4, Semester 2

- AHS3507 SPORT, RECREATION AND SOCIAL RESPONSIBILITIES 12
- AHS3600 SPORT AND RECREATION CAREER DEVELOPMENT 12

plus Sport Elective 1

plus Sport Elective 2
plus Sport Elective 3

BACHELOR OF SPORT AND RECREATION MANAGEMENT/BACHELOR OF BUSINESS MARKETING

Course Code: ABRK
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: Graduates of this course will be able to: Demonstrate a sound knowledge of the structure and practices of the Australian sport and recreation industry; Apply a range of vocational skills to manage and market a variety of sport and recreation organisations and meet the needs of members, players, staff, sponsors and other significant stakeholders; Apply skills in marketing to a diversity of service delivery settings, especially the sport and recreation industry; Work independently, ethically and professionally in sporting clubs, state and national sporting and recreation agencies, leisure centres, sport stadiums and major events facilities, community service organisations and sport management consultancies; and Use initiative and in-depth discipline knowledge to adapt to the changing needs of the sport and recreation industry, commerce and community; Apply technical, communication and problem-solving skills to leadership roles that promote 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 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: 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

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
BHO1171 INTRODUCTION TO MARKETING 12
BLO1105 BUSINESS LAW 12

Year 1, Semester 2
AHS1108 SPORT AND THE MEDIA 12
BCO1102 INFORMATION SYSTEMS FOR BUSINESS 12
BEO1106 BUSINESS STATISTICS 12
BMJ1102 MANAGEMENT AND ORGANISATION BEHAVIOUR 12

Year 2, Semester 1
AHS1200 SPORT AND RECREATION MANAGEMENT 12
AHS1207 SPORT AND RECREATION CAREER DEVELOPMENT 1 12
BFP1100 PROFESSIONAL DEVELOPMENT 1 - CRITICAL THINKING AND PROBLEM SOLVING 12
BHO2285 MARKETING RESEARCH 12

Year 2, Semester 2
AHS1107 SPORT, LEISURE AND SOCIETY 12
AHS2111 SPORT SPONSORSHIP 12
AHS2300 EVENT MANAGEMENT IN SPORT AND RECREATION 12
AHS3503 LEGAL ISSUES IN SPORT AND RECREATION 12

Year 3, Semester 1
AHS3114 SPORT AND RECREATION FACILITY MANAGEMENT 12
BEO1105 ECONOMIC PRINCIPLES 12
BHO2259 PRODUCT AND SERVICES INNOVATIONS 12
BHO3439 MARKETING SERVICES AND EXPERIENCES 12

Year 3, Semester 2
AHS3113 ETHICS AND SOCIAL POLICY IN SPORT 12
BFP2100 PROFESSIONAL DEVELOPMENT 2 - ANALYSIS AND STRATEGY 12
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: Graduates of this course will be able to: Demonstrate a sound knowledge of the structure and practices of the Australian sport and recreation industry; Apply a range of vocational skills to manage a variety of sport and recreation organisations and meet the needs of members, players, staff, sponsors and other significant stakeholders; Apply skills in business management to a diversity of service delivery settings; Work independently, ethically and professionally in sporting clubs, state and national sporting and recreation agencies, leisure centres, sport stadiums and major events facilities, community service organisations and sport management consultancies; Use initiative and in-depth discipline knowledge to adapt to the changing needs of the sport and recreation industry, commerce and community; Apply technical, communication and problem-solving skills to leadership roles that promote 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: 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

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

AHS1111 Sport History and Culture 12
AHS1100 Introduction to Sport and Recreation 12
BFP1100 Professional Development 1 - Critical Thinking and Problem Solving 12

Year 1, Semester 2

AHS1108 Sport and the Media 12
BAO1101 Accounting for Decision Making 12
BCO1102 Information Systems for Business 12
BHO1171 Introduction to Marketing 12

Year 2, Semester 1

AHS1200 Sport and Recreation Management 12
AHS1207 Sport and Recreation Career Development 1 12
BED1105 Economic Principles 12
BLO1105 Business Law 12

Year 2, Semester 2

AHS1107 Sport, Leisure and Society 12
AHS2111 Sport Sponsorship 12
AHS2300 Event Management in Sport and Recreation 12

Plus one of the following two units:
BACHELOR OF SPORT AND RECREATION MANAGEMENT

**Course Code:** ABSR

**Campus:** Footscray Park.

**About this course:** The aim of the course is to produce competent sport and recreation professionals who have practical management and leadership skills. The course provides students with a sound knowledge and a critical appreciation of the structure and practices of the Australian sport and recreation industry, and a commitment to sport and recreation such that they can be employed in a variety of positions in various sectors of the sport and recreation industry. The course seeks to graduate students who will promote lifelong sport and recreation participation by all sections of the community. Students will choose one of three major streams of study in Sport Management, Recreation Management or Outdoor Recreation when they apply for the course.

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

- Demonstrate a critical understanding and appreciation of the nature, role and significance of sport and recreation for individuals and social groups in their differing social, political and economic contexts;
- Employ a broad range of oral, written, self-reliance, teamwork and research skills to enable professional effectiveness in sport and recreation settings;
- Demonstrate an in-depth knowledge of the functions of sport and recreation managers across a range of sport and recreation management roles;
- Apply a breadth of management skills including planning, human resource management, marketing, financial control and performance evaluation to sport and recreation services;
- Use a variety of leadership skills, including initiative, judgement, and problem-solving in sport and recreation delivery and facilitation;
- Apply a practical understanding of the ongoing and project tasks and problems associated with leading and facilitating sport and recreation opportunities and managing sport and recreational organisations;
- Demonstrate 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:** Graduates from the sport and recreation course will be prepared to undertake professional responsibilities in a variety of sport and recreation settings. Graduates will find work in 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.

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

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

COURSE STRUCTURE

Students must complete 288 credit points to graduate.

Sport Management Stream

Year 1 Semester 1

AHS1100 INTRODUCTION TO SPORT AND RECREATION 12
AHS1111 SPORT HISTORY AND CULTURE 12
AHS1200 SPORT AND RECREATION MANAGEMENT 12
AHS1202 RECREATION PROGRAMMING 12

Year 1 Semester 2

AHS1107 SPORT, LEISURE AND SOCIETY 12
AHS1108 SPORT AND THE MEDIA 12
AHS2301 SPORT AND RECREATION SERVICES MARKETING 12
AHS3500 SPORT AND RECREATION FINANCIAL MANAGEMENT 12

Year 2 Semester 1

AHS1207 SPORT AND RECREATION CAREER DEVELOPMENT 1 12
AHS2400 HUMAN RESOURCES IN SPORT AND RECREATION 12
AHS2405 RESEARCH AND EVALUATION IN SPORT AND RECREATION 12

plus Sport elective 1

Year 2 Semester 2

AHS2111 SPORT SPONSORSHIP 12
AHS3503 LEGAL ISSUES IN SPORT AND RECREATION 12

plus Sport elective 2

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

AHS2300 EVENT MANAGEMENT IN SPORT AND RECREATION 12
AHS3113 ETHICS AND SOCIAL POLICY IN SPORT 12
AHS3507 SPORT, RECREATION AND SOCIAL RESPONSIBILITIES 12
AHS3600 SPORT AND RECREATION CAREER DEVELOPMENT 12

Outdoor Recreation Stream

Year 1 Semester 1

AHS0249 THEORY AND PRACTICE OF ADVENTURE PROGRAMMING 12
AHS1012 THEORIES OF OUTDOOR EDUCATION 12
AHS1100 INTRODUCTION TO SPORT AND RECREATION 12
AHS1200 SPORT AND RECREATION MANAGEMENT 12

Year 1 Semester 2

AHS0141 BUSHWALKING LEADERSHIP 12
AHS1013 OUTDOOR SAFETY SKILLS 12
AHS1107 SPORT, LEISURE AND SOCIETY 12
AHS3500 SPORT AND RECREATION FINANCIAL MANAGEMENT 12

Year 2 Semester 1

AHS0141 BUSHWALKING LEADERSHIP 12
AHS1013 OUTDOOR SAFETY SKILLS 12
AHS1107 SPORT, LEISURE AND SOCIETY 12
AHS3500 SPORT AND RECREATION FINANCIAL MANAGEMENT 12

plus Elective 1

Year 2 Semester 2

plus Elective 1
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: Graduates of this course will be able to:

- Demonstrate a sound knowledge of the structure and practices of the Australian sport and recreation industry;
- Apply a range of vocational skills to manage and market a variety of sport and recreation organisations and meet the needs of members, players, staff, sponsors and other significant stakeholders;
- Work independently, ethically and professionally in sporting clubs, state and national sporting and recreation agencies, leisure centres, sport stadiums and major events facilities, community service organisations and sport management consultancies;
- Use initiative and in-depth discipline knowledge to adapt to the changing needs of the sport and recreation industry, commerce and community;
- Apply technical, communication and problem-solving skills to leadership roles that promote institutional and social change with social justice initiatives;
- Apply skills in business to a diversity of service delivery settings, especially the sport and recreation industry;
- Demonstrate sound knowledge of the principles and practices of a business specialisation by providing a comprehensive overview of relevant issues, methodologies and techniques within the context of Australian and/or international business environments;
- Employ a range of professional and academic skills 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) 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) or equivalent.

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

**Admission Requirements VET:** 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 Planning
- Human Resource Management
- International Business
- International Trade
- Management
- Marketing
- Music Industry
- Retail Commerce
- Small Business and Entrepreneurship
- Supply Chain and Logistics Management

**Year 1, Semester 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>AHS1100</td>
<td>INTRODUCTION TO SPORT AND RECREATION</td>
<td>12</td>
</tr>
<tr>
<td>AHS1111</td>
<td>SPORT HISTORY AND CULTURE</td>
<td>12</td>
</tr>
<tr>
<td>BHO1171</td>
<td>INTRODUCTION TO MARKETING</td>
<td>12</td>
</tr>
<tr>
<td>BLO1105</td>
<td>BUSINESS LAW</td>
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**Year 1, Semester 2**

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<tr>
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<tbody>
<tr>
<td>AHS1108</td>
<td>SPORT AND THE MEDIA</td>
<td>12</td>
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<tr>
<td>BCO1102</td>
<td>INFORMATION SYSTEMS FOR BUSINESS</td>
<td>12</td>
</tr>
<tr>
<td>BEO1106</td>
<td>BUSINESS STATISTICS</td>
<td>12</td>
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<tr>
<td>BFP1100</td>
<td>PROFESSIONAL DEVELOPMENT 1 - CRITICAL THINKING AND PROBLEM SOLVING</td>
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**Year 2, Semester 1**

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<th>Course Code</th>
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<tr>
<td>AHS1200</td>
<td>SPORT AND RECREATION MANAGEMENT</td>
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<tr>
<td>AHS1207</td>
<td>SPORT AND RECREATION CAREER DEVELOPMENT 1</td>
<td>12</td>
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<tr>
<td>BAO1101</td>
<td>ACCOUNTING FOR DECISION MAKING</td>
<td>12</td>
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<tr>
<td>BMO1102</td>
<td>MANAGEMENT AND ORGANISATION BEHAVIOUR</td>
<td>12</td>
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**Year 3, Semester 1**

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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>AHS3114</td>
<td>SPORT AND RECREATION FACILITY MANAGEMENT</td>
<td>12</td>
</tr>
<tr>
<td>BFP2100</td>
<td>PROFESSIONAL DEVELOPMENT 2 - ANALYSIS AND STRATEGY</td>
<td>12</td>
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</tbody>
</table>

**Sport Elective 1**

Business Specialisation Unit 1

**Year 3, Semester 2**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>AHS3113</td>
<td>ETHICS AND SOCIAL POLICY IN SPORT</td>
<td>12</td>
</tr>
<tr>
<td>AHS2300</td>
<td>EVENT MANAGEMENT IN SPORT AND RECREATION</td>
<td>12</td>
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</table>
exercise to either practised exercise science with apparently healthy clientele or exercise practitioner; to prepare those students who do not wish to practise clinical accreditation as an ESSA Accredited Exercise Science Practitioner; to provide the final year of a new 3 + 1 Program that will lead to the most direct pathway to developed in the new Undergraduate Clinical Exercise Practice course; to provide the learning in the workplace content. Carefully constructed and validated assessment tasks, and extensively multi 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 extensively designed learning in the workplace content.

**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 accredited Exercise Physiologist (AEP) with Exercise and Sports Science Australia (ESSA).

**Course Duration:** 1 year

**Admission Requirements Other:** The course is available to those who have completed an undergraduate degree in Clinical and/or Exercise Science, and/or qualify for Exercise Science accreditation with Exercise and Sports Science Australia (ESSA).

**COURSE STRUCTURE**

Students must complete 8 units of study

**Year 1, Semester 1**

- AHX5040 CASE MANAGEMENT FOR CLINICAL EXERCISE 1 12
- AHX5044 EXERCISE INTERVENTIONS FOR CARDIORESPIRATORY AND METABOLIC CONDITIONS 12
- AHX5046 EXERCISE ASSESSMENTS FOR MUSCULOSKELETAL AND NEUROLOGICAL CONDITIONS 12
- AHX5047 CLINICAL EXERCISE PRACTICE 2 12

**Year 1, Semester 2**

- AHX5049 EXERCISE INTERVENTIONS FOR MUSCULOSKELETAL AND NEUROLOGICAL CONDITIONS 12
- AHX5180 PSYCHOLOGY FOR REHABILITATION 12

Plus two of the following units:

- AHE4005 EXERCISE ASSESSMENTS AND INTERVENTIONS FOR CARDIORESPIRATORY AND METABOLIC CONDITIONS 2 12
- AHE4006 OCCUPATIONAL HEALTH AND EXERCISE REHABILITATION 12
- AHX5048 CLINICAL EXERCISE PRACTICE 3 12
- AHX5045 CASE MANAGEMENT FOR CLINICAL EXERCISE 2 12

**MASTER OF APPLIED SCIENCE (CLINICAL EXERCISE PRACTICE)**

**Course Code:** AMCE

**Campus:** Footscray Park.

This course is for Continuing students only.

**About this course:** This course is designed to produce graduates with expertise in exercise and sport science who will understand the scientific basis of exercise and sport performance; be able to apply and effectively evaluate fitness and performance levels; prescribe exercise/training programs to enhance existing levels; be able to effectively communicate those prescriptions to their clients and understand and appreciate the ethical dimensions and implications of this role as well as prescribe exercise and training techniques which emphasise injury prevention. The Master of Applied Science - Clinical Exercise Practice, is a 2 year full-time (or part-time
equivalent) postgraduate program to train students in the clinical uses of exercise, in order to prepare graduates to apply for accreditation and work as exercise physiologists. This program offers a postgraduate pathway into clinical exercise practice for graduates from non-traditional backgrounds (ie not exercise science graduates). The first year of this program is the Graduate Diploma in Exercise Science (HGXS). Also, this program is complementary to the Master of Applied Science - Exercise Rehabilitation, offered at Victoria University, and leads to similar graduate outcomes.

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.

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

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>AHH5010</td>
<td>EXERCISE PHYSIOLOGY THEORY AND PRACTICE</td>
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<tr>
<td>AHH5100</td>
<td>APPLIED PSYCHOLOGY OF SPORT AND EXERCISE</td>
<td>12</td>
</tr>
<tr>
<td>AHH5140</td>
<td>EXERCISE PRESCRIPTION</td>
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<tr>
<td>AHH5012</td>
<td>MOTOR CONTROL AND SKILL IN EXERCISE</td>
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Year 1, Semester 2

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<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>AHH5014</td>
<td>BIOMECHANICS THEORY AND PRACTICE</td>
<td>12</td>
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<tr>
<td>AHH5120</td>
<td>NUTRITION AND DIET FOR PERFORMANCE</td>
<td>12</td>
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<tr>
<td>AHH5113</td>
<td>RESISTANCE TRAINING</td>
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<tr>
<td>AHH5160</td>
<td>EXERCISE AND SPORT SCIENCES FIELDWORK</td>
<td>12</td>
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</table>

The unit of study AHH5160 consists of eight hours of classwork and 70 hours of fieldwork per semester.

EXIT POINT After completing year one, students can exit and be awarded the Graduate Diploma in Exercise Science.

Year 2, Semester 1

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>AHX5041</td>
<td>FUNCTIONAL ANATOMY</td>
<td>12</td>
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<tr>
<td>AHX5042</td>
<td>MUSCULO-SKELETAL PHYSIOLOGY FOR REHABILITATION</td>
<td>8</td>
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AHX5043 QUANTITATIVE AND QUALITATIVE RESEARCH DESIGN AND METHODS FOR PRACTITIONERS 8

AHX5033 BIOMECHANICS THEORY AND PRACTICE FOR REHABILITATION 12

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

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tr>
<td>AHX5017</td>
<td>CARDIORESPIRATORY AND METABOLIC PHYSIOLOGY FOR REHABILITATION</td>
<td>8</td>
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<tr>
<td>AHX5018</td>
<td>EXERCISE PRESCRIPTION FOR MUSCULO-SKELETAL AND NEUROLOGICAL CONDITIONS</td>
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<tr>
<td>AHX5034</td>
<td>EXERCISE PHYSIOLOGY IN THE WORKPLACE</td>
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<tr>
<td>AHX5031</td>
<td>PHYSIOLOGICAL TESTING FOR REHABILITATION</td>
<td>12</td>
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<tr>
<td>AHX5070</td>
<td>EXERCISE FOR REHABILITATION FIELDWORK (FULL-TIME)</td>
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The unit of study AHX5070 consists of eight hours classwork and 140 hours of work Integrated Learning.

MASTER OF CLINICAL EXERCISE SCIENCE AND REHABILITATION

Course Code: AMEP

Campus: Footscray Park.

About this course: The Master of Clinical Exercise Science and Rehabilitation (AMEP) is accredited by the National University Course Accreditation Program (NUCAP) which is the accreditation body for Exercise and Sports Science Australia (ESSA). Graduates of the Masters program will be qualified to be ESSA accredited Clinical Exercise Physiologists (CEPs). They will also gain access to a Medicare Provider number and be able to work as a registered Allied Health professional (eg Clinical Exercise Physiologist) under the Australian government’s Medicare health schemes.

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

- Apply knowledge and expertise to the application of exercise in the field of preventive medicine and rehabilitation;
- Interpret and apply specific skills and competencies in the areas of cardiovascular, metabolic, respiratory, musculoskeletal and neurological rehabilitation, which will assist in gaining accreditation with Exercise and Sports Science Australia (ESSA);
- Critically analyse, reflect on and implement skills for clinical practice;
- Refine and adapt evaluation skills and tools to self-assess;
- Design and conduct active research.

Careers: On successful completion of AMEP, students will gain accreditation as Exercise Physiologists with Exercise and Sports Science Australia (ESSA) and will be eligible to gain a provider number and work under the compensable health care schemes such as Medicare.

Course Duration: 1.5 years
Admission Requirements International: The admission requirement for the Masters of Clinical Exercise Science and Rehabilitation (AMEP) is successful completion of an ESSA accredited Exercise Science course or equivalent. IELTS minimum 6.5 (no band less than 6.0) or equivalent.

Admission Requirements Mature Age: The admission requirement for the Masters of Clinical Exercise Science and Rehabilitation (AMEP) is successful completion of an ESSA accredited Exercise Science course or equivalent.

Admission Requirements Other: The admission requirement for the Masters of Clinical Exercise Science and Rehabilitation (AMEP) is successful completion of an ESSA accredited Exercise Science course.

COURSE STRUCTURE

Students complete eight core units in year one and either the minor thesis or research coursework units in year two

Year 1, Semester 1

AHE4101 CASE MANAGEMENT FOR CLINICAL EXERCISE 12

AHE4102 EXERCISE ASSESSMENTS AND INTERVENTIONS FOR METABOLIC CONDITIONS 12

AHE4103 EXERCISE ASSESSMENTS AND INTERVENTIONS FOR CARDIORESPIRATORY CONDITIONS 12

AHE4104 CLINICAL EXERCISE PRACTICE 12

Year 1, Semester 2

AHE4105 PSYCHOLOGY FOR REHABILITATION 12

AHE4106 EXERCISE ASSESSMENTS AND INTERVENTIONS FOR MUSCULOSKELETAL CONDITIONS 12

AHE4107 EXERCISE ASSESSMENTS AND INTERVENTIONS FOR NEUROLOGICAL CONDITIONS 12

AHE4108 OCCUPATIONAL HEALTH AND EXERCISE REHABILITATION 12

Year 2, Semester 1

Students select one of the following TWO options:

THESIS OPTION

Full-time students enrol in the following unit for one semester:

AHE5901 MINOR THESIS (FULL-TIME) 48

OR

Part-time students enrol in the following unit for two semesters:

AHE5902 MINOR THESIS (PART-TIME) 24

DOCTOR OF PHILOSOPHY

Course Code: APHA

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

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 academic, 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

Course Code: HBEM
Campus: Footscray Park.

About this course: This undergraduate program delivers a balance of subjects across the biological sciences, social sciences and humanities. The degree is widely respected throughout the sports, fitness, exercise and human movement professions. It offers three specialist streams: Clinical Exercise Science; Exercise and Sport Science; and a more generalist Human Movement stream, with many of the core units shared between the three streams. This course provides graduates with the foundation knowledge and skills for entry into professional careers in exercise and sport such as exercise and sport science, rehabilitation, community fitness and health, sport policy, as well as research.

Course Objectives: Graduates of the Bachelor of Exercise Science and Human Movement (Exercise and Sport Science stream) will be able to: Demonstrate and apply the biological and social scientific knowledge and professional skills that underpin practice in exercise and sport science; Operate as an independent and collaborative professional who can communicate well in professional settings; Demonstrate well-developed cultural competence, that is, the ability to work effectively in socially and culturally diverse communities and settings; Specialise in 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. Graduates of the Bachelor of Exercise Science and Human Movement (Clinical Exercise Science stream) will be able to: Demonstrate and apply the biological and social scientific knowledge and professional skills that underpin practice in exercise and sport science; Operate as an independent and collaborative practitioner who can communicate well in professional settings; Demonstrate well-developed cultural competence, that is, the ability to work effectively in socially and culturally diverse communities and settings; Specialise in and gain (Australian Association for Exercise and Sports Science) accreditation as an Exercise Scientist to provide exercise interventions to people living with, or at risk of, chronic disease, injuries, or disabilities.

Careers: Graduates of the Bachelor of 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: 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

Students in all streams 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.

**EXERCISE AND SPORT SCIENCE STREAM**

**Year 1, Semester 1**
- AHE1101  STRUCTURAL KINESIOLOGY  12
- AHE2100  EXERCISE PSYCHOLOGY  12
- AHE2103  GROWTH DEVELOPMENT AND AGEING  12
- RBM1174  HUMAN PHYSIOLOGY  12

**Year 1, Semester 2**
- AHE1105  RESEARCH METHODS FOR EXERCISE PROFESSIONALS  12
- AHE1202  BIOMECHANICS  12
- AHE2104  EXERCISE PHYSIOLOGY  12
- AHE2202  FUNCTIONAL KINESIOLOGY  12

**Year 2, Semester 1**
- AHE2005  NUTRITION AND DIET FOR EXERCISE AND PHYSICAL EDUCATION  12
- AHE2102  SPORTS BIOMECHANICS  12
- AHE2127  MOTOR LEARNING  12

**Year 2, Semester 2**
- AHE1206  SPORT PSYCHOLOGY  12
- AHE2006  EXERCISE INTERVENTIONS FOR HEALTHY POPULATIONS  12
- AHE2200  MOTOR CONTROL  12

**Year 3, Semester 1**
- AHE1203  SOCIAL DIMENSIONS OF SPORT AND EXERCISE  12
- AHE3100  ADVANCED EXERCISE PHYSIOLOGY  12

**Year 3, Semester 2**
- AHE2010  EXERCISE SCIENCE CAREER DEVELOPMENT  12
- AHE3200  PROFESSIONAL ETHICS  12

**Recommended electives**
- AHE0029  RESISTANCE TRAINING  12
- AHE2101  SPORT PHYSIOLOGY  12
- AHE3101  ADVANCED BIOMECHANICS  12

**HUMAN MOVEMENT STREAM**

**Year 1, Semester 1**
- AHE1101  STRUCTURAL KINESIOLOGY  12
- AHE2100  EXERCISE PSYCHOLOGY  12
- RBM1174  HUMAN PHYSIOLOGY  12

**Year 1, Semester 2**
- AHE1202  BIOMECHANICS  12
- AHE2104  EXERCISE PHYSIOLOGY  12
- AHE2112  HISTORY OF SPORT  12

**Year 2, Semester 1**
- AHE2127  MOTOR LEARNING  12
- AHE2214  SPORT AND FITNESS DELIVERY SYSTEMS  12

**Year 2, Semester 2**
- AHE1206  SPORT PSYCHOLOGY  12
- AHE2213  CAREER AND PROFESSIONAL DEVELOPMENT 2  12

**Year 3, Semester 1**
- AHE2010  EXERCISE SCIENCE CAREER DEVELOPMENT  12
- AHE3112  CAREER AND PROFESSIONAL DEVELOPMENT 3  12
Plus Elective 7

Plus Elective 8

Year 3, Semester 2

AHE3111 SPORT AND SOCIAL ANALYSIS 12
AHE3200 PROFESSIONAL ETHICS 12

Plus Elective 9

Plus Elective 10

CLINICAL EXERCISE SCIENCE STREAM

Year 1, Semester 1

AHE1101 STRUCTURAL KINESIOLOGY 12
AHE2100 EXERCISE PSYCHOLOGY 12
AHE2103 GROWTH DEVELOPMENT AND AGING 12
RBM1174 HUMAN PHYSIOLOGY 12

Year 1, Semester 2

AHE1105 RESEARCH METHODS FOR EXERCISE PROFESSIONALS 12
AHE1202 BIOMECHANICS 12
AHE2104 EXERCISE PHYSIOLOGY 12
AHE2202 FUNCTIONAL KINESIOLOGY 12

Year 2, Semester 1

AHE2000 CLINICAL BIOMECHANICS 12
AHE2005 NUTRITION AND DIET FOR EXERCISE AND PHYSICAL EDUCATION 12
AHE2127 MOTOR LEARNING 12

Plus Elective 1

Year 2, Semester 2

AHE0029 RESISTANCE TRAINING 12
AHE2002 CLINICAL EXERCISE STUDIES 1 12
AHE2006 EXERCISE INTERVENTIONS FOR HEALTHY POPULATIONS 12
AHE2200 MOTOR CONTROL 12

Year 3, Semester 1

AHE2003 CLINICAL EXERCISE STUDIES 2 12
AHE2213 CAREER AND PROFESSIONAL DEVELOPMENT 2 12

AHE3100 ADVANCED EXERCISE PHYSIOLOGY 12

Plus Elective 2

Year 3, Semester 2

AHE2001 CLINICAL EXERCISE PRACTICE 1 12
AHE2004 CLINICAL EXERCISE STUDIES 3 12
AHE2007 EXERCISE ASSESSMENTS FOR CARDIOPULMONARY AND METABOLIC CONDITIONS 12

Plus Elective 3

BACHELOR OF APPLIED SCIENCE (PHYSICAL EDUCATION) (SECONDARY)
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
### Year 1, Semester 2
- **AHE127:** AQUATICS 12
- **AHE2112:** HISTORY OF SPORT 12
- **RBM1174:** HUMAN PHYSIOLOGY 12

### Year 1, Semester 1
- **AHE2016:** BIOMECHANICS FOR PHYSICAL EDUCATION 12
- **AHE1206:** SPORT PSYCHOLOGY 12
- **AHE2104:** EXERCISE PHYSIOLOGY 12
- **AHE2013:** GYMNASTICS AND DANCE 12

### Elective 1

### Year 2, Semester 1
- **AHE3121:** ATHLETICS 12
- **AHE2127:** MOTOR LEARNING 12
- **AHE2103:** GROWTH DEVELOPMENT AND AGEING 12

### Elective 2

### Year 2, Semester 2
- **AHE2014:** PHYSICAL EDUCATION CAREER DEVELOPMENT 12
- **AHE3280:** TEAM SPORTS 12
- **AHE2012:** ADOLESCENT HUMAN DEVELOPMENT 12

### Elective 3

### Year 3, Semester 1
- **AHE1203:** SOCIAL DIMENSIONS OF SPORT AND EXERCISE 12
- **AHE2005:** NUTRITION AND DIET FOR EXERCISE AND PHYSICAL EDUCATION 12

### Elective 4

### Year 3, Semester 2
- **AHE3200:** PROFESSIONAL ETHICS 12
- **AHE3219:** ADAPTED PHYSICAL EDUCATION 12

### Elective 5

### Elective 6

Possible electives include:
- **AHE0029:** RESISTANCE TRAINING 12
- **AHE0007:** ADAPTED AQUATICS 12

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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**

Students must complete 384 credit points

### Year 1
- **AHS1111:** SPORT HISTORY AND CULTURE 12
- **AHS1116:** SPORT ADMINISTRATION FOUNDATIONS 1 12
- **AHS1218:** SPORT ADMINISTRATION FOUNDATIONS 2 12
- **AHS1221:** SPORT CAREER DEVELOPMENT 1 12
- **BAO1101:** ACCOUNTING FOR DECISION MAKING 12
- **BCO1102:** INFORMATION SYSTEMS FOR BUSINESS 12
- **BHO1171:** INTRODUCTION TO MARKETING 12
- **BHO2432:** INTRODUCTION TO EVENTS 12

### Year 2
- **AHS1108:** SPORT AND THE MEDIA 12
AHS1117  SPORT, POLITICS AND SOCIETY  12
AHS2111  SPORT SPONSORSHIP  12
AHS3507  SPORT, RECREATION AND SOCIAL RESPONSIBILITIES  12
BEO1103  MICROECONOMIC PRINCIPLES  12
BEO1106  BUSINESS STATISTICS  12
BMO1102  MANAGEMENT AND ORGANISATION BEHAVIOUR  12
BMO2354  CONFERENCES AND MEETINGS MANAGEMENT  12

Year 3, Semester 1
AHS3112  SPORT VENUE AND STADIUM ADMINISTRATION  12
BEO1106  BUSINESS STATISTICS  12
BHO3473  HUMAN RELATIONS  12

Sport Elective 1
Year 3, Semester 2
AHS3113  ETHICS AND SOCIAL POLICY IN SPORT  12
BEO1104  MACROECONOMIC PRINCIPLES  12
BHO2256  TOURISM HOSPITALITY AND EVENTS MARKETING  12

Sport Elective 2
Year 4, Semester 1
BMO3421  MANAGING THE SERVICE ORGANISATION  12
BMO3405  LIVE PERFORMANCE MANAGEMENT  12
BMO2531  EVENT PROJECT MANAGEMENT  12
AHS3111  SPORT EVENT ADMINISTRATION  12

Year 4, Semester 2
AHS7057  SPORT INDUSTRY RESEARCH PROJECT  12
BMO3422  STRATEGIC MANAGEMENT  12
AHS3213  SPORT CAREER DEVELOPMENT 2  24

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: Graduates of this course will be able to:

- Demonstrate a sound knowledge of the structure and practices of the Australian sports industry;
- Critically understand and appreciate how human movement is influenced by a variety of political, social, economic, cultural, biological and technological factors;
- Apply a broad range of vocational skills to manage a variety of sport organisations and meet the needs of members, players, staff sponsors and other significant stakeholders;
- Use interpersonal, communication and technical skills to gain employment in the fields of exercise science and human movement, such as sport science, sport psychology, sport coaching and the fitness industry;
- 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;
- Use initiative and in-depth discipline knowledge to adapt to the changing needs of industry, commerce and community;
- Apply technical, communication and problem-solving skills to leadership roles that promote 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
Students must complete 384 credit points.
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
AHS1108  SPORT AND THE MEDIA  12
AHS2111  SPORT SPONSORSHIP  12
AHS3111  SPORT EVENT ADMINISTRATION  12
AHS3112  SPORT VENUE AND STADIUM ADMINISTRATION  12
AHS3507  SPORT, RECREATION AND SOCIAL RESPONSIBILITIES  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
AHE1202  BIOMECHANICS  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
AHE2127  MOTOR LEARNING  12
AHE3200  PROFESSIONAL ETHICS  12
Plus two electives

GRADUATE DIPLOMA IN EXERCISE FOR REHABILITATION
Course Code: HGEX
Campus: Footscray Park.
This course is for Continuing students only.

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
AHX5041  FUNCTIONAL ANATOMY  12
AHX5042  MUSCULO-SKELETAL PHYSIOLOGY FOR REHABILITATION  8
AHX5043  QUANTITATIVE AND QUALITATIVE RESEARCH DESIGN AND METHODS FOR PRACTITIONERS  8
AHX5033  BIOMECHANICS THEORY AND PRACTICE FOR REHABILITATION  12
AHX5069  INTRODUCTION TO REHABILITATION FIELDWORK  8

Year 1, Semester 2
**Semester 1**

The course is delivered over three evenings per week.

**Performance with advanced standing.**

Graduates will be eligible for admission to the Master of Applied Science.

**COURSE STRUCTURE**

Students may elect to take the unit Exercise for Rehabilitation Fieldwork part-time.

They would then enrol in:

- **AHX5071** EXERCISE FOR REHABILITATION FIELDWORK (PART-TIME) 6

**GRADUATE DIPLOMA IN EXERCISE SCIENCES**

Course Code: AHX5

Campus: Footscray Park.

This course is for Continuing students only.

**About this course:** This course is designed to produce graduates with expertise in exercise and sport science who will understand the scientific bases of exercise and sport performance; be able to apply and effectively evaluate fitness and performance levels; prescribe exercise/training programs to enhance existing levels; be able to effectively communicate those prescriptions to their clients and understand and appreciate the ethical dimensions and implications of this role as well as prescribe and training techniques which emphasize injury prevention. This course forms the first year of the Master of Applied Science - Clinical Exercise Practice (ANCE).

**Course Objectives:** The objective of this course is to provide students from non-traditional backgrounds (ie: not exercise science) with relevant studies in exercise science as a basis for professional training leading to accreditation in exercise physiology with the Australian Association of Exercise and Sport Science (AAESS).

**Course Duration:** 1 year

**Admission Requirements Year**

- 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**

Graduates will be eligible for admission to the Master of Applied Science - Human Performance with advanced standing.

The course is delivered over three evenings per week.

**Semester 1**

8 lecture hours in total plus 70 hours of fieldwork.

**BACHELOR OF APPLIED SCIENCE (HONOURS) (HUMAN MOVEMENT)**

Course Code: AHHM

Campus: Footscray Park.

**About this course:** The aims of the course are to promote the development of the student as an independent researcher in a specific human movement related discipline; prepare students for entry into research oriented graduate courses in human movement; and the development of scholarly inquiry across the wide range of human movement disciplines.

**Course Objectives:** The aims of the course are to: promote the development of the student as an independent researcher in a specific human movement related discipline; prepare students for entry into research oriented graduate courses in human movement; and promote the development of scholarly inquiry across the wide range of human movement disciplines.

**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 Applied Science - Human Movement, or its equivalent, with a Credit (C) average and a Distinction (D) in units of study related to the intended discipline of Honours study. Entry into the Honours course will normally occur not more than two years after the completion of the first degree.

**COURSE STRUCTURE**

The following should be read in conjunction with the Faculty Regulations and the University Statutes and Regulations. Academic Progress: Students must receive satisfactory progress report at the end of the first semester of study. Unsatisfactory Progress: Students who receive an N grade for the Honours Thesis will be deemed to have failed the course. Graduation Requirements: In order to be awarded a Bachelor of Applied Science (Honours) - Human Movement students must pass the thesis, make any suggested corrections/revisions to the satisfaction of the supervisor and
the Honours Courses Committee, and submit one hardbound copy of the thesis to the Honours Co-ordinator.

**FULL-TIME OPTION**

Year 1 Semester 1

AHH0421 HONOURS THESIS 48

Year 1 Semester 2

AHH0421 HONOURS THESIS 48

**PART-TIME OPTION**

Year 1 Semester 1

AHS4032 HONOURS THESIS (PART-TIME) 24

Year 1 Semester 2

AHS4032 HONOURS THESIS (PART-TIME) 24

Year 2 Semester 1

AHS4032 HONOURS THESIS (PART-TIME) 24

Year 2 Semester 2

AHS4032 HONOURS THESIS (PART-TIME) 24

**BACHELOR OF ARTS (HONOURS) (RECREATION MANAGEMENT)**

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.

Course Duration: 1 year

Admission Requirements: 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.

**COURSE STRUCTURE**

The following should be read in conjunction with the Faculty Regulations and the University Statutes and Regulations. Academic Progress Students must receive a satisfactory progress report at the end of the first semester of study. Unsatisfactory Progress Students who receive an N grade for the Honours Thesis will be deemed to have failed the course. Graduation Requirements In order to be awarded a Bachelor of Arts (Honours) - Recreation Management students must pass the thesis, make any suggested corrections/revisions to the satisfaction of the supervisor and the Honours Courses Committee, and submit one hardbound copy of the thesis to the Honours Co-ordinator.

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

Students approved to undertake the Honours year on a part-time basis will be required to enrol in the unit of study AHR4432 Honours Thesis (part-time) (24 credit points) over four semesters.

**BACHELOR OF ARTS (HONOURS) (SPORT ADMINISTRATION)**

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 orientated 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 orientated 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.

**COURSE STRUCTURE**

The following should be read in conjunction with the Faculty Regulations and the University Statutes Regulations. Academic Progress: Students must receive a satisfactory progress report at the end of the first semester of study. Unsatisfactory Progress: Students who receive an N grade for the Honours Thesis will be deemed to have failed the course. Graduation Requirements: In order to be awarded a Bachelor of Arts (Honours) Sport Administration students must pass the thesis, make any suggested corrections/revisions to the satisfaction of the supervisor and the Honours Courses Committee, and submit one hardbound copy of the thesis to the Honours Coordinator.

**Full-time option**

<table>
<thead>
<tr>
<th>Year, Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1, Semester 1</td>
<td>AHS4031</td>
<td>HONOURS THESIS (FULL-TIME)</td>
<td>48</td>
</tr>
<tr>
<td>Year 1, Semester 2</td>
<td>AHS4031</td>
<td>HONOURS THESIS (FULL-TIME)</td>
<td>48</td>
</tr>
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</table>

**Part-time option**

<table>
<thead>
<tr>
<th>Year, Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1, Semester 1</td>
<td>AHS4032</td>
<td>HONOURS THESIS (PART-TIME)</td>
<td>24</td>
</tr>
<tr>
<td>Year 1, Semester 2</td>
<td>AHS4032</td>
<td>HONOURS THESIS (PART-TIME)</td>
<td>24</td>
</tr>
</tbody>
</table>

**MASTER OF APPLIED SCIENCE (EXERCISE REHABILITATION)**

**Course Code:** HMER

**Campus:** Footscray Park.

This course is for Continuing students only.

**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 (AAES);
- 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 along side 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).

Graduate Diploma in Exercise Rehabilitation

Year 1, Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
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<tbody>
<tr>
<td>AHX5041</td>
<td>FUNCTIONAL ANATOMY</td>
<td>12</td>
</tr>
<tr>
<td>AHX5042</td>
<td>MUSCULO-SKELETAL PHYSIOLOGY FOR REHABILITATION</td>
<td>8</td>
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<tr>
<td>AHX5043</td>
<td>QUANTITATIVE AND QUALITATIVE RESEARCH DESIGN AND METHODS FOR PRACTITIONERS</td>
<td>8</td>
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<tr>
<td>AHX5033</td>
<td>BIOMECHANICS THEORY AND PRACTICE FOR REHABILITATION</td>
<td>12</td>
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<tr>
<td>AHX5069</td>
<td>INTRODUCTION TO REHABILITATION FIELDWORK</td>
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Year 1, Semester 2

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<th>Course Title</th>
<th>Credit Points</th>
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<tr>
<td>AHX5018</td>
<td>EXERCISE PRESCRIPTION FOR MUSCULO-SKELETAL AND NEUROLOGICAL CONDITIONS</td>
<td>8</td>
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<tr>
<td>AHX5017</td>
<td>CARDIORESPIRATORY AND METABOLIC PHYSIOLOGY FOR REHABILITATION</td>
<td>8</td>
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<tr>
<td>AHX5031</td>
<td>PHYSIOLOGICAL TESTING FOR REHABILITATION</td>
<td>12</td>
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<tr>
<td>AHX5034</td>
<td>EXERCISE PHYSIOLOGY IN THE WORKPLACE</td>
<td>8</td>
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<tr>
<td>AHX5070</td>
<td>EXERCISE FOR REHABILITATION FIELDWORK (FULL-TIME)</td>
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</table>

Students can elect to undertake Exercise for Rehabilitation Fieldwork part-time (two semesters)

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<th>Course Title</th>
<th>Credit Points</th>
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<tbody>
<tr>
<td>AHX5071</td>
<td>EXERCISE FOR REHABILITATION FIELDWORK (PART-TIME)</td>
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Year 2 Semester 1

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<tr>
<td>AHX6042</td>
<td>CASE MANAGEMENT</td>
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<tr>
<td>AHX5180</td>
<td>PSYCHOLOGY FOR REHABILATION</td>
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<tr>
<td>RBM5610</td>
<td>CLINICAL NUTRITION</td>
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<tr>
<td>AHX5029</td>
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Year 2 Semester 2

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<td>AHX6045</td>
<td>EXERCISE THERAPY FOR NEUROLOGICAL &amp; NEUROMUSCULAR DISORDERS</td>
<td>12</td>
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<tr>
<td>AHX6041</td>
<td>EXERCISE PRESCRIPTION FOR CARDIORESPIRATORY AND METABOLIC CONDITIONS</td>
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</table>

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 Objectives:

Course Duration: 3 years

Admission Requirements: 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: HPPP
Campus: Footscray Park.
This course is for Continuing students only.

About this course: The School of Sport and Exercise Science 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 of four year undergraduate degree with honours at first class (H1) or upper second class (H2A) level.

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.

DOCTOR OF PHILOSOPHY

Course Code: HPL

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 Objectives:

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 APPLIED SCIENCE

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 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 Objectives:

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. Course Duration The standard duration of a Masters by Research varies according to an enrolment 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 ARTS

Course Code: HRAT

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.
SPECIALISATIONS

ASPSCP PHYSICAL EDUCATION

Locations: Footscray Park

The physical education specialisation consists of sport coaching, sport science discipline and skill units.

Specialisation Requirements: Students undertaking the physical education specialisation are required to complete the SIX core units listed below in relation to industry (Victorian Institute of Teaching) requirements. Students enrolled in the physical education specialisation of the Bachelor of Sport Coaching must also complete FIVE teaching method electives for their PE component.

**CORE UNITS**

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<thead>
<tr>
<th>Code</th>
<th>Unit</th>
<th>Credits</th>
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<tr>
<td>AHE1127</td>
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<td>AHE2013</td>
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<td>AHE2015</td>
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<td>AHE3121</td>
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<td>AHE3280</td>
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<tr>
<td>RBM1174</td>
<td>HUMAN PHYSIOLOGY</td>
<td>12</td>
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ASPSCS SPORT SCIENCE

Locations: Footscray Park

The sport science specialisation consists of sport coaching and sports science units.

Specialisation Requirements: Students undertaking the sport science specialisation are required to complete the SEVEN core units listed below. Students enrolled in the sport science specialisation of the Bachelor of Sport Coaching must also complete FOUR electives for their sport science component.

**CORE UNITS**

<table>
<thead>
<tr>
<th>Code</th>
<th>Unit</th>
<th>Credits</th>
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<tr>
<td>AHE0065</td>
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<td>AHE1102</td>
<td>CAREER AND PROFESSIONAL DEVELOPMENT 1</td>
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<tr>
<td>AHE2015</td>
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<tr>
<td>AHE2252</td>
<td>COACH DEVELOPMENT AND APPLIED PRACTICE</td>
<td>12</td>
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<td>AHE2253</td>
<td>ADVANCED SPORT COACHING: RESEARCH, KNOWLEDGE AND EXPERTISE</td>
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</tr>
<tr>
<td>AHE2256</td>
<td>SPORT COACHING: TALENT IDENTIFICATION AND DEVELOPMENT</td>
<td>12</td>
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<tr>
<td>AHE3251</td>
<td>PREVENTION, MANAGEMENT AND RECOVERY FROM INJURY</td>
<td>12</td>
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</tbody>
</table>
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 the successful conduct of a sport event;
- 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.

Required Reading: Kerzner, H 2003 Project management: a systems approach to planning, scheduling and controlling, 8th edn, John Wiley and Sons. Brown, D & 440

Harvey, D 2006, An experiential approach to organisational development, 7th edn, Pearson Education.

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%.

AHEE002 SOCIAL BASES OF HEALTH

Locations: Footscray Park.

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: Wyn, J 2009, Youth health and welfare, Oxford University Press

Assessment: By contract. To include research paper, seminar presentation and written examination.

AHEE003 EXERCISE SCIENCE FOR ADULTS AND OLDER ADULTS

Locations: Footscray Park, City Flinders.

Prerequisites: AHEE2104 - 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 or 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
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: AUSTSWIM, 2002 Teaching swimming and water safety: the Australian way, 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%.

AHE0008 ADVANCED MOTOR CONTROL

Locations: Footscray Park.

Prerequisites: AHE2200 - MOTOR CONTROL

Description: This unit of study continues from AHE2200 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: Test, Tests, 30%. Examination, Practical examination, 25%. Examination, Written examination, 25%. Other, Participation/training diary, 20%.

AHE0029 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.

Class Contact: 1 hour lecture and 1.5 hour lab each week.

Required Reading: Nil.

Assessment: Examination, Written examination, 25%. Other, Participation/training diary, 20%.

AHE0036 DIRECTED STUDIES 4

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 of study. 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

Class Contact: Independent study. Contact to be arranged by supervisor.

Required Reading: To be advised by supervisor.

Assessment: Contracted educational exercises (eg annotated bibliographies, review paper(s), instrumentation design, pilot project, performance piece, performance critique, etc) 100%.

AHE0065 ADVANCED RESISTANCE TRAINING

Locations: Footscray Park.

Prerequisites: AHE0029 - RESISTANCE TRAINING

Description: This unit of study deals with the science and practice of sports-specific conditioning and the various forms of resistance training. Students will gain practical experience in Olympic style lifting, plyometrics, core region conditioning, balance ability training, elastic resistance exercises as well as testing procedures for muscular
strength and power. Periodised training programs for sport will be covered.

**Credit Points:** 12

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

- 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%.

**AHE0070 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

**Required Reading:** To be advised by lecturer.

**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.

etiquette, Melbourne, Australia.

**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

**Class Contact:** Independent study. Contact to be arranged by supervisor.

**Required Reading:** To be advised by supervisor.

**Assessment:** Contracted educational exercises (e.g. annotated bibliographies, review paper(s), instrumentation design, pilot project, performance piece, performance critique, etc.) 100%.

**AHE1051 INTRODUCTION TO PHYSICAL EDUCATION (PRIMARY)**

**Locations:** Footscray Park.

**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 water safety education.

**Class Contact:** 2 hour lecture and 1.5 hour tutorial each week

**Required Reading:** To be specified by lecturer.

**Assessment:** Assignment, Individual assignment, 40%. Exercise, Class exercises, 40%. Other, Skill development, 20%. Total 3000 words.

**AHE1052 GROWTH AND MOTOR DEVELOPMENT**

**Locations:** Footscray Park.

**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 efficiencies - 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:

- Describe the terminology associated with physical growth and development;
- Identify and describe the influences that impact on growth and development;
- Identify the various life stages and the developmental issues associated with each stage;
- 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%. 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 includes: identification of the major structures of the skeletal, muscular, joints, nervous, cardiovascular, respiratory systems and examination of their functions; developing the ability to link function to structure. In addition, kinesiological concepts that assist in the determination of joint actions of muscles are covered.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit students are expected to be able to:

- Identify the major structures of the skeletal, muscular, joint, nervous, respiratory and cardiovascular systems;
- Demonstrate understanding of the function of the major structures of the skeletal, muscular, joint, nervous, respiratory and cardiovascular systems;
- Develop an ability to link function to structure;
- Determine muscle actions based on kinesiological concepts.

**Class Contact:** 2.5 hours per week for one semester comprising one hour lecture and 1.5 hour practical.

**Required Reading:** Marieb et al 2011, 6th edn, Human anatomy, Pearson Benjamin Cummings. nil.

**Assessment:** Test, Skeletal system, muscles and joints, 25%. Test, Practical test to
identify structures and their function, 25%. Test, Practical test to identify structures and the function of the various systems of the body, 50%.

**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 and knowledge 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 be able to:

- Undertake a range of assessments to confirm personal interests, values, attributes and skills and realise how these influence career development;
- Understand, engage in and manage the career building process;
- Understand the concept and importance of a career portfolio;
- Add assets, experiences and evidence to create an online career ePortfolio;
- Identify skills gaps through review of and reflection on their ePortfolio content;
- Use their ePortfolio to showcase work and demonstrate skills to prospective employers;
- Develop reflection skills to compile a reflective journal on academic, experiential, and personal learning;
- Utilise a workplace observation as a launch pad for reflecting on, exploring, and connecting to future work opportunities.

**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.


**AHE1105 RESEARCH METHODS FOR EXERCISE PROFESSIONALS**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit introduces students to the fundamental principles of research design and analysis in Exercise Science. Introductory skills and knowledge for the conduct of research are developed. Fundamental principles underpinning qualitative and quantitative experimental design including the importance of following accepted processes in statistical analyses, sampling and the making of inferences are highlighted together with the ethical recruitment, treatment and confidentiality of participants. An understanding of the importance of informed consent as a moral framework for giving due regard and respect to the subject of the research in the pursuit of knowledge is also explained. The requirements for transparency and completeness in the dissemination of knowledge is emphasised in the context of meeting research expectations.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Locate, manage, read, and interpret scientific literature relevant to clinical exercise practice, exercise science and sports science.
- Evaluate the use and validity of quantitative and qualitative methods;
- Demonstrate an understanding of the ethical underpinning of different research designs

**Class Contact:** 1.5 hour lecture and 1 hour tutorial each week.


**Assessment:** Literature Review, Group presentation on specific topic., 20%. Report, Review of experimental design and data analysis from a journal article., 20%. Examination, Final comprehensive examination, 60%. 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 fulfil the requirements of the AUSTSWIM Teacher of Swimming certificate, the Lifesaving Victoria Bronze Medalion, 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 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:** AUSTSWIM, 2005 Teaching swimming and water safety - the Australian way, Victoria: AUSTSWIM
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:

- 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: Students will have the opportunity to investigate current social factors that have a bearing on participation in exercise and sport and its potential health benefits. Factors that may enhance participation or those that may be barriers include: age, gender, sexual orientation, ability/disability, socioeconomic status, religion and race/ethnicity. Professionals in the fields of teaching, coaching, exercise prescription and therapy, as well as management and policy-making need to be sensitive and responsive to participants, "clients" or employees from a number of different cultural backgrounds, with their respective attitudes and beliefs about the body, male/female relations, etc.

Credit Points: 12

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

- Display an understanding of sociological perspectives of sport and exercise;
- Demonstrate knowledge of subject matter in sociology of sport, socialisation, media, gender, youth sports, race and ethnicity and globalisation;
- Critically use and analyse documents and other materials in the field of sport sociology;
- Critically discuss and research aspects of sport and exercise from a sociological perspective;
- Utilise sociological method and inquiry to inform individual practice and challenge the construction of one's own knowledge and logic in relation to sport and exercise in society.

Class Contact: 1.5 hour lecture and one 1 hour tutorial.

Required Reading: Coakley, J, Hallinan, C & McDonald, B 2011, 2nd edn, Sports in society: issues and controversies in Australia and New Zealand, Australia: McGraw-Hill. All other class materials, including tutorial readings, tutorial questions and other information will be available on WebCT.

Assessment: Test, Quiz /short answer, 60%. Assignment, Fieldwork assignments, 25%. Presentation, Group presentation, 15%. Total effective word limit 3000 words.

AHE1206 SPORT PSYCHOLOGY

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:

- Consolidate their understanding of 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;
- Understand the psychological aspects of sport psychology (audience effects, aggression and cohesion);
- Understand issues in applied sport psychology including psychology of coaching, imagery and goal setting;
- Engage in hands-on experience of how sport psychologists carry out experiments and research.

Class Contact: 1.5 hour lecture and 1 hour tutorial each week.


Assessment: Examination, Mid-semester exam, 25%. Examination, Final exam, 25%. Assignment, Assignment (1500 words), 25%. Other, Tutorial Assessment, 25%.

AHE1250 SPORT COACHING: APPLIED CONDITIONING

Locations: Footscray Park.

Prerequisites: Nil.

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

- 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;
- Appreciate the fundamentals of agility and related drills;
- Demonstrate understanding of the key features of aerobic endurance systems (eg. continuous, interval, Farflek);
- 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.

AHE1202 OR AHE2016

Prerequisites: AHE1202 or AHE2016

Description: This unit introduces students to biomechanics for clinical exercise science. The theoretical component of the unit provides students with general knowledge of the biomechanics of the musculoskeletal system and the biomechanics of movement applied to normal and pathological states. The practical component of the unit enables 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 methods.

Credit Points: 12

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

- Demonstrate in written form and oral presentation, their understanding of the theoretical knowledge of the mechanical properties of major joints, and contrast the biomechanics of movement applied to normal and pathological states;
- Exemplify in written form and oral presentation, their capacity to correctly apply the biomechanical techniques used to assess human movement with an emphasis on injured or disabled individuals;
- Demonstrate their application of the practical skills that will enable them to assess musculoskeletal disorders and evaluation of treatment techniques.

Class Contact: 1.5 hour lecture and 1.5 hour lab each week.

Required Reading: There is no required text book for this unit

Assessment: Examination, Final exam, 30%. Project, Group case study project including related sub-tasks, 70%. Total effective word limit 3000 words.

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 cardiopulmonary, 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:

- Describe the scopes 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;
- Demonstrate understanding and be able to critically evaluate evidence bases concerning the therapeutic and preventive benefits of exercise, covering both physical and psychosocial dimensions.
- Demonstrate understanding of the connections between clinical and functional (eg exercise capacity) outcomes;
- Demonstrate understanding of the factors that lead to short and long term participation (adherence) in exercise and physical activity programs; and
- Identify the core ethical issues concerning clinical exercise practice.

**Class Contact:** 1.5 hour lecture and 1.5 hour lab class each week


**Assessment:** Examination, Mid semester exam, 25%. Case Study, Case study, 35%. Examination, Final exam, 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. Students are introduced to the Occupational health and safety; the risks, regulations and interventions. The concepts of workplace design, ergonomics and assessment will be introduced. Occupational exercise interventions will be discussed from the perspectives of the worker, the exercise physiologist as well as safety environment/case management. Students will increase their understanding of the physical demands of work, and of occupational injuries and rehabilitation.

**Credit Points:** 12
Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Identify gaps in their knowledge of clinical cases of clients with particular occupational demands or work-related health conditions, and plan and apply strategies;
- Search out and use research and other literature relevant to clinical exercise practice;
- Select appropriate test and monitoring protocols for different work places and for the assessment of exercise and functional capacities for people with particular occupational demands or work-related health conditions; and
- Assess and design work places, plan exercise interventions for clients with varying occupational demands or work-related health conditions.

Class Contact: 1.5 hour lecture and 1.0 hour lab class each week

Required Reading: Students will be provided with reading material.

Assessment: Test, Midsemester test, 25%. Assignment, Written report - workplace assessment, 35%. Examination, Final exam, 40%. Total effective word limit 3000 words.

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 are expected to 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: 1.5 hour lecture and 1.0 hour lab class each week


Assessment: Examination, Mid semester exam, 20%. Case Study, Case study, 40%. Examination, Final exam, 40%. Total effective word limit 3000 words.

AHE2005 NUTRITION AND DIET FOR EXERCISE AND PHYSICAL EDUCATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: This study unit is an introduction to nutrition for health, exercise and sports performance. The unit will enable students to understand the roles of the main nutrient groups, as well as various vitamins, minerals and nutritional supplements and ergogenic aids, for the promotion of healthy living, prevention of chronic lifestyle-related diseases, and enhancement of exercise and sport performance and recovery. Students will study the influences of various diets and eating patterns on conditions such as overweight/obesity, diabetes, metabolic syndrome, cardiovascular diseases, cancers, arthritis, and bone disease. They will understand at a basic level the inter-relationships between nutrition and exercise in terms of energy balance, disordered eating and body composition assessment methods.

Credit Points: 12

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

- Demonstrate understanding of the nutritional requirements for health, wellness, sport performance enhancement and exercise;
- Demonstrate understanding of the current research and applications thereof (eg. critical analysis on making healthy and wise food choices in nutrition market place, latest optimum nutritional recommendations for the physically active person and elite sports people, nutritional ergogenic aids and supplements);
- Demonstrate understanding of weight manipulation techniques (ie. muscle gain and fat mass loss) and disordered eating habits.

Class Contact: Two hours per week or equivalent for one semester comprising lectures and tutorials.


Assessment: Case Study, Case study (600 words), 20%. Examination, Written examination (1200 words), 40%. Assignment, Written assignment (1200 words), 40%.

AHE2006 EXERCISE INTERVENTIONS FOR HEALTHY POPULATIONS

Locations: Footscray Park.

Prerequisites: Nil

Description: This study unit will introduce students to the design and delivery of exercise and physical activity services for apparently healthy individuals, including athletes but not people living with chronic medical conditions or injuries. Students will develop an understanding of client-focused exercise delivery, and the challenges of behaviour change that are often needed for long-term participation in exercise and physical activity. Program variables include the client’s histories of exercise, physical activity and injury, goals, likes and dislikes, barriers and opportunities (eg. sociocultural, socioeconomic factors, socio-psychological), subjective and objective measurements / observations, and the client’s current exercise and functional capacities. Students will learn the importance of cultural competence in the design
and delivery of services. Technical expertise in assessments of exercise and functional capacities and how these can be used to plan and evaluate exercise interventions, and the safe and effective demonstration and leadership of appropriate exercises and training regimes will be developed.

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 before or after commencing an exercise intervention;
- Identify clients’ goals, likes and dislikes, barriers and opportunities for exercise and physical activity;
- Select and use appropriate (to the client) exercise and functional capacity 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 and/or symptoms arise;
- Determine safe (client-centred) exercise limits and effective exercise ranges for exercise and physical activity, based on the factors above; and understand models of behaviour change, and apply these appropriately to client services;
- Design, implement and evaluate exercise and physical activity interventions based on the above factors, and address the variables of mode, intensity, duration, frequency, volume and progression;
- Communicate (verbal, non-verbal, written, electronic) all of the above to clients (esp CALDB clients) and other exercise and health professionals, in appropriate language for each situation.

Class Contact: 1 hour lecture and 1.5 hour tutorial each week.


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%.

AHE2007 EXERCISE ASSESSMENTS FOR CARDIOPULMONARY AND METABOLIC CONDITIONS

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit will provide students with an understanding of the various effects of surgical, medical (pharmaceutical), and allied health interventions for people with cardiopulmonary and/or metabolic conditions on acute and chronic exercise capacity. Students will also gain an understanding of exercise training regimes and exercise tests that are contraindicated for each of these conditions, knowledge of, and ability to recognise, adverse signs and symptoms that may arise during exercise or recovery for people with cardiopulmonary and/or metabolic conditions. Topics will include history taking, physical examinations, and assessments of exercise capacities of people with any of (but not limited to) the following conditions: hypertension, coronary artery disease, peripheral vascular disease, myocardial infarction, chronic heart failure, asthma, chronic obstructive pulmonary disease (emphysema / chronic bronchitis), cystic fibrosis.

Credit Points: 12

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

- Select appropriate test and monitoring protocols for the assessment of exercise and functional capacities 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 risks associated with exercise, and contraindications 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: self-report scales (eg RPE and fatigue, visual analogue scales [VAS], dyspnoea scales, poin, physical activity); 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: Case study (500 words) 20%; Written examination (1000 word) 40%; Practical examination 40%. There is an 80% attendance requirement for the practical component of this unit.

AHE2008 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 sports 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:** 2 hour lecture and 1.5 hour tutorial each week.

**Required Reading:** Specific journals/readings assigned by unit coordinator.

**Assessment:** Test, Test (600 words), 20%. Exercise, SPSS workbook exercises (1200 words), 40%. Examination, Examination (1200 words), 40%.

**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:** Champion, N & Hurst, G 1999, The aerobic instructor’s handbook, 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 1AHE2014 - PHYSICAL EDUCATION CAREER DEVELOPMENT/ Either/ OR

**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 contact 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 or associated industry sector in which they are interested;
- Complete a concise business formatted report on the work integrated placement experience.

**Class Contact:** Equivalent of 2.5 hours of tutorial per week for the semester.

**Required Reading:** Career and Professional Development Guidelines Career and Professional Development Report Writing Guidelines

**Assessment:** Assignment, Employment Application, 30%. Other, Information interview, 20%. Practicum, 140-hour career placement and report, 50%. Total effective word limit 3000 words. The 140-hour career placement must meet all requirements as set out on the placement contract as assessed by the supervisor. Students must also complete a business report regarding all aspects of the career placement, based on the CPD report writing guidelines.

**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 sports science.

**Class Contact:** 1.5 hour lecture and 1 hour tutorial each week.

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 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.

Class Contact: 10% Test, Gymnastics test (400 words), 10%. Assignment, Teaching program evaluation (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 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.

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 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.

Class Contact: 1 hour lecture and 1.5 hour tutorial each week.


Assessment: Project (1200 words) 40%; Health program evaluation (600 words) 20%; Exam (1200 words) 40%.

AHE2013 GYMNASTICS AND DANCE

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit introduces students to the knowledge and skills associated with gymnastics and dance.
- 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: Equivalent to 2.5 hours of tutorials per week
Required Reading: Career and Professional Development Guidelines Career and Professional Development Report Writing Guidelines Howard, G 2008, You need a resume, Inkstone
Assessment: Other, Self-marketing for employment, 30%. Other, Information interview, 20%. Report, 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. This 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 O 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 O coaching qualification.

Class Contact: 1 hour lecture and 1.5 hour lab each week
Required Reading: (provided by Tennis Victoria). Orientation to coaching material, 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 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:
- Identify key issues related to children’s involvement in physical activity;
- Understand the roles, objectives, methods and procedures used to enhance physical activity in children;
- Know the fundamental motor skills required by children which enable them to participate in physical activity;
- Evaluate movement patterns in children during physical activity;
- Plan work and use time effectively;
- Demonstrate a capacity for independent, self-directed learning.

Class Contact: 1 hour lecture and 1.5 hour tutorial.
Required Reading: To be advised by lecturer.
Assessment: Project, Curriculum projects, 40%. Other, Progressive assessment, 40%. Other, Skill development, 20%. Total 3000 words.

AHE2051 PHYSICAL ACTIVITY AND CHILDHOOD
Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit of study will provide an understanding of developmental physical activity and the unique responses of this age group. Pre-service teachers will explore the design of learning experiences for young children in areas such as ball skills, gymnastics, and manipulative skills and further explore the potential of these activities in indoor and outdoor settings. Pre-service teachers will study the key learning areas of dance as a major focus in this unit of study. Critical debate will be encouraged on the role of spontaneous play in this age group, participation, cooperation, belonging, self-esteem, winning, losing and an appreciation of the processes and production of games and team sports. Practical experiences will include a focus on skills development and refinement, individual, partner and group-based activities, and a strong emphasis on the teaching of creative, modified and traditional games or sports.
Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Identify key issues related to children’s involvement in physical activity;
- Understand the roles, objectives, methods and procedures used to enhance physical activity in children;
- Know the fundamental motor skills required by children which enable them to participate in physical activity;
- Evaluate movement patterns in children during physical activity;
- Plan work and use time effectively;
- Demonstrate a capacity for independent, self-directed learning.

Class Contact: 1 hour lecture and 1.5 hour lab each week.
Assessment: Mid semester exam (600 words) 20%; Final Exam (1200 words) 40%; Laboratory - Biomechanical analysis of a skill (1200 words) 40%.

AHE2052 PEDIATRIC PHYSICAL ACTIVITY SCIENCES
Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit of study will investigate: ethical considerations surrounding children and exercise; the role of activity in childhood and adolescence; health-related...
fitness in childhood and adolescence; implications for testing, prescribing and training; strength and power responses in childhood and adolescence; special consideration for children exposed to exercise under environmental stresses such as heat and humidity; nutrition; special populations; motivation and self-esteem; cardiovascular disease risk factors in childhood, retrospective and prospective research and implications. The unit of study will also initiate learning and teaching of the key area of health-related fitness programming and athletics.

Credit Points: 12

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

- Demonstrate sound knowledge of physical activity for children catering to a range of needs from childhood obesity to young elite sporting performers;
- Identify specific population-based focus on exercise stresses in children and adolescents;
- Investigate the underlying issues surrounding paediatric exercise science which contribute to its unique focus in areas such as sport science, education, coaching and public health;
- Demonstrate competency in fitness programming and athletics.

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 effective word limit 3000 words.

AHE2053 HEALTH PROMOTION

Locations: Footscray Park.

Prerequisites: Nil.

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 change through health promotion; planning, strategies, implementing health promotion, and evaluating health promotion.

Class Contact: 1 hour lecture and 1.5 hour of tutorial.


Assessment: Other, Action Plan - on line submission (pebblepad), 20%. 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 sports 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 relationship 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 and/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: Berger, BG, Pargman, D & Weinberg, RS 2002, Foundations of exercise psychology, 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 for training and comparisons of different forms of training. The unit examines basic principles underlying physiological exercise testing, with emphases 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. (Biomechanics Laboratory, Basement City Flinders) External sporting organisations as advised by lecturer.

**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 in written form, their understanding of biomechanical principles applied to sport;
- Demonstrate their ability to perform a biomechanical analysis of a sporting skill using video software and movement analysis technologies and skills.
- Demonstrate the ability to disseminate biomechanical information to external sporting bodies in written and oral presentation form

**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 AGING

**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, Final exam, 55%. Presentation, Group presentation, 30%. Assignment, In-class (laboratory) assignments, 15%. Total effective word limit 3000 words.

### AHE2104 EXERCISE PHYSIOLOGY

**Locations:** Footscray Park.

**Prerequisites:** RBM1174 - HUMAN PHYSIOLOGY

**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.

**Assessment:** Final examination 60%; Mid-semester examination 25%; Laboratory quizzes 10%; Laboratory oral exam 5%.
AHE2111 PRACTITIONER HEALTH 1

Locations: St Albans.
Prerequisites: RBM1208 - BIOSCIENCE FOR PARAMEDICS 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:

- Develop the core graduate attributes of problem solving, using information, communication and working as a professional.
- 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 and skills developed will be assessed through group discussion, problems solving exercises and completion of a two thousand (2000) word assignment (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 will 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 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:

- Understand the way in which motor skills are produced from a psychological perspective;
- Understand basic principles related to organising the learning of motor skills;
- Demonstrate their ability to synthesise empirical journal articles and communicate the findings to their peers;
- Understand the basic tenets of the expert performance approach and findings related to the development of motor skills up to the elite level.

Class Contact: 3.5 hours per week comprising 1.5 hours of lectures and a 2 hour laboratory/tutorial.

Required Reading: Magill, RA 1997, Motor learning: concepts and applications, WCB Brown and Benchmark, Madison,

Assessment: Examination, Mid-semester examination , 20%. Examination, Final examination, 30%. Laboratory Work, Laboratory folder/laboratory participation, 20%. Other, Individual paper, 30%.

AHE2151 HUMAN SEXUALITY AND SOCIETY

Locations: Footscray Park.
Prerequisites: Nil.
Description: The aim of the unit is to examine the sexual health of individuals and
populations. Analysis using a lifespan model will allow the review of theories from relevant sociological, cultural, biological, psychological and legal areas of study. The organisational focus of this review will enable the student to develop a greater understanding of the dimensions of human sexual health and wellbeing. This unit is recommended for those wishing to enter the teaching profession, particularly at secondary level.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to 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.

**Assessment:**
- Examination, Final examination, 45%.
- Teaching and learning resource file (Total EWL 3000 words), 30%.
- Other, Teaching and learning resource file (Total EWL 3000 words), 30%.

**Required Reading:** To be advised by lecturer.

**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-marketing 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 an 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 are expected to 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;

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.

Prerequisites: Nil.

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, professionalism 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 trends and state-of-the-art coaching nationally and internationally;
- Demonstrate understanding of the governing structure and mandatory requirements of sport coaching in Australia;
- Demonstrate awareness of sport coaching theories and how these apply to coaching practice;
- Appreciate fundamental coaching issues that shape coaching thinking and behaviour including: sport science, communication, professional development, diversity, excellence, professionalism of coaching and coaching ethics.

Class Contact: A 12 week unit comprising one weekly lecture (1.5 hours) and one weekly tutorial (1 hour).


Assessment: Portfolio, Coaching principles portfolio, 25%. Report, Professional
observation and report (LiWC related), 25%. Presentation, Tutorial presentation, 25%. Examination, Examination final, 25%. Total effective word limit 3000 words.

**AHE2251 SPORT COACHING ENVIRONMENT, PLANNING AND DELIVERY**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**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.

**Prerequisites:** Nil.

**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 overriding 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.

**Required Reading:** Lyle, J & Cushion, C 2010, Sport coaching: professionalisation and practice, USA: Elsevier.

**Assessment:** Review, Book review: autobiography, 25%. Tutorial Participation, Tutorial activities, 25%. Presentation, Tutorial self-development reflective presentation (LiWC), 25%. Examination, Examination final, 25%. Total effective word count 3000 words.

**AHE2253 ADVANCED SPORT COACHING: RESEARCH, KNOWLEDGE AND EXPERTISE**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**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. In 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 (LiWC 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.

**Prerequisites:** Nil.

**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:** Burton, D & Raedeke, TD 2008, Sport psychology for coaches, 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.

**Prerequisites:** Nil.

**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:** Sharkey, BJ & Gaskill, SE 2006, Sport physiology for coaches, 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.

**Prerequisites:** Nil.

**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.

Prerequisites: Nil.

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 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 (eg. 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;
- Develop and deliver basic, medium and advanced level tactical skills suitable for the particular needs of a diverse range of populations;
- Demonstrate the ability to research contemporary knowledge development in the areas of motor learning, skill acquisition and tactics.

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.

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; the adolescent phase of human development; 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.

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; Understand 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.

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.

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 molecular events that promote muscle adaptation and health;
- 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, (Biomechanics Laboratory).

**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 (eg. 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:** Other, Coursework (video and force platform study), 60%. Examination, Final exam, 40%.

**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 to a common concern to adopt a critical perspective in which the inequalities of class, gender, sexuality, 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 expected to be able to:

- Analyze, in writing, their understanding of theory related to violence, gender, race / ethnicity and economy in sports;
- Demonstrate knowledge of subject matter in violence, gender, race / ethnicity and economy in sports;
- Apply cognitive skill competency in at least three of the major sociological topics.

**Class Contact:** One 1.5 hour lecture and one 1 hour tutorial per week.


**Assessment:** Test, Quiz 1, 20%. Test, Quiz 2, 20%. Assignment, Fieldwork.
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-oriented 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.
Description: This unit of study will cover the following topics through lectures and student presentations: introduction to expertise in sport; practice and the development of expertise; coaching; organisation practice; characteristics of experts; automat city; perceptual skill; characteristics of experts: decision-making and tactics; skill maintenance and masters athletes; and other related performance domains for expertise research (eg. medicine, law).

Credit Points: 12

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

- Demonstrate their understanding of research into sport expertise;
- Identify the typical questions researchers ask, the paradigms that are used and the basic findings across studies;
- Demonstrate their ability to synthesise empirical journal articles and communicate the findings to their peers;
- Demonstrate their ability to select independently a research topic, generate a research question, and undertake an in-depth study on a subtopic by researching current findings.

Class Contact: 1.5 hour lecture and 1 hour seminar each week

Required Reading: Readings from Farrar, Baker & MacMahon 2008, Developing expertise: researchers and coaches put theory into practice, researchers and coaches put theory into practice, provided readings.

Assessment: Project, Project proposal/outline, 10%. Presentation, Article presentation, 15%. Test, Test, 30%. Project, Paper/Project, 45%.

AHE3121 ATHLETICS
Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit introduces students to the basic theoretical and practical components of athletics. 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. All students undertake hands on coaching in a work integrated environment under supervision of a VU tutor.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to: Demonstrate a sound theoretical knowledge of the basic principles involved in performing athletic events; Demonstrate knowledge and practical skills in athletics organisation and management. (UWC); Develop ability and performance levels in a range of track and field skills and events; Establish coaching skills and techniques necessary for the organisation and administration of athletic programs for school aged clients (UWC); Demonstrate professional etiquette in completion of work integrated coaching.

Class Contact: 1 hour lecture and 1.5 hour practical each week.

Required Reading: 2006 ATFCA Coaching Manual, Carr, GA, Fundamentals of track and field

Assessment: Examination, Formal, 30%. Practicum, UWC - Sportstrak and practical coaching, 50%. Practicum, Practical skills assessment, 20%. Since acquisition of personal and coaching athletics skills is reliant upon practice, attendance by students at a minimum of 80% of practical sessions is required. Total effective word limit 3000 words.

AHE3124 GROWTH AND DEVELOPMENT
Locations: Footscray Park.
Prerequisites: Nil.
Description: The aims of this unit of study are to: develop students’ knowledge of the physical growth and motor characteristics of humans throughout the lifespan; promote students’ understanding of the genetic and environmental factors that interact to influence physical growth and motor development; and develop an understanding and appreciation of the applications of a knowledge of growth and development in the field of Human Movement.

Credit Points: 12

Class Contact: Three hours per week for one semester comprising two one-hour
lectures and one one-hour seminar/tutorial.

**Required Reading:** To be advised by lecturer.

**Assessment:** Class test(s) 30%; Assignment 30%; Final examination 40%.

**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 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 topic areas 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 a 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 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.

**AHE3219 ADAPTED PHYSICAL EDUCATION**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** The content of this unit of study includes: policy affecting people with a disability; learning, social and physical characteristics of people with a disability; 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.

**Prerequisites:** Nil.

**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, indepth 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 action 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...
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.


Assessment: Presentation, Tutorial presentation, 30%. Essay, Final essay, 40%. Other, Individual coaching evaluation, 30%. Total effective word count 3000 words.

AHE3252 ETHICAL BEHAVIOUR IN SPORT COACHING
Locations: Footscray Park.

Prerequisites: Nil.

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 of ‘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.


Assessment: Test, Progressive tests, 40%. Presentation, Tutorial presentation, 30%. Report, Final paper, 30%. Total effective word count 3000 words.
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:

- Demonstrate their understanding of the field of team sports and group 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.

AHE4005 EXERCISE ASSESSMENTS AND INTERVENTIONS FOR CARDIORESPIRATORY AND METABOLIC CONDITIONS 2

Locations: Footscray Park.

Prerequisites: AHX5044 - EXERCISE INTERVENTIONS FOR CARDIORESPIRATORY AND METABOLIC CONDITIONS

Description: This unit of study will include exercise testing and prescription for a range of conditions, including (but not limited to): cardiac pathophysiology and rehabilitation such as ischaemia; myocardial conditions; pericardial and valvular disease; heart failure; and hypertension; pulmonary diseases such as asthma; chronic bronchitis and emphysema; pneumonia; bronchiectasis; cystic fibrosis; tuberculosis; respiratory distress syndrome and acute respiratory tract infections; and metabolic conditions such as obesity; diabetes; chronic fatigue syndrome; anaemias; and end-stage renal disease.

Credit Points: 12

Learning Outcomes: On successful completion of this unit students are expected to be able to:

- Research, evaluate, and critically appraise the literature relating to clinical exercise testing and exercise prescription for patients presenting with cardiac pathophysiology, pulmonary diseases, and/or metabolic conditions;
- Critically apply clinical exercise testing and exercise prescription skills for patients presenting with cardiac pathophysiology, pulmonary diseases, and/or metabolic conditions.

Class Contact: One one-hour lecture per week; one two-hour practical per week.


Assessment: Workshop, Application of clinical exercise testing and prescription knowledge and skills, 10%. Assignment, Theoretical investigation of clinical exercise testing and prescription, 40%. Examination, Final examination, 50%. Minimum effective word limit 5000 words.

AHE4006 OCCUPATIONAL HEALTH AND EXERCISE REHABILITATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study meets the National University Course Accreditation (NUCAP) core knowledge and skills criteria for professional education in occupational health and exercise rehabilitation. Students will practice the measurement, interpretation and communication of physiological data of workers and how these interrelate to workers’ exposure to environmental and occupational stressors. Students will explore the role of exercise conditioning for manual processes and office/home workers in managing risk factors (including lifestyle factors) and/or current or past injuries and preventable illnesses/diseases. They will also practise the prescription of both individual and group work-oriented exercise programmes involving workers in simulated or actual work tasks. Students will develop awareness of cultural and socio-economic issues that might affect the workplace, and the assessment of workers for workplace injuries and recommended therapies/exercise management and rehabilitation.

Credit Points: 12

Learning Outcomes: On successful completion of this unit students are expected to be able to:

- Research, evaluate, and critically appraise the clinical exercise testing literature relating to the measurement and interpretation of physiological/psychological data obtained from the workplace/home environment;
- Critically evaluate, design, and implement clinical exercise programmes appropriate for the workplace/home environment;
- Competently develop programmes that will promote a healthy lifestyle in the workplace, with a view to primary and secondary prevention of avoidable illness and injury;
- Critically examine and appraise cultural and socio-economic issues that might affect clinical exercise testing and prescription in the workplace;
- Compare and contrast medicinal effects of prescription/non-prescription medicine for conditions relevant to the workplace/home environment;
- Research, evaluate, and critically apply skills that identify modes, frequencies, intensities, and volumes of exercise that are contraindicated for clients in the workplace/home environment with Accredited Exercise Physiology-target pathologies, from both an acute and chronic perspective.

Class Contact: One one-hour tutorial, two hours practical per week.


Assessment: Workshop, Application of clinical exercise testing and prescription knowledge and skills for the home and workplace environment, 10%. Assignment, Theoretical investigation of clinical exercise testing and prescription for the home and
workplace environment, 40%. Practicum, Practical examination, 50%. Minimum effective word limit 5000 words.

**AHE4101 CASE MANAGEMENT FOR CLINICAL EXERCISE**

**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 (e.g., insurance caps of health care costs) and comorbid disease (e.g., depression, chronic fatigue syndrome).

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit students are expected to be able to:

- Comprehend, analyse and apply knowledge to the scope of professional roles available to clinical exercise practitioners and how these intersect with the roles of other health professionals;
- Compare and contrast the Australian health systems in the occupational, private industry and insurance sectors;
- Design and evaluate exercise and physical activity interventions;
- Critically evaluate the technical challenges of providing a competent service in clinical exercise in the occupational rehabilitation, industry and insurance sectors;
- Critically examine and appraise the core issues concerning ethical provision, business management, and legal responsibility.

**Class Contact:** One two-hour practical case-based lecture per week for one semester.


**Assessment:** Portfolio, Compilation of case-based assessment assessing primarily report-writing skills, 50%. Examination, End of semester final written examination, 50%. Minimum effective word limit 5000 words.

**AHE4102 EXERCISE ASSESSMENTS AND INTERVENTIONS FOR METABOLIC CONDITIONS**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**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.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit students are expected to be able to:

- Comprehend, analyse and apply knowledge of exercise prescription for cardiac pathophysiology;
- Critically evaluate and apply knowledge of clinical exercise testing and exercise prescription for pulmonary diseases;
- Appraise, design and apply knowledge of exercise prescription for cardiac pathophysiology and rehabilitation;
- Critically apply clinical exercise testing and exercise prescription skills for patients presenting with cardiac pathophysiology;
- Research, evaluate, and critically appraise the literature relating to clinical exercise testing and exercise prescription for cardiac pathophysiology.

**Class Contact:** One one-hour lecture plus one two-hour practical per week and approximately 70 hours of clinical placements.


**Assessment:** Review, Case-related review of literature, 20%. Report, Written reports of case studies, 15%. Presentation, Oral case presentation, 15%. Test, 10 * weekly test (@5% each), 50%. Minimum effective word limit 5000 words.

**AHE4103 EXERCISE ASSESSMENTS AND INTERVENTIONS FOR CARDIORESPIRATORY CONDITIONS**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study will include exercise prescription for a range of conditions, including (but not limited to) obesity, diabetes, chronic fatigue syndrome, anaemias, and end-stage renal disease.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit students are expected to be able to:

- Comprehend, analyse and apply knowledge of exercise prescription for metabolic conditions;
- Critically evaluate and apply knowledge of clinical exercise testing and exercise prescription for metabolic conditions;
- Appraise, design and apply knowledge of exercise prescription for metabolic conditions.
- Critically apply clinical exercise testing and exercise prescription skills for patients presenting with metabolic conditions;
- Research, evaluate, and critically appraise the literature relating to clinical exercise testing and exercise prescription for metabolic diseases.

**Class Contact:** One one-hour lecture plus one two-hour practical per week and approximately 70 hours of clinical placements.


**Assessment:** Review, Case-related review of literature, 20%. Report, Written reports of case studies, 15%. Presentation, Oral case presentation, 15%. Test, 10 * weekly test (@5% each), 50%. Minimum effective word limit 5000 words.
AHE4104 CLINICAL EXERCISE PRACTICE
Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit of study meets the National University Course Accreditation (NUCAP) core knowledge and skills criteria for professional education in clinical exercise practice. Students will be introduced to a range of professional roles undertaken by clinical exercise physiologists and be offered perspectives on the roles of other team members in the interdisciplinary 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. Learning will be conducted in a practical case-based clinical setting under supervision whilst working with clients carrying a range of chronic conditions. Students will be supervised in the workplace by an approved supervisor, with additional mentoring by university staff. Under supervision, students will practise with real clients and document their learned experiences working as student practitioners with clients.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students are expected to be able to:
- Comprehend, analyse and apply knowledge to operate within the scopes of professional roles available to clinical exercise practitioners, and how these intersect with the roles of other health professionals;
- Evaluate, assess and design assessment methods and protocols;
- Critically analyse and interpret data with high degrees of accuracy to discriminate between clinical and functional (eg exercise capacity) outcomes;
- Appraise, recommend and deliver exercise interventions;
- Integrate and evaluate the use of evidence-based medicine in the design and provision of clinical exercise services.
Class Contact: Occasional classes and approximately 180 hours of clinical placements plus an additional 10 case conference hours.
Assessment: Examination, Exit examination (practical), 60%. Practicum, Supervisor evaluation, 40%. Minimum effective word limit 5000 words.

AHE4105 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 neuropsychologists. 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:
- Comprehend, compare and contrast the psychological processes in rehabilitation;
- Critically evaluate the importance and influence of client-practitioner relationships in rehabilitation;
- Practise, test, revise and learn to use mental skills in applied settings;
- Evaluate, assess and develop strategies to improve client self-management, adherence and compliance to rehabilitation programs;
- Critically analyse the importance of counselling and support for clients during the rehabilitation process; when to refer to other appropriate allied health professionals.
Class Contact: Two hour lecture per week for one semester.
Assessment: Assignment, Review paper, 50%. Examination, Take-home final examination, 50%. Total minimum effective word limit 5000 words.

AHE4106 EXERCISE ASSESSMENTS AND INTERVENTIONS FOR MUSCULOSKELETAL CONDITIONS
Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit of study will cover a range of topics relating to acute, sub-acute, and chronic musculoskeletal conditions in practice. The theory component of this unit will cover the pathophysiology and presentation of a wide range of conditions throughout the musculoskeletal system. The practical component will cover a range of assessment procedures, including tests relating to posture and gait assessment; palpation & surface anatomy; manual muscle testing, goniometry; passive/resisted muscle testing and special tests.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students are expected to be able to:
- Comprehend, explain and apply a comprehensive knowledge of a range of acute, sub-acute and chronic musculoskeletal conditions;
- Critically evaluate research relating to a range of assessment procedures and techniques to allow for competent assessment of acute, sub-acute and chronic musculoskeletal conditions;
- Assess, understand and summarise clinical statuses, stages of rehabilitation and relevant testing procedures for musculoskeletal conditions;
- Critically understand and evaluate evidence relating to test results for acute, sub-acute and chronic musculoskeletal conditions;
- Integrate, discriminate and apply a thorough understanding of the ethical and professional elements of client management.
Class Contact: One one-hour tutorial plus one two-hour practical per week and approximately 70 hours of clinical placements.

Required Reading: Magee, D., 4th edn (or Enhanced edn), Orthopedic physical assessment, Saunders

Assessment: Test, In class test, 20%. Examination, Mid-semester examination, 15%. Examination, End of semester practical examination (HURDLE), 25%. Examination, End of semester written examination, 40%. Minimum effective word limit 5000.

AHE4107 EXERCISE ASSESSMENTS AND INTERVENTIONS FOR NEUROLOGICAL CONDITIONS

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will give students information on exercise methods and their applications for clientele with a range of neurological pathologies. The unit will cover the exercise assessment and exercise prescription for a range of neurological conditions including (but not limited to): back pain and spinal surgeries; neural impingement syndromes, stroke and acquired brain injury, spinal cord injury, multiple sclerosis, Parkinson’s disease, and muscular dystrophy.

Credit Points: 12

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

- Comprehend, explain and apply a comprehensive knowledge to a range of acute, sub-acute and chronic neurological and neuromuscular conditions;
- Critically evaluate research relating to a range of assessment procedures and techniques to facilitate competent assessment of acute, sub-acute and chronic neurological and neuromuscular conditions;
- Assess, understand and summarise clinical statuses, stages of rehabilitation and relevant testing procedures for acute, sub-acute and chronic neurological and neuromuscular conditions;
- Critically understand and evaluate evidence relating to test results for acute, sub-acute and chronic neurological and neuromuscular conditions;
- Integrate, discriminate and apply a thorough understanding of the ethical and professional elements of client management.

Class Contact: Four hours per week and approximately 70 hours of clinical placements.


Assessment: Case Study, Neurological case study, 20%. Examination, In class tests, 20%. Examination, End of semester practical exam (hurdle), 20%. Examination, End of semester theory exam, 40%. Minimum effective word limit 5000 words.

AHE4108 OCCUPATIONAL HEALTH AND EXERCISE REHABILITATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study meets the National University Course Accreditation (NUCAP) core knowledge and skills criteria for professional education in occupational health and exercise rehabilitation. Students will practice the measurement, interpretation and communication of physiological data of workers and how these interrelate to workers’ exposure to environmental and occupational stressors. Students will explore the role of exercise conditioning for manual processes and office/home workers in managing risk factors (including lifestyle factors) and/or current or past injuries and preventable illnesses/diseases. They will also practise the prescription of both individual and group work-oriented exercise programmes involving workers in simulated or actual work tasks. Students will develop awareness of cultural and socio-economic issues that might affect the workplace, and the assessment of workers for workplace injuries and recommended therapies/exercise management and rehabilitation.

Credit Points: 12

Learning Outcomes: On successful completion of this unit students are expected to be able to:

- Research, evaluate and critically appraise the clinical exercise testing literature relating to the measurement and interpretation of physiological/psychological data obtained from the workplace/home environment;
- Critically examine and appraise cultural and socio-economic issues that might affect clinical exercise testing and prescription in the workplace;
- Compare and contrast medicinal effects of prescription/non-prescription medicine for conditions relevant to the workplace/home environment;
- Critically evaluate, design and implement clinical exercise programs appropriate for the workplace/home environment;
- Research, evaluate and critically apply skills that identify modes, frequencies, intensities and volumes of exercise that are contraindicated for clients in the workplace/home environment.

Class Contact: One one-hour tutorial plus one two-hour practical per week and approximately 60 hours of clinical placements.


Assessment: Workshop, Application of clinical exercise testing and prescription knowledge and skills for the home and workplace environment, 10%. Assignment, Theoretical investigation of clinical exercise testing and prescription for the home and workplace environment, 40%. Practicum, Practical examination, 50%. Minimum effective word limit 5000 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%.

**AHE5901 MINOR THESIS (FULL-TIME)**

**Locations:** Footscray Park, Via clinical placements.

**Prerequisites:** Nil.

**Description:** This unit enables students to critically analyse and reflect on knowledge and skills gained in previous studies to research, investigate and develop new knowledge. Students work independently to introduce a topic, formulate an investigation, draw conclusions and submit a suitably formatted thesis or performance. The thesis would normally be assessed by at least two expert examiners from an appropriate area of expertise. The thesis would normally be assessed by at least two expert examiners from an appropriate area of expertise. At the beginning of semester students may be required to attend some lectures.

**Credit Points:** 48

**Learning Outcomes:** On successful completion of this unit students are expected to be able to:

- Demonstrate an integrated and comprehensive understanding of literature relating to an approved topic;
- Critically analyse and reflect on information and research with the aim of contributing to a new body of knowledge or practice;
- Interpret and disseminate research information to a range of informed and lay audiences;
- Utilise specialised cognitive and technical skills to independently plan, design and produce a minor research thesis.

**Class Contact:** Independent research in addition to regular meetings with the student’s supervisor(s).

**Required Reading:** To be advised by supervisor.

**Assessment:** Thesis. The thesis will normally be assessed by at least two expert examiners from an appropriate area of expertise. The thesis will normally be assessed by at least two expert examiners from an appropriate area of expertise (10-12,000 word limit), 100%.

**AHE5902 MINOR THESIS (PART-TIME)**

**Locations:** Footscray Park, Via clinical placements.

**Prerequisites:** Nil.

**Description:** This unit enables students to critically analyse and reflect on knowledge and skills gained in previous studies to research, investigate and develop new knowledge. Students work independently to introduce a topic, formulate an investigation, draw conclusions and submit a suitably formatted thesis or performance. The thesis would normally be assessed by at least two expert examiners from an appropriate area of expertise. At the beginning of semester students may be required to attend some lectures.

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit students are expected to be able to:

- Demonstrate an integrated and comprehensive understanding of literature relating to an approved topic;
- Critically analyse and reflect on information and research with the aim of contributing to a new body of knowledge or practice;
- Interpret and disseminate research information to a range of informed and lay audiences; and
- Utilise specialised cognitive and technical skills to independently plan, design and produce a minor research thesis.

**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. The thesis will normally be assessed by at least two expert examiners from an appropriate area of expertise (10-12,000 word limit), 100%.

**AHE5903 RESEARCH FOR PRACTITIONERS**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit provides students with the ability to ‘consume research’. The focus of the unit is on presenting principles of the research process from conception of a research question through to design, method, and quantitative/qualitative techniques for data collection, analysis, and interpretation. Students will not be collecting data or conducting research per se, but will by the end of the unit be able to critically appraise, interpret, and disseminate research information to various audiences in a process considered an example of best practice in the profession for which the student is being trained.

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit students are expected to be able to: Critically appraise the sourcing of research information. Compare and contrast quantitative and qualitative approaches to research methods. Distinguish hypothesis testing from the development of a research question. Critically appraise the distinction between the magnitude of effect from the magnitude of the P value. Critically interpret and disseminate typical research outcomes in both a verbal and written medium.

**Class Contact:** Two, one hour lectures and one, one hour tutorial per week


**Assessment:** Annotated Bibliography, Theoretical appraisal of key identified literature, 70%. Presentation, Oral presentation to class (up to 10min), 30%. Minimum effective word limit 8000 words.

**AHE5904 ADVANCED INTEGRATED CASE MANAGEMENT**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit is the culmination of the course-work within the Master of Clinical Exercise Science and Rehabilitation. It draws upon all the knowledge and skills required of a professionally qualified and accredited Clinical Exercise Physiologist. Students are presented with an array of case studies covering the NUCAP criteria in such a way that requires critical interpretation and dissemination of the information. By the end of this unit, students will be fully prepared for employment in the field of Clinical Exercise Science and Rehabilitation.

**Credit Points:** 24
Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Critically appraise research relating to the assessment of clients with cardiorespiratory, metabolic, neuro-muscular, and/or psychological pathologies for every day living.
- Critically appraise current best practice research of interventions for clients with cardiorespiratory, metabolic, neuro-muscular, and/or psychological pathologies for every day living.

Class Contact: Two, one hour lectures per week
Required Reading: Cameron, M, Selig, S & Hemphill, D (2011) 1st edn, Clinical Exercise: a case-based approach, Churchill Livingstone, Elsevier
Assessment: Annotated Bibliography, Comparison of key information in a mini-review of literature (5000 word limit), 70%. Presentation, Oral presentation of case study literature (up to 15 mins), 30%. Minimum effective word limit 8000 words.

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 unit of study with 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.

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 the acute responses to 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%.

AHH5012 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 automaticity 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:
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 in students 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

Class Contact: Two hours of lectures per week for one semester.


Assessment: Exam 50%; Final examination 50%.

AHHS13 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; and 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 anaerobic production of energy; 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 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: McArdle, WD Katch, FI & Katch, VL 2009 3rd edn, Sport & Exercise Nutrition Lippincott Williams & Wilkins Philadelphia

Assessment: 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: an understanding of the theoretical knowledge and practical skills necessary for the task of prescribing exercise; the opportunity to develop the capacity to prescribe theoretically sound exercise programs for a variety of sporting populations and exercising individuals. The unit will include the following topics: theory of exercise prescription; review of laboratory-based assessment procedures; adherence to exercise: myths and realities; fundamentals of prescription; review of field-oriented assessment procedures; 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

Learning Outcomes: On successful completion of this unit, students are expected to 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;
- Demonstrate the ability to identify and correct unsafe exercise techniques and exercises when executed by clients/patients;
- Demonstrate the competency to conduct pre-screening, informed consent, medical history taking and safe exercise assessment of clients prior to safe exercise programme implementation;
- Apply and translate the science of exercise prescription into the art of practicing clinical exercise physiology to clients/patients in the work placement and eventually the work force.

Class Contact: Two hours of practical labs per week. One hour of lecture 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, 30%. Total effective word limit 5000 words.

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 opportunity to apply sport and exercise theory and practice in a practical setting;
introduce students to the range of career options within the field; and extend the professional networks of students.

Credit Points: 12

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

- Demonstrate experience in exercise prescription, design, conduct and 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.

AHM5203 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 programming 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: Footscray Park, City Flinders, St Albans, (as per student enrolment).

Prerequisites: Nil.

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: 16

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 QUALITATIVE RESEARCH METHODS

Locations: Footscray Park, City Flinders, St Albans.

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

Class Contact: One two-hour seminar and one one-hour tutorial per week for one semester.

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 analyse 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: 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: 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, NWBL, 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 which 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:

- 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%. 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 rotted 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.

**Required Reading:**

**Assessment:**
- 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 Australia 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:**

**Assessment:**
- Project, Group tutorial project/presentation (45 minutes; 1000 words), 38%.
- Research Paper, Research paper (2000 words), 32%.
- Examination, Final examination (2 hours;), 30%.

**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

**Required Reading:**

**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: RLSSA, nd, Lifeguarding: the manual, 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: 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 political, 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 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

Required Reading: Fair go, Pluto Press, Sydney

Assessment: Tutorial Participation, Tutorial participation and presentation, 50%. Other, Major term paper, 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 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 (ie. 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 (ie. be an effective problem-solver in a range of settings, including professional practice, and work both autonomously and collaboratively as a professional).
**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 business 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:** Other, 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 includes an overview of contemporary inclusive practices in the sport and recreation industry and how they comply to government policies and legislation. It also provides an insight into the diverse needs of underrepresented groups in sport and recreation, and how to evaluate the effectiveness of industry policies and practices for the meaningful inclusion of these groups.  
**Credit Points:** 12  
**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:  
- Demonstrate an understanding of the diverse needs of population groups that are underrepresented in sport and recreation;  
- Analyse and evaluate inclusive sport and recreation industry policies and practices; and  
- Articulate their personal and professional philosophy of sport and recreation within an inclusive context.  
**Class Contact:** One 1.5 hour lecture and one 1 hour tutorial  
**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.  

**AHS0141 BUSHWALKING LEADERSHIP**  
**Locations:** Footscray Park.  
**Prerequisites:** AHS1012 - 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:** Patterson, I & Taylor, T (eds) 2001, Celebrating inclusion and diversity in leisure, Williamstown, Victoria: HM Leisure Planning.  
**Assessment:** Journal, Self reflection sheet, 10%. Presentation, Group presentation, 15%. Other, Online training session/analysis report, 15%. Assignment, Written report from group presentation, 20%. Test, Quiz, 40%. Total effective word limit 3000 words.  

**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:

- 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%.

AHS0232 PARK MANAGEMENT

Locations: Footscray Park.
Prerequisities: 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 cur.

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: Worboys, G, Lockwood, M & De Lacy, T 2001, Protected area management: principles and practice, 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-semester test and final examination (1200 words), 40%.

AHS0242 THEORY AND INSTRUCTION OF RIVER CRAFT

Locations: Footscray Park.
Prerequisities: AHS1013 - OUTDOOR SAFETY SKILLS or equivalent unit or experience.

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 day 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.

Class Contact: Lectures: 12 x 1 hour; Tutorials: 12 x 1.5 hours; Field trips: 140 hours.


Assessment: Practicum, Practical skills and field work (WIL equivalent) (1500 words), 50%. Assignment, Written assignments/presentations (1500 words), 50%.

AHS0246 THEORY AND APPLICATION OF SKI TOURING

Locations: Footscray Park.
Prerequisities: AHS0141 - BUSHWALKING LEADERSHIP or equivalent unit or experience.

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 experientially. They will gain skills in ski touring and snow camping based on biomechanical analysis of techniques and theories of heat loss and retention.

Class Contact: Lectures: 12 x 1 hour; Tutorials: 12 x 1.5 hours; Field trips: 140 hours.
Understanding 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:

- 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:** VBMCLTAB 2002, 2nd edn, Bushwalking and mountaincare Training Board, Melbourne; Priest, S & Goss, M 2005, 2nd edn, Effective leadership in adventure programming, Venture Publishing, State College, PA.

**Assessment:** Practicum, Practical skills and fieldwork (WIL equivalent) (1500 words), 50%. Assignment, Written assignments/presentations (1500 words), 50%.

**AHSO248 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:

- Plan, implement and instruct coastal experiences for a variety of specific populations, including primary and secondary school students and community groups;
- Demonstrate appropriate instructional skills through an exploration of instructional techniques and theories;
- Appreciate the flora and fauna of the coastal environment, environmental issues and minimal impact practices required to ensure sustainability;
- Identify risks and implement effective strategies to manage these risks, through an understanding of risk management theory and practice;
- Understand the use of the coastal experience for a range of educational and recreational outcomes.

Students will also have the opportunity to gain their Community Surf Lifesaving qualification through undertaking this unit.

**Class Contact:** Lectures: 12 x 1 hour; Tutorials: 12 x 1.5 hours; Camps and field time: 60 hours.

**Required Reading:** Students will be supplied with required readings upon commencement of the unit.

**Assessment:** Practicum, Practical skills and fieldwork (WIL equivalent) (1500 words), 50%. Assignment, Written assignments/presentations (1500 words), 50%.
- Express an appreciation for the bush environment, environmental issues and sustainability practices related to mountain biking;
- Understand cycling common practice and the low.

**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:** Schoel, J & Maizell, R 2002, Exploring islands of healing: new perspectives on adventure based counselling, 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:** Melton, Footscray Park.

**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

**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:** Melton, Footscray Park.

**Prerequisites:** Nil.
AHS1015 ENVIRONMENTAL INQUIRY

Locations: Footscray Park.

Prerequisites: AHS1012 - THEORIES OF OUTDOOR EDUCATION or equivalent unit or experience.

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 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.

AHS1016 LEADERSHIP IN THE OUTDOORS

Locations: Footscray Park.

Prerequisites: AHS1013 - OUTDOOR SAFETY SKILLS

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.

**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.

**Description:** This unit complies with industry standards and requirements 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 expeditioning. Comprehensive risk management planning and implementation will be a feature of the studies. The relevance of expeditioning 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.

**Required Reading:** Lindblade, A 2001, Expeditions, Harri Grant Books, Melbourne.

**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.

**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.
**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 bases 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 hour; Tutorials: 12 x 1.5 hours; Field work: 10 hours.  

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**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%.

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**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 (eg. wordprocessing and slide presentations) but particularly studies of financial and research aspects of sport and recreation through spreadsheet skills.  
**Credit Points:** 12

**Class Contact:** Lectures: 12 x 1 hour; Tutorials: 12 x 1 hour; Field work: 10 hours.  
**Required Reading:** Lynch, R & Veal, AJ 2006, Australian leisure, Pearson, French’s Forest, New South Wales,

**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 (WIL) 600 words per student.
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 hours; Field work: 3 hours.

Required Reading: Witt, PA & Caldwell, LL 2005, Recreation and youth development, 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;
- Explain 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:** Cookley, J 2001, 7th edn, Sport in society: issues and controversies, 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 on 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.

**AHS1108 SPORT AND THE MEDIA**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** In this unit students 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 that they can engage in successful media management when employed in the field of sport and recreation 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 are expected to be able to:

- Demonstrate critical awareness of how the media operates 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 hour; Tutorials: 12 x 1.5 hours.

**Required Reading:** Nicholson, M 2011, Sport and the media: managing the nexus, Routledge: London.

**Assessment:** Assignment, Weekly commentaries - weeks 1 to 6 (1400 words), 30%. Assignment, Media strategies report - weeks 7 to 11 (1000 words), 35%. Report, Group media content report (600 words), 35%.

**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.

**Required Reading:** Cashmon, R 2002, Sport in the national imagination, Walla Walla Press, Sydney.

**Assessment:** Exercise, Tutorial learning activities (600 words), 21%. Research Paper, Research paper (2000 words), 39%. Examination, Final examination (2 hours), 40%. Total effective work 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.
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 will be 30% of the exam. 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 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 Tutorials: 10 x 2.5 hours; Career placement within sport and recreation industry: 70 hours.


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: Participation, 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

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 the 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.


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

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: Stotlar, D 2004, Developing successful sport sponsorship plans, Fitness Information Technology, Morgantown, US.
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 theory, 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 expected to be able to:

- 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 event evaluation report;
- Demonstrate leadership skills, effective teamwork, initiative and problem-solving in the sport or recreation event management process;
- Apply the theories and professional practices of all stages of the planning, operation and evaluation of sport and recreation event management to a real live event;
- Demonstrate knowledge of 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, Event management exam (short answer 10-12 questions) (1000 words), 20%. Project, Communication, team work and event performance (WIL) (1000 words per student - team charter / team plans 25%, effective team processes 15%, 40%. Report, Major event report / evaluation (1000 words), 25%. Project, Final sport and recreation event assessment by lecturer WIL (15%), 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 effective 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:** Mannell, R C & Kleiber, D A 1997, The social psychology of leisure, 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 perform their role effectively and efficiently;
- Create the partnership between 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 relation 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.


**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; general understanding of community agencies.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Identify theories and philosophies of community development;
- Describe strategies used in community development projects;
- Demonstrate an appreciation and respect for marginalised and diverse groups of people in society;
- Work with community agencies and use community development strategies to fulfil agency needs; and
- Demonstrate a working understanding of needs analysis and project development skills.

**Class Contact:** One 1.5 hour lecture and one 1 hour tutorial per week


**Assessment:** Report, Individual progress reports (3 X 10%), 30%. Examination, Individual reflection paper/final exam, 20%. Other, Partner/group assessment (WIL), 50%. Total effective word limit 3000 words.

**AHS2405 RESEARCH AND EVALUATION IN SPORT AND RECREATION**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit 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:
Learning Outcomes:
- 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

Required Reading:

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 use 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 figuring 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;
- Appreciate 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 Wilkinson Group 1998, The event management and marketing manual, The Event Management and Marketing Institute, Ontario,
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:** Farmer, P, Mulrooney, A & Ammon, R 1996, Sports facility planning and management, Sports facility planning and management, 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’ (i.e. 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) (4 X 200 words, 30%. 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). 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 contributes 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 are expected to be able to:

- Outline and apply general sport and recreation facility planning, design and evaluation processes;
- Demonstrate management skills necessary for the successful daily operation, housekeeping, maintenance, security and control of facilities;
The career booklet provided. The career map: summary of career goals and an action plan. Assessment: Professional Development website www.staff.vu.edu.au/hmrp/cpd. Sports Career Development Placement Report Writing Guidelines. Career and possible employment opportunities. Each student is encouraged to select and secure their final placement strategically. Strategies include: searching newspapers and for students to use job career goals and design an action plan to reach these goals. The unit then provides 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 industry goals. Students will develop generic skills management skills and augment specific skill areas (e.g., marketing, event management, research, sport development, facility management) during their supervised placement.

**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 industry goals. Students will develop generic skills management skills and augment specific skill areas (e.g., marketing, event management, research, sport development, facility management) during their supervised placement.

**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 and operate a budget for a sport and recreation program;
- Use break-even analysis to assist with 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:** Stewart, R 2007, Sport funding and finance, 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%.

**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:** 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.

**Class Contact:** Equivalent to one hour per week classroom learning and 200 hours in the field on placement.

**Required Reading:** Sport Career Development Manual developed by HMRP staff.


**Assessment:** Section A: completion of all self-understanding activities contained in the My career booklet provided. Career map: summary of career goals and action plan. Section A is worth 20% of overall grade. Section B: contract for work integrated learning placement. Completion of 200 hours of placement; written report on placement (max 2000 words); submission of satisfactory evaluation from work placement supervisor including graded assessment. Section B is worth 60% of overall grade. Section C: completion of career portfolio. Section C is worth 20% of overall grade.

**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 affect 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 relationship 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 are analysed. Understandings of planning concepts and techniques, including gathering information and understanding community needs, feasibility studies, policy development, interpretation of existing policies and recognising the political processes associated with policies and planning are developed. This unit complements and further develops material introduced in Society and Leisure, Management, Marketing, Programming and Leadership units. This unit of study will cover the following topics: recreation planning and policy context; recreation planning’s impact on urban, regional, state and National policy and development; goals and objectives; recreation needs assessment, recreation benefits analysis; recreation planning methodology, development of project briefs; community consultation; management plans; policy development; and feasibility studies.

Credit Points: 12

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

- Evaluate the nature of recreation policies and their role in guiding the recreation planning process;
- Prepare a recreation policy document;
- Analyse and review existing recreation planning projects;
- Demonstrate an understanding of the range of recreation planning techniques and the ability to apply them;
- Interpret and explain government policy as it relates to recreation planning; and
- Plan the stages of a recreation planning process and evaluate the outcomes of the process.

Class Contact: One 1.5 hour lecture and one 1 hour tutorial per week for one semester.

Required Reading: A list of essential materials to be provided to students in the Unit Guide.

Assessment: Other, Learning diary (3 parts at 10% each), 30%. Assignment, Assignment (3 parts), 45%. Examination, Formal examination, 25%. Total effective word limit 3000 words.

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 terms, institutions, sources, content and practices of law in society as they apply to professional activities in the recreation industry (courts visits);
- 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 in terms of staff management and access to recreational services;
- Understand various rights and obligations under criminal and employment laws;
- Identify problems with legal dimensions, and to develop viable and preventative risk management strategies (sport or recreation organisations [including local government] legal issues);
- Use analytical procedures to assess the effectiveness of legal regulation, formal dispute resolution and prevention in the field of recreation;
- Deal with legal practitioners and sources of law.

Required Reading Online resources associated with Government and law institutions: Australasian Legal Information Institute database (www.austlii.edu.au).

Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour; Field work: 10 hours.

Required Reading: Online resources associated with Government and law institutions: Australasian Legal Information Institute database (www.austlii.edu.au).

Assessment: Test, Mid-semester test (500 words), 30%. Presentation, Group 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 environmentally sustainable sport and recreation management in the 21st century. This unit is divided into four major themes: emerging environmental, social, economic and regulatory pressures for sustainable sport and recreation management in the 21st century; sustainability: 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 principles and strategies for sport or recreation management 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 concept 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 fundamentals 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 learning 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 changing 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 reminiscing project (WIL) (1000 words), 25%. Other, Quizzes (1000 words), 50%.

AHS3507 SPORT, RECREATION AND SOCIAL RESPONSIBILITIES

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study provides students with the opportunity to participate in a group-based, structured and self-contained, work-integrated learning project. Students will learn how the concepts of sport and recreation for development, social responsibility, corporate citizenship, social cause endorsement, and cause-related marketing are introduced and applied in the sport and recreation industry. Students will then utilise these concepts to work with various stakeholders, and use their strategic management, problem-solving, team building and interpersonal skills to complete a socially responsible community project for a sport or recreation organisation.

Credit Points: 12

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

- Demonstrate a good understanding of the concepts of sport and recreation for development, social responsibility, corporate citizenship, social cause endorsement, and cause-related marketing and how these concepts are applied in the sport and recreation industry;
- Develop socially responsible community projects for sport and recreation organisations;
- Work effectively in teams on sport and recreation industry-based projects and problems;
- Communicate effectively with all stakeholders in the industry project.

Class Contact: Lecture: 12 x 1 hour Tutorial: 12 x 1.5 hours for one semester

Required Reading: Maylor, H 2003, 1st edn, Project management, Harlow, Essex: Pearson Education Limited

Assessment: Journal, Online journal to be submitted during week 3-6, 30%. Presentation, Project plan presentation, 10%. Performance, Peer Performance Evaluation, 10%. Project, Final project plan, 50%. Total effective word limit 3000 words.

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 and personal career insights. 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 and placement will continue to develop the student’s professionalism and practical sport and recreation skills through a substantial work integrated learning placement. The placement is also focused on advancing the student’s career by using the placement to strategically position students for employment or career advancement upon completion of their course.

Credit Points: 12

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

- Plan, develop, implement and evaluate recreation opportunities and environments for older adults.
- 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 career, and design a career action plan to achieve their career goals;
- Perform a job interview using advanced communication skills and achievement focused answers to sell market themselves;
- 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 four-week or equivalent 140 hour work integrated learning placement that will advance their current career status;
- Negotiate and establish a work contract with a host organisation;
- Establish more advanced sport and recreation competencies, achievements and networks by completing a 140-hour placement in the sport and recreation industry;
- Write a comprehensive business report based on the 140 hour placement;
- Understand the importance of being a reflective practitioner and demonstrate the skills necessary to write reflective case studies using the experiences from their placement.

**Class Contact:** Students attend 5 one and a half hour seminars during semester and a two day workshop at the end of their course: 19.5 hours. Students complete a Career Placement in the industry: 140 hours


**Assessment:** Workshop, Completed workbook activities, job interview technique and personal presentation, 40%. Performance, Includes personal business cards, researching organisations, networking skills, 20%. Report, Business and reflection report on career placement (WIL) (2000 words), 40%. Total effective word limit 3000 words.

**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;
- Perform a job interview using advanced communication skills and achievement focused answers to sell market themselves;
- Establish more advanced sport and recreation competencies, achievements and networks by completing a 140-hour placement in the sport and recreation industry;
- Write a comprehensive business report based on the 140 hour placement;
- Understand the importance of being a reflective practitioner and demonstrate the skills necessary to write reflective case studies using the experiences from their placement.

**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 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.

**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 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 operates 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.

**Required Reading:** Nicholson, M 2007, Sport and the media: managing the nexus, Elsevier, London,

**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.

**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 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 the nature 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.

**Required Reading:** Cashmore, E 2000, Sports culture, Routledge, London,

**Assessment:** Other, Mid-semester quiz (200 words), 20%. Report, Individual report (800 words), 30%. Case Study, Case study (2000 words), 50%.

**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 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.

**Required Reading:** Berry, R & Staudohar, P 1996, Playing for dollars: labor relations

Learning Outcomes:
- 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.

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:
- Work effectively in teams on sport industry-based projects and problems;
- Communicate effectively with all stakeholders of the industry project;
- Develop project management and problem-solving competencies as these relate to the sports industry;
- Produce a detailed report that examines the process and outcomes of the project and reflects upon the personal learning and developmental experiences of the students involved;
- Produce professional quality products, research reports and outcomes for the industry partner of this project.

Class Contact: Workshops: 12 x 2.5 hours for one semester. After an initial lecture-based start-up period in which the project is outlined, teams are established and project management goals, objectives, tasks and timelines are set, the student teams work on the project as required. Regular workshop meetings are a minimum basis for these projects to be completed.


Assessment: Journal, Online journal to be submitted fortnightly, 25%. Other, Online discussion and responses to questions from lecturer/unit leader, 25%. Report, Report/project evaluation (3000 words), 50%.

AHS7058 SPORT INDUSTRY DEVELOPMENT PROGRAM

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will provide students with the opportunity to participate in a group-based, structured and self-contained, work-integrated learning program. Students will undertake a work-related activity that focuses on a significant sport industry project, issue or problem. Students will be expected to work with various stakeholders, and use their strategic management, problem-solving, team building and interpersonal skills to complete the project.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Complete a detailed report that examines the process and outcomes of the project and reflects upon the personal learning and developmental experiences of the students involved;
- Produce professional quality products, research reports and outcomes for the industry partner of this project.

Class Contact: Seminars: 12 x 2.5 hours for one semester.


Assessment: Literature Review, Review of the literature on a specific research topic (500 words), 25%. Project, Compilation of a research project proposal (5000 words), 50%. Project, Completion of a major research project (2000 words), 50%.

AHS7059 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
AHX5017 CARDIORESPIRATORY AND METABOLIC PHYSIOLOGY FOR REHABILITATION

Locations: Footscray Park.
Prerequisites: Nil.
Description: This unit of study will include: cardiovascular pathophysiology and rehabilitation: ischemic, 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/neurohormonal conditions: obesity, diabetes, chronic fatigue syndrome, anemia; inflammation, infection control (including wound management) and haemostasis

Credit Points: 8

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%.

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, discectomies and pain management; arthritis: osteo, rheumatoid, gout, ankylosing 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 clinical 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.

Assessment: Case Study, Musculoskeletal case study, 20%. Examination, Written final exam, 40%. Examination, Practical hurdle exam, 40%. Minimum effective word limit 5000 words.

AHX5029 EXERCISE PRESCRIPTION FOR WORK

Locations: Footscray Park.
Prerequisites: Nil.
Description: Students will develop skills in the prescription of both individual and group work-oriented programs involving workers in simulated or actual work tasks and activities that are structured and progressively graded. Aquo-exercise and hydrotherapy and other modes of exercise conditioning will be included. Students will develop expertise in the design and implementation of programs that increase physical power and capacity, and productivity, with the goal of training workers to remain at, or return to, suitable employment. The unit will provide students with advanced skill training in the assessment of injured or disabled workers to identify and specifically measure the limitations and deficits of clients against the type of work the client will be/is required to perform in the workplace. Students will also develop their skills in the education of the injured worker to maintain sound physical and physiological habits to avoid further injury. This will include: the ability to conduct individual and group training programs in manual handling techniques; lumbar stabilisation programs; back care education as well as work break exercise
programs; injury prevention strategies; pain management and modification of exercise equipment for people with disabilities.

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 injury or illness; or people with permanent disabilities. The unit revisits 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, pathologocal 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 injury or illness; or people with permanent disabilities. The unit revisits 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, pathologocal 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 injury or illness; or people with permanent disabilities. The unit revisits 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, pathologocal 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 injury or illness; or people with permanent disabilities. The unit revisits 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, pathologocal 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 injury or illness; or people with permanent disabilities. The unit revisits 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, pathologocal 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 injury or illness; or people with permanent disabilities. The unit revisits 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, pathologocal 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 injury or illness; or people with permanent disabilities. The unit revisits 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, pathologocal 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 injury or illness; or people with permanent disabilities. The unit revisits 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, pathologocal electrocardiography, cardiovascular responses to exercise, blood lipids, interpretation of pulmonary function and dysfunction in exercise and the assessment of balance.
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 studies 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 content will include: the physical properties of bone and collagenous tissues, arthrology, muscular system, and an overview of the nervous system; functional anatomy of the joints: shoulder complex, forearm, wrist and 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, arthrology, muscular system, and an overview of the nervous system;
- Understand the functional anatomy of the joints: shoulder complex, forearm, wrist and hand complex, hip joint complex, knee complex, 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.


Assessment: Final examination 60%; Ongoing assessment 10%; Flag-race (practical) exam 30%.

AHX5042 MUSCULOSKELETAL PHYSIOLOGY FOR REHABILITATION

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will include: mechanisms of injury and repair in skeletal...
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:
- 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, pneumoconiosis, bronchiectasis, cystic fibrosis, tuberculosis, respiratory distress syndrome, and acute respiratory tract infections; and metabolic conditions including obesity, diabetes, chronic fatigue syndrome, and anaemias.
- Demonstrate knowledge of exercise prescription for metabolic conditions, including obesity, diabetes, chronic fatigue syndrome and anaemias.
Class Contact: One one-hour lecture per week; one two-hour practical per week.
**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:

- Demonstrate knowledge of the scope of professional roles available to clinical exercise practitioners, and how these interact with the roles of other health professionals in the provision of services to people with chronic and complex health conditions;
- 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 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 studies submitted during the semester (500-1000 words each, 2 × 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 on acute and chronic exercise capacity. 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; arthritides, including osteoarthritis, rheumatoid arthritis, gout, ankylosing 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:

- 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.

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, neuromuscular 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 participate 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, neurological, and/or neuromuscular conditions.

**Credit Points:** 12

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

- Demonstrate knowledge and 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;
- 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.

**Assessment:** Case study (1000 words) 20%; Written examination (2000 words) 40%; Practical examination 40%.

**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%.

AHX5048 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, neuromuscular 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 participate 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, neurological, 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 indicated and contraindicated exercises from all of the above factors;
- 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.
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 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.

Required Reading: American College of Sports Medicine 2003, 2nd edn, ACSM's
exercise management for persons with chronic diseases and disabilities, Champaign,
2005, ACSM's health-related physical fitness assessment manual, Philadelphia, PA.: 
Lippincott, Williams & Wilkins. Goldberg, I & Elliott, DL 2000, The healing power of
exercise, New York: John Wiley & Sons, Inc. MacAuley, D & Best, TM 2007, 2nd
edn, Evidence-based sports medicine, Oxford: Blackwell. MacKinnon, LT, Ritchie, CB,
Hooper, SL & Abernethy, PJ 2003, Exercise management: concepts and professional

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 barriers to exercise, for clients with
  musculoskeletal and/or neurological conditions;

- Identify risks associated with exercise, and contraindications to exercise,
  for clients with musculoskeletal and/or 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: Brukner & Khan 2007, 3rd edn, Clinical sports medicine, 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: 4 seminar hours and 160 fieldwork hours

Required Reading: To be advised by lecturer.

Assessment: Satisfactory/Unsatisfactory. Report, Supervisors Report/Logbook,
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.


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

Class Contact: 8 seminar hours and 170 fieldwork hours (completed over 2 semesters)

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.

Prerequisites: Nil.

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, Queen, City Flinders.

Prerequisites: Nil.

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
evaluations 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 St, Footscray Park, City Flinders.

Prerequisites: Nil.

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. The main criterion for acceptance is the ability of students to integrate project 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 St, Footscray Park, City Queen, City Flinders.

Prerequisites: Nil.

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 consultation 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 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.

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.
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.

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 of study and which is illuminated by the exercises undertaken in the Directed Study unit of study. 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
**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 this 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 with unit 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 of study 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
**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 this 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 with unit 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, anemias.
**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, ischemic, 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 anemias.

**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%.
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:
- 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 per week for one semester.
Assessment: Assignments and presentations 80%; Attendance and participation 20%.

AHX6046 EXERCISE FOR REHABILITATION CLINICAL PRACTICE (FULL-TIME)
Locations: Footscray Park.
Prerequisites: Nil.
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 AAESS accreditation upon completion of the Master of Applied Science - Exercise Rehabilitation.

Class Contact: 170 hours industry placement.
Assessment: Assignment, Client information sheet, 30%. Examination, Final examination, 70%. Total effective word limit 5000 words.
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.

**Prerequisites:** Nil.

**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:** 170 hours industry placement (completed over 2 semesters)

**Required Reading:**

**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%

**AHZ2001 INTRODUCTION TO RESEARCH DESIGN AND METHODS**

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

**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 designs 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

**Class Contact:** One two-hour seminar and one one-hour tutorial per week for one semester.

**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

**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 (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

**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.
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
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
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.